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**THE COURSE CATALOG
IS GENERATED AT THE
BEGINNING OF EACH
ACADEMIC YEAR. AS TIME-
SENSITIVE POLICY CHANGES
AND ADMINISTRATIVE
UPDATES OCCUR IN THE
COURSE OF THE YEAR, THE
ONLINE HANDBOOK MAY
BE UPDATED ACCORDINGLY.
THESE CHANGES MAY NOT
BE REFLECTED IN THE PDF
VERSION OF THE CATALOG.**

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History, Mission, and Values

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Denison's History

Denison holds a storied place in American higher education. Among the earliest colleges to be established in the original "Northwest Territory" beyond the Allegheny Mountains and north of the Ohio River, it held its first classes during the presidency of Andrew Jackson. The institution was first called the Granville Literary and Theological Institution, then Granville College. In the mid-1850s, in honor of a key benefactor, it took the name Denison University.

Well before it reached its first centennial, Denison had gained a reputation for attracting outstanding professors and college leaders, sending a number on to advance higher education across the country. The growing academic reputation of Denison briefly encouraged the faculty and Trustees to offer graduate degrees, but by the early twentieth century it was clear that the strength of the institution was in high-quality undergraduate instruction, and the title "university" was retained primarily for historical reasons.

Focus upon leadership in undergraduate education and commitment to the residential principle led the college to develop concrete plans for the physical expansion of the campus and measured growth, with the college reaching its present size of about 2,200 students by 1970. In 1916, the famed landscape architectural firm of Frederick Law Olmsted Sons produced an innovative design for Denison. The "Olmsted Plan" has remained the touchstone for the continuing development of the Denison campus. Residentiality is a key component of a Denison education, creating a four-year, on-campus living and learning experience for students.

Today's Denison, a recognized leader among 21st century American liberal arts colleges, builds upon all of these founding traditions. A non-sectarian institution independent of any denominational affiliation since the 1960s, Denison actively seeks outstanding students from across the country and around the world. Denison offers a rich and deep education in the natural sciences, humanities, social sciences, fine arts, and interdisciplinary studies, as well as extraordinary campus leadership opportunities aimed at preparing graduates who will make a difference in their communities, their country, and the world.

Learn more about Denison's history (<https://denison.edu/campus/about/our-history/>).

Our Mission

Mission Statement

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.

Guiding Principles

Denison's mission statement is supported by the following guiding principles:

Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.

Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.

We seek to ensure an ever-broader range of racial, ethnic, international and socioeconomic backgrounds in a student body of about 2,200 students. We offer different kinds of financial aid to meet the different needs of our students.

The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.

Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities. Foremost among these is a commitment to treat each other and the environment with mutual respect, tolerance, and civility.

Freedom of Expression and Academic Freedom

Denison University actively promotes the free expression and exchange of ideas. Academic freedom is essential to the aims of higher education and to the University's goals of fostering critical thinking, moral discernment, and active citizenship among its members. It is the responsibility of the faculty and the administration to protect academic freedom. Furthermore, because Denison is a residential, liberal arts

college, academic freedom must be extended to all members of the university community in the broadest of contexts. Indeed, academic freedom is a core value of liberal education and is essential to the transformative power of that education promised in our mission statement.

Academic freedom is the right of all members of the University to exercise the broadest possible latitude in speaking, writing, listening, challenging, and learning. It applies to opinions and inquiry regarding political, cultural, religious, scientific, and social matters, as well as to those regarding the University itself and its policies. Academic freedom is especially critical in the classroom, in research and publication, and in all educational activities.

Academic freedom applies to views and ideas that most members of the University may consider mistaken, dangerous, and even despicable. The ideas of different members of the University community will often conflict, but it is not the proper role of the University to shield individuals from ideas and opinions they find unwelcome, disagreeable, or offensive. Although the University values civility, and although all members of the University community share the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for limiting discussion of ideas, however offensive or disagreeable those ideas may be to some members of the community.

Academic freedom does not, of course, mean that individuals may say whatever they wish, whenever they wish. The University may prohibit expression that violates the law, defames specific individuals, constitutes a genuine threat or harassment, or unjustifiably invades substantial privacy or confidentiality interests. These limitations, however, are narrow exceptions; it is vitally important that these exceptions never be used in a manner that is inconsistent with the University's commitment to a free expression of ideas.

Members of the University community must act in conformity with the principle of academic freedom. Although members of the University community are free to criticize and contest the views of others, they may not obstruct or otherwise interfere with the freedom of others to express views they reject. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. Such an open exchange of ideas is essential to liberal education. (Portions of this statement are from the University of Chicago Report of the Committee on Freedom of Expression.)

The Value of Diversity to a Denison Education

Denison is committed to the idea that our community should include people from a wide variety of religious, cultural, ethnic, racial, gender, sexual orientation and socio-economic backgrounds in order to realize the goals of a liberal arts education. Denison University's commitment to foster a diverse community is central to our mission as a liberal arts college to educate critical thinkers, discerning moral agents and active citizens of a democratic, global society. Through our pedagogies we set out to realize the transformative power of education. Engagement with, and challenge from, multiple, differing perspectives are incubators of critical thinking and social responsibility. Students must learn to question the truth of all assertions, no matter how apparently obvious or widely held. The lesson that even one's own most cherished beliefs cannot be immune to questioning is crucial. A classroom marked by

homogeneity of experience is one where such a lesson cannot be easily grasped. It is important to the realization of our educational goals not only that students have opportunities to speak about racial, ethnic, and other differences, but that they also get a chance to speak across these differences. This can only happen if there is diversity in the classroom and, more generally, in the college. Diversity in all facets of the university has educational value for all students and benefits all members of the campus community. Diversity plays a particularly important role at Denison. In this college, where classes are small and highly participatory, where a fully residential campus places students constantly together in living as well as learning, and where a multiplicity of campus-based opportunities in student organizational life, athletics and recreation, and social service allow students to share personal growth experiences, diversity of background and experience is shared first-hand.

(Adopted by the Faculty Oct. 5, 2006. Revised April 23, 2025.)

Statement on Campus Sustainability

Denison is a community committed to being environmentally, socially, and economically sustainable. The college is a signatory to both the American College and University Presidents' Climate Commitments and the International Talloires Declaration for a Sustainable Future. We integrate sustainability into teaching, learning, scholarship, and our daily lives. We also integrate sustainability into how we operate the college. We recognize our responsibility to current and future generations.

More on Denison's commitment to sustainability (<https://denison.edu/campus/green/>).

Accreditation and Recognition

Denison is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in chemistry is accredited by the American Chemical Society.

Denison is a member of the National Association of Independent Colleges and Universities, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations. The college participates in the North Coast Athletic Conference of NCAA Division III.

The Academic Program

An Overview

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, independent thinking, and rational, humane self-determination. Denison's curriculum provides the means by which these characteristics are deliberately nurtured in our students. Our commitment to a liberal arts education is expressed in the form of General, Major, and Elective requirements. Students should anticipate that their curricular experience will be divided nearly equally among these three spheres. Students work closely with their advisors to fulfill these requirements in ways that meet students' objectives, enable purposeful choices of programs and courses, and facilitate a coherent preparation for becoming a creative and engaged citizen in the twenty-first century.

General Education

The General Education Program is designed to provide intellectual breadth, through experience with a variety of disciplines and appreciation for the diversity of human culture. This program requires broad exposure to various fields and development of essential abilities: listening, reading, and observing; reasoning critically and quantitatively; and expressing ideas convincingly in oral discourse as well as the written word. Approximately one-third of the curriculum is reserved for General Education.

Academic Major

The Academic Major promotes discipline of thought and depth of understanding as it is articulated within a specific field. Within the Major, students are held accountable for discovering the evolving questions within the field and the prevailing methods that lead to greater understanding. Practice within a chosen discipline will constitute about a third of students' coursework as they develop an appreciation for the culture and content of their academic home.

Electives

Electives require further breadth of inquiry and provide additional opportunities for students to individually design their curricular choices. In consultation with their academic advisors, students choose about one-third of their courses as electives. These choices may be a mix of structured options, such as a concentration or a semester of off-campus study, or they may be more flexible reflections of personal interest.

With careful planning, General Education, the Academic Major, and Electives blend into a coherent and meaningful educational experience. These three spheres provide breadth, depth, and flexibility in a liberal arts education nurturing independent thought, rationality, and a capacity for humane self-determination.

Degrees Offered and Graduation Requirements

Denison University offers Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Fine Arts (BFA) degrees. To be a candidate for a Denison degree, a student must do the following:

- Fulfill the General Education requirements;
- Complete an Academic Major in either a department, a program, or an individually designed program;
- Earn 126 semester hours of credit;

A student earning a BA degree may have no more than 56 hours from the major field (14 courses) count toward the 126 hours required for graduation. Required cognates would not be included in this "56 Hour" rule. Interdepartmental BA degrees may require no more than 68 hours (17 courses).

NOTE: A student may count towards graduation no more than 4 credits of Physical Education experiences that are credited S/U.

- Earn a cumulative grade-point average of at least 2.0. Normally, all Denison courses completed by the student, including repeated and failed courses, will count in the calculation of the overall grade-point average;
- Earn a grade-point average of at least 2.0 in the major. Normally, all courses eligible to count toward the student's major, minor,

and concentration, including courses beyond the minimum requirements, will be included in the calculation of the major, minor, and concentration grade-point average;

- Complete at least 64 of the required 126 credit hours while in residence at Denison. Satisfactory completion of a major at Denison requires at least one-half of the credit hours that fulfill major requirements to be completed in residence at Denison. Satisfactory completion of a minor at Denison requires at least one-half of the credit hours that fulfill minor requirements to be completed in residence at Denison.
- Senior residency requirement: Generally, all students, except those approved to go on a Denison off-campus program or are enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters in residence at Denison. Exceptions to these requirements may be made via petition to the Academic Standing Board. A course taken "in residence" is defined as any course scheduled by the Denison Registrar and taught on the Denison campus, by a Denison faculty member. This policy prescribes a university-wide minimum residence requirement; individual departments may have stricter requirements.

Denison reserves the right to not award a student a degree if serious violations of the Code of Student Conduct or Code of Academic Integrity have been alleged against that student or if charges exist against that student that cannot be adjudicated prior to commencement exercises. At the discretion of the Vice President for Student Life or the Provost, a student facing allegations or charges of academic dishonesty may be permitted to participate in commencement exercises, however, the student would not receive a diploma or be considered a graduate of Denison. A valid diploma would be sent when all serious conduct matters have been resolved, and the student is deemed eligible to receive a degree from Denison.

Please note that qualifications and further clarification of these requirements appear in other sections of this catalog.

Academic Credit Policy

The guidelines below establish the minimum standards for academic credit at Denison.

1. Minimum standard for one credit: A one-credit course requires three hours of work per week (one hour of classroom or direct faculty instruction and two hours of out-of-class student work) over a period of 14 weeks of instruction plus one week of exams. Direct faculty instruction is defined in the "Forms of Instruction" section below.
2. Minimum standard for courses over one credit. Courses offered for other than one credit are simply multiples of the one-credit standard. Therefore, a four-credit course requires four hours of classroom or direct faculty instruction AND eight hours of out of class student work (for a total of twelve hours of weekly work) over 14 weeks of instruction plus one week of exams.
3. Intensive Capstone/Practicum/Research/Creative courses. Capstone, practicum, directed/independent studies, research and creative courses may require students to invest a greater amount of time in work outside of class. These courses may shift the distribution of the minimum standards described above. Reasons for deviations from the one-third/two-thirds ratio should be articulated on course syllabi.
4. This policy establishes the minimum expectation for academic credit. Students often will be required to invest more time

than the required minimum to earn the credit awarded by the course. A student may not petition to add academic credit to a course solely on the basis of the time beyond the minimum they invested in the course.

Courses offered for less than one credit should generally conform to the one-third/two-thirds ratio of classroom or direct faculty instruction to out of class student work. Partial-term courses must begin and end during the time that the regular semester (14 weeks of instruction plus one week of exams) is scheduled, and students must remain full-time students during the term in which they enroll for a partial-term course.

Faculty may use their discretion in the weekly distribution of the one-third/two-thirds ratio as long as this guideline is generally met by the end of the semester.

Forms of Instruction and Student Work

Faculty led instruction may take place in a variety of modes, including forms of instruction outside of regularly scheduled course hours.

Thus, Classroom Instruction is one form of instruction offered at Denison.

Other forms of Direct Faculty Instruction include, but are not limited to:

- Advising for group or individual projects
- Laboratory meetings outside of regularly scheduled course hours
- Review sessions
- Library sessions outside of regular class time
- Use of discussion board (such as NoteBowl)
- Required outside speakers
- Required community service
- Required video/film viewing with discussion on NoteBowl or outside class
- Detailed feedback on student writing and other work
- Faculty-recorded lectures or presentations (as in a flipped classroom)
- Concerts, museum visits, and associated field trips
- Required departmental or divisional colloquia

Out of class student work includes, but is not limited to, various types of reading, writing, and research activities; visits to the Writing Center or similar academic support units, and rehearsal, practice, and creative work.

The General Education Program

The General Education requirements ensure that students develop core liberal arts competencies and encounter a broad range of liberal arts inquiries — social, scientific, humanistic, and artistic — embraced by the Denison University faculty. In addition, the requirements expose students to a diversity of perspectives that enable them to interact more effectively in an increasingly interdependent world. Thus, the General Education program seeks to accomplish three goals:

1. development of competencies,
2. exposure to a broad variety of disciplines and,
3. development of a global perspective.

General Education: Summary of Requirements

- One W 101 - First-Year Writing Workshop (First Year writing intensive workshop)
- Two courses from the Fine Arts
- Two courses from the Sciences (one fulfilling a lab requirement)
- Two courses from the Social Sciences
- Two courses from the Humanities
- One interdivisional course from one of the following areas: Black Studies, Data Analytics, East Asian Studies, Environmental Studies, Global Health, International Studies, Latin American and Caribbean Studies, Middle East and North African Studies, Queer Studies, and Women's and Gender Studies.
- Foreign Language

At a minimum, all students must complete an elementary year of Foreign Language 111-112 at the college level. Students who have studied a language in high school and who wish to continue study of that language at Denison in order to fulfill this requirement will, however, be expected to complete the third semester of that language (i.e., to pass or demonstrate proficiency in the language at the 211 level). All entering students who have studied a foreign language in high school must take the appropriate placement test during the orientation period. Language courses 111, 112, and 211 will not count toward the divisional distribution requirements, except for Latin and Greek 211, which may count toward the Humanities requirement unless used to satisfy the Foreign Language requirement.

NOTE: Only one course from a single department may be used to fulfill the divisional requirements.

Five of these general education courses (or other courses) must fulfill these competencies:

- One power and justice requirement
- One quantitative reasoning requirement
- One oral communication requirement
- Two writing intensive course requirements following the completion of the W101 Writing Workshop (one of which must be completed by the end of the sophomore year)

Academic Majors

Completing an academic major enables students to pursue their primary fields of specialization within the curriculum. Roughly a third of students' courses are completed within a program of study structured by a department or interdisciplinary program. Because the major is the primary means by which students undertake depth of study, students work closely with academic advisors to choose fields for which they are personally and professionally suited. Students may change their majors while at Denison. By the end of the sophomore year, students should formally declare a major. If possible, students should select an academic advisor associated with the chosen major. The specific objectives and requirements of each academic major can be found within this course catalog.

Table of Academic Majors and Degree(s) Granted

Majors	Degree(s) Granted
Ancient Greek and Roman Studies (p. 24)	BA
Anthropology (p. 27)	BA
Anthropology and Sociology (p. 30)	BA
Art History and Visual Culture (p. 33)	BA
Art Studio (https://catalog.denison.edu/catalog/courses-of-study/art-studio-details/)	BA, BFA
Biology (p. 38)	BA, BS
Black Studies (p. 46)	BA
Chemistry and Biochemistry (p. 52)	BA, BS
Cinema (p. 58)	BA
Classical Studies (p. 61)	BA
Communication (p. 62)	BA
Computer Science (p. 72)	BA, BS
Dance (p. 78)	BA
Data Analytics (p. 82)	BA, BS
Earth and Environmental Sciences (p. 92)	BA, BS
East Asian Studies (p. 98)	BA
Economics (p. 103)	BA
Educational Studies (p. 110)	BA
English (p. 114)	BA
Environmental Studies (p. 120)	BA
French (p. 121)	BA
German (p. 123)	BA
Global Commerce (p. 126)	BA
Global Health (p. 129)	BA
Health, Exercise, and Sport Studies (p. 134)	BA
History (p. 138)	BA
International Studies (p. 148)	BA
Journalism (p. 153)	BA
Mathematics (p. 161)	BA, BS
Music (p. 169)	BA
Philosophy (p. 197)	BA
Philosophy, Politics and Economics (p. 203)	BA
Physics (p. 206)	BA, BS
Politics and Public Affairs (p. 210)	BA
Psychology (p. 216)	BA, BS
Religion (p. 229)	BA
Spanish (p. 234)	BA
Sustainability and Environmental Studies (p. 239)	BA, BA
Theatre (p. 248)	BA

Visual Arts (p. 253)	BA, BFA
Women's and Gender Studies (p. 259)	BA

The Individually Designed Major (IDM)

The Denison major promotes discipline of thought and depth of understanding as they are articulated within a specific field. The standard offering of Denison majors is carefully selected; each major is rigorously reviewed, and must meet a myriad of nationally accepted academic standards, and often follows a long tradition of academically sound pedagogy. Because the major is a distinctive hallmark of a Denison degree, the institution guards its majors with utmost care. The IDM option allows students to design their own majors that are not offered in Denison's standard curricula. However, the Academic Affairs Council applies the very highest standards in accepting IDMs. Students must have a compelling and coherent case for pursuing an IDM.

Individually Designed Majors approved in the last few years include the following titles:

- "Integrated Science and Design"
- "Cultural Studies and Liberation"
- "Commerce, Media and the Arts"
- "Comparative Literature"

Students who wish to design their majors should consult with their advisors and the Registrar early in their Denison careers. Students must submit their IDM proposal to the Registrar by March 1 of the sophomore year. Approval of the proposal by the Academic Affairs Council must be completed by May 1 of the student's sophomore year.

Academic Minors, Concentrations, and Electives

Academic Minor

A minor provides a guided plan of study within a discipline but with fewer requirements than a major. Typically, minors require core courses, beginning and advanced coursework in the field, and electives. Minors afford students a structured opportunity to enrich or complement majors, or to engage a separate academic field. Most departments and programs offering majors also offer a minor. In addition, stand-alone minors in are offered in the fields of Astronomy, Data for Political Research, and Digital Humanities.

- Ancient Greek and Roman Studies (p. 24)
- Anthropology (p. 27)
- Applied Mathematics (Minor & BS Degree) (p. 31)
- Art History and Visual Culture (p. 33)
- Art Studio (<https://catalog.denison.edu/catalog/courses-of-study/art-studio-details/>)
- Astronomy (Minor) (p. 36)
- Biology (p. 38)
- Black Studies (p. 46)
- Cinema (p. 58)
- Communication (p. 62)
- Computer Science (p. 72)
- Dance (p. 78)
- Data for Political Research (Minor) (p. 87)

- Digital Humanities (Minor) (p. 90)
- Earth and Environmental Sciences (p. 92)
- East Asian Studies (p. 98)
- Economics (p. 103)
- Educational Studies (p. 110)
- English (p. 114)
- French (p. 121)
- German (p. 123)
- Global Health (p. 129)
- Greek (Minor) (p. 133)
- History (p. 138)
- Journalism (p. 153)
- Latin (Minor) (p. 157)
- Mathematics (p. 161)
- Music (p. 169)
- Music Theatre (Minor) (p. 186)
- Philosophy (p. 197)
- Physics (p. 206)
- Politics and Public Affairs (p. 210)
- Psychology (p. 216)
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Concentrations

A concentration provides an interdisciplinary program of study, requiring a depth of study in a field that crosses disciplinary boundaries. Denison offers concentrations in the following fields: Computational Science, Latin American and Caribbean Studies, Legal Studies, Middle East and North African Studies, Neuroscience, and Queer Studies. In addition, there are a few concentrations available only to majors in certain disciplines (Financial Economics in Economics, as well as several concentrations/ domains within Sustainability & Environmental Studies and Data Analytics). Two opportunities similar to a concentration are the Lugar Program (<https://catalog.denison.edu/catalog/courses-of-study/lugar-program/>) and Organizational Studies (<https://catalog.denison.edu/catalog/courses-of-study/organizational-studies/>). Students interested in these fields should talk with the appropriate faculty soon after they have begun their Denison careers.

Electives

Electives may be chosen as a flexible mix to explore a variety of fields throughout Denison's curriculum or off-campus study. Students who want more structure in their choices of elective courses may pursue a minor, a concentration, or a second major.

Academic Advising

All Denison students have an academic advisor who is a member of the teaching faculty. First-year students are enrolled in AC 101 - Advising Circle.

Denison's Statement on Advising

Advising is a form of teaching that is purposeful, ongoing and regular. Advising is integral to teaching at Denison. The Academic Advisor plays a key role in helping students learn to become autonomous thinkers, capable of self-determination through their exploration of the liberal arts.

The chief role of a faculty advisor is to assist students in thinking through their undergraduate liberal arts experience and their educational goals so that they may take full advantage of the resources available at Denison University. The advising relationship develops and changes over the course of four years, as student needs and concerns evolve. Advisors encourage students to think critically about the benefits of a liberal education. They also assist students in understanding Denison's current academic regulations as well as the educational resources available at the university. Advisors have an essential role in directing students to additional advising and mentorship resources from across campus.

Faculty advisors also offer guidance beyond these matters:

- assisting students in identifying their interests;
- helping students make links between immediate and long-range goals;
- discussing career paths and graduate school options;
- referring students to institutional resources for academic or personal support; and
- giving advice, when appropriate, on decisions relating to personal or quality-of-life choices.

During the first year of residence, Denison urges students to begin planning their programs of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty advisor, as well as the offices of Student Life, the Knowlton Center for Career Exploration, and Academic Support, will assist students with the planning process. Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with their faculty advisor.

Because education is an evolutionary process, Denison encourages students to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common, and students should not preclude consideration of any particular range of educational alternative.

The Director of Advising assigns each incoming student a faculty advisor. Frequently, this person will be an instructor in one of the courses (for example, AC 101 (<https://catalog.denison.edu/search/?P=AC%20101>) - Advising Circles) taken by the student during the first semester. Otherwise, the Director will work to make an assignment based on a student's initial academic interests. As a student's major and vocational goals become more clearly defined, it is likely that the student will choose to change to an advisor more familiar with those developing interests. Students may, with the consent of the new faculty advisor, officially switch to a new advisor. All changes must be reported to the Registrar's Office.

It is ultimately the responsibility of students to monitor their own academic progress and to ensure that all of their General Education and

major/minor requirements are completed by their intended graduation date. Academic advising provides useful support toward this goal.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, and Senior Research.

Directed Study

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course, or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. A student electing a Directed Study must submit to the Registrar a proposal with appropriate departmental approval no later than the first Friday of the semester. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. The form required for Directed Studies is available in the Office of the Registrar. Note: Directed Studies may not be used to fulfill General Education requirements.

Independent Study

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. The approval must be submitted on the appropriate form to the Registrar no later than the first Friday of the semester.

The chief distinction between this and other options for individual study is that an individual faculty member works with the student to frame the project at its initiation, and to advise and assess the project as it evolves, but the expectation is that the student take independent initiative for moving the project forward and exploring the ideas raised by the project. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project that constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work, carrying more than four credit hours, must be submitted to the Academic Affairs Council. Such proposals would be subject to careful review and only with extenuating circumstances would be considered for approval. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon." Note: Independent Studies may not be used to fulfill General Education requirements.

Senior Research

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the

second semester Senior Research. Instructors who choose to assign a grade at the completion of the first semester Senior Research should notify the Registrar at the beginning of December. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. Each semester of Senior Research is limited to a maximum of 4 credit hours. The form required for Senior Research is available in the Office of the Registrar. Note: Senior Research may not be used to fulfill General Education requirements.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.7 academic average be maintained for the semester, with no D's, F's, U's, I's, X's, or W's, and that a minimum of 12 academic hours be completed for a grade. Students with X-grade notations are not eligible to receive Dean's List honors, neither contemporaneously nor retroactively.

Senior Thesis or Senior Creative Project with Distinction

Denison values the intellectual accomplishment demonstrated by completion of a Senior Thesis or Senior Creative Project. The university has a long tradition of acknowledging that accomplishment by preserving projects that attain the specified grade level in the campus library and recognizing them in the commencement program. This policy establishes a process by which senior student work can receive institutional recognition by designating such projects as a Senior Thesis with Distinction or Senior Creative Project with Distinction.

Definitions of Relevant Terms

Senior Research: 8-credit senior immersive experience in major; normally 451-452 sequence.

Senior Thesis: A Senior Research project that has met all the terms of Distinction as described below, including: declaration of intent by the appointed deadline, designation of a second evaluator, and final submission by the deadline and location as designated by the Provost; and which meets or exceeds the standards of evaluation described herein. The product of a Senior Thesis is *submitted in the form of a written document*. The product of a Senior Thesis is preserved in Denison's library, indicated on the student's transcript, and recognized in the commencement program.

Senior Creative Project: A Senior Research project that has met all the terms of Distinction as described below, including: declaration of intent by the appointed deadline, designation of a second evaluator, and final submission by the deadline and location as designated by the Provost; and which meets or exceeds the standards of evaluation described herein. The product of a Senior Creative Project is *submitted in the form designated by the department/program* as indicated in the declaration of intent. The product of a Senior Creative Project is preserved in Denison's library, indicated on the student's transcript, and recognized in the commencement program.

Product: the tangible item submitted by the appointed deadline in fulfillment of the Senior Thesis / Senior Creative Project requirements. The product is normally a text that either:

- Comprises the entirety of the Senior Thesis
- Is approved by the department or program in substitution of a text that comprises the entirety of the senior thesis. This might take the form of an abstract or description of a Senior Creative Project.

Guidelines for recognition of senior work with Distinction

A. A final product that is judged to merit Distinction will receive the following acknowledgment:

1. the student's name, the title of the project, and the name of the project advisor will be included in the commencement program;
2. the student's name, the title of the project, and Distinction will be indicated on the student's transcript;
3. a copy of the final product, in its appropriate form as determined by department or program, will be preserved in the library.

B. The following are the criteria and procedures to be fulfilled for a project to receive Distinction:

1. The student must be enrolled in Senior Research 452 or parallel eight-credit research sequence as determined by department or program.
2. The student must successfully complete a year-long Senior Thesis or Senior Creative Project (which could be done either in a fall-spring semester sequence or a summer-senior semester sequence in cases where the department or program approves of this option).
3. The thesis/project must be integrally connected to the student's major and must be advised by a faculty member either in the student's major or approved by the chair of the major.
4. Each thesis/project must be evaluated by at least one faculty member other than the thesis/project advisor. The student, in consultation with the advisor, will secure a second evaluator by February 1 (or the following work day if February 1 falls on a weekend).
5. The student must declare to the major department/program and to the Registrar the intention to submit a Senior Thesis or Senior Creative Project as the result of an eight-credit research sequence no later than February 1 (or the following work day if February 1 falls on a weekend) of the senior year. This declaration will require the signatures of the thesis/project advisor, the second evaluator, and the chair of the department/program. The declaration also must indicate the form of submission of the final product (text, creative piece, computer program, etc.).
6. The final product must be submitted to the Office of the Provost (or an alternative location designated by the Provost) no later than one week before the last day of classes, by a date and time to be determined by the Provost. The Office of the Provost will provide clear instruction to students submitting theses/projects as to the date, time, number of copies (hard and/or electronic copies), and location for submission of the final product. The form of submission of the final product will be based on information provided in the declaration submitted by February 1. The Office of the Provost will distribute the submitted products to the thesis/project advisor and second evaluator for review.
7. Final products submitted after the deadline will not receive Distinction.
8. Evaluation:

1. Senior Research: The final grade for the eight-credit Senior Research, normally Senior Research 451/452 (or four-credit project in case of a summer-semester sequence, in cases where the department/program approves of this option) will be submitted by the research advisor. The Distinction process has no bearing on the grade submitted by the research advisor for the eight-credit Senior Research.
2. Senior Thesis/Creative Project: Both the advisor and the second evaluator will assign a grade to the Senior Thesis/Creative Project. This grade reflects the quality of the final Thesis/Creative Project itself. A final Senior Thesis/Creative Project will be judged to merit Distinction if both the advisor and other evaluator give it a B or above, and at least one of the grades is a B+ or above. (These grades of the thesis/creative project are separate from the grade for the eight [or four] credits submitted by the advisor for the Senior Research, as described in B.8.a. above).
3. Grades submitted for the Purposes of Distinction must be submitted to the Registrar in a form designated by the Registrar no later than the Monday of commencement week in spring semester and when final grades are due in fall semester.

C. Departments and programs have the authority to determine the guidelines governing the design and execution of the project. Departments and programs may establish minimum requirements for students to undertake a project. Departments and programs may not alter the deadline (as described in B.6-7 above) or the minimum grade requirements for eligibility for Distinction (as described in B.8.b. above).

D. The Registrar will provide to the Provost and the Director of the Library a list indicating which theses/creative projects have merited Distinction. The Office of the Provost will provide the Library with a copy of the final product to be preserved in the Library.

Note 1: If a Senior Thesis/Creative Project follows a summer-fall semester sequence, the Registrar will adjust the date to submit intention to receive Distinction accordingly.

Note 2: Appropriate adjustments will be made in the case of a project that is part of an independently designed major.

Graduation with Honors

A student who meets the general college requirements and the particular requirements for a Denison degree may graduate with Honors. There are three levels of Honors.

Highest Honors - Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.9 or higher.

High Honors - Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.75 or higher.

Honors - Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.60 or higher.

Please note: The calculation of a student's GPA for "Latin Honors" is based on all semesters of academic work at Denison, with a minimum of

64 graded hours completed at Denison. Students with X-grade notations are not eligible to receive Latin Honors, either contemporaneously or retroactively.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

President's Medals

Each spring at the Academic Awards Convocation, the President awards medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following:

- service to the community,
- contribution to the arts,
- enlargement of the community's global perspective,
- athletic fitness and achievement,
- leadership ability and contribution to community discourse.

Provost's Academic Excellence Award

The Provost's Academic Excellence Award recognizes a small number of graduating seniors who have exhibited an extraordinary level of intellectual engagement and academic achievement during their time at Denison. Awarded each spring at the Academic Awards Convocation, this honor is singularly focused on academic excellence. Recipients must demonstrate exemplary academic achievement, as evidenced by course grades, engagement in independent research, and contributions to intellectual life on campus. Although students may be nominated for both the President's Medal and the Provost's Academic Excellence Award, they can be awarded only one of these prestigious honors.

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to all the regulations, terms, and conditions, academic and financial, as set forth in this Catalog. A student must, therefore, confirm registration during the scheduled registration period each semester.

Registration as a Full-Time Student

Successful completion of 126 credit hours is required to obtain a Denison degree. A normal semester credit load is 16 credit hours per semester, enabling a student to meet degree requirements within eight semesters. Students must be enrolled in a minimum of 12 credit hours per semester to remain a full-time student at Denison.

Partial Registration

With special permission from the Associate Provost of Academic Affairs, a regular student may register for fewer than 12 credit hours. However,

reduced registration could have ramifications for financial aid and housing eligibility. Students should contact the Associate Provost for Academic Affairs for further information. Without special permission, 12 credit hours shall be the minimum registration for any regular student.

Tuition charges for students approved to enroll under 12 credit hours:

- Enrollment between 8 and 12 hours: Full tuition.
- Enrollment under 8 hours: Tuition based on individual credit hour fee (p.).

Excess Credit Hour Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See the Annual Cost section (p.) of the catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and evidence of careful planning, a student may request twice during their Denison career to take up to 20 credit hours and waive the excess fee. Any such request should be submitted to the Registrar's Office before the beginning of the semester in question.

Auditing

A student who pays regular tuition is permitted to audit, with the approval of the faculty instructor, one course a semester, for which no credit may be claimed, at no additional cost. Audits may not be approved by the various departments until after credit-seeking students have been accommodated.

Special Registration

Special registration is open to students who want to take courses of special interest for credit, or to audit, but who are not degree candidates, e.g., Licking County Scholars, Community Scholars, Employees, and/or Spouses. Special registration is also open to graduates who want to take post-graduate work. A special student may not register for more than 8 credit hours of academic work except by permission from the Academic Standing Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If, after one semester, a special student has failed to maintain a 2.0 average, the special standing can be terminated.

Additional Credit

With the consent of the instructor, a student may request to take a course for an additional hour of credit. The nature of the additional work that the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually, instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not drop that credit after the deadline for dropping courses has passed.

Special academic projects (<https://catalog.denison.edu/catalog/academic-program/special-academic-projects/>), including Directed Study and Senior Research, are not eligible for additional credit over 4 credit hours; additional credit over 4 credit hours for Independent Study requires a proposal to be considered by the Academic Affairs Council.

Changes in Registration: Adding of Courses

Students may add courses or credits to their registration during the first two weeks (10 class days) of a semester. The student should consult with the advisor and must have the consent of the instructor and the academic advisor. The appropriate digital add-drop form must be filed promptly with the Office of the Registrar.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be permitted through the end of the ninth week of classes by submitting to the Office of the Registrar a properly completed digital change of registration form.

Change of registration after the stated deadlines requires action by the Academic Standing Board. Normally, approved petitions requesting a withdrawal from a course or courses after week nine will result in a "W" [withdraw] grade transcript notation. In extenuating circumstances, the Academic Standing Board may approve having the "W" grade removed. The decision of the Academic Standing Board is final.

Students need not justify or seek approval for the drop through week nine of the semester. The instructor's signature is required in order to make sure the instructor is notified of the student's intentions. The advisor's signature is required to confirm that the student contacted the advisor to discuss the decision to drop the class and learn more about the impact this may have on the student's progress toward graduation before the class is dropped by the Office of the Registrar.

Exceptions to Nine-Week Drop Deadline:

- Private Music Lessons/Ensembles have an add/drop date at the end of the second week of classes. Note that excess hour fees and applied music lesson or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or the University.
- Denison Seminars and other courses, including a significant faculty-led travel component, have customized deadlines. Drop deadlines for these courses will be set on a case-by-case basis, normally a minimum of four weeks before the beginning of the semester in which the course is offered. Specific add/drop information for these courses will be indicated in the course registration database. Students who seek to drop after the stated deadline may be charged a fee up to the cost of the individual travel component.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University officials' notices regarding registration shall be withdrawn from all pre-registered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Academic Standing Board and, with a resulting decision of reinstatement, normally carries a minimum penalty of \$50 and other disciplinary sanctions as deemed appropriate.

Academic Policies

Statement of Petition Policy

Students may petition the Academic Standing Board for exceptions to rules concerning academic policies and procedures. The Board will consider only those petitions submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. The last day of classes is the deadline for submission of any petition relevant to the the semester in progress.

Attendance Policy

A hallmark of a Denison education is the small, interactive, and participatory classroom, situated within a residential community. Therefore, it is essential that students be present on campus and attend the classes in which they are enrolled. Attendance policies are designed to promote the success and well-being of the individual students as well as the community of learners in each class and co-curricular undertaking. For oneself and one's peers, attendance and presence on campus are vital to the Denison education. The specific attendance policy for an individual course is set by the instructor. It is the responsibility of the instructor to establish

1. a policy on class attendance,
2. a policy for makeup of missed work, and,
3. any criteria for excused absences when attendance is required (note that some faculty may not make a distinction between excused and unexcused absences).

Class absence is a loss of opportunity for learning. It is vitally important that each faculty member review these points in class early in the semester.

Responsibility for missed classes rests with the student. Students who miss class at any point during the semester should notify the course instructor as soon as possible. It is the student's responsibility to find out what course work and content were missed and to catch up in a timely manner. In cases of significant medical circumstances, the Hoaglin Wellness Center may issue a dated documentation of a visit at the request of a student. The Wellness Center will only provide documentation in the case of a significant issue that *requires* class absence.

First Class Meeting, Exams, and Orientation

First class meeting

Each semester, students must be on campus and attend the first meeting of their registered classes. If circumstances prevent a student from arriving on campus for the first day of classes, the student must receive advanced approval from DU Cares.

Final exams

Final exam week is part of the regular schedule of classes. Students are required to be present on campus for all scheduled finals as indicated in the final exam schedule issued by the Registrar's Office at the time of course registration. Failure to attend a final exam may result in a failing course grade.

First-year orientation

Denison's orientation programs are designed to welcome and introduce new students to our campus resources, community, and culture. All students attending Denison for their first semester (new First-Year

Students and Transfer Students) are required to attend Denison's mandatory orientation programs.

Extended or Repeated Absences

Notwithstanding individual faculty attendance policies, any student who will be missing class for an extended period of time during a semester for any reason (including medical, a family emergency, or other reasons) must notify DU Cares. A discussion with the student will follow about the impact a longer absence may have on the student's coursework and academic progress. Without prior notification to DU Cares for extended and/or repeated absences from classes, the student may be subject to involuntary withdrawal from Denison.

Absence Policy

Students at Denison University are expected to give the highest priority to their academic commitments. However, sometimes conflicts arise among various academic pursuits. At these times, students, faculty, staff, and administrators all share the responsibility of recognizing, minimizing, and resolving these conflicts.

Legitimate Conflicts: Courses and activities *that earn academic credit* at Denison may place legitimate demands on a student's time outside of the regularly scheduled meeting times for that course or activity. This may give rise to potential conflicts to regularly scheduled classroom/lab hours. Such activities might include, but not be limited to, course-related field trips, fine arts performances (but not rehearsals), and varsity sports contests (both regular season and all post-season contests, but not scrimmages or practices).

When the demands of one course or credit-bearing activity impinge upon another, the student and the faculty or staff members are encouraged to work together to achieve a reasonable accommodation that resolves the conflict without sacrificing the academic integrity and rigor of the course or activity. Moreover, all parties (students, faculty, staff, and administrators) have the following specific responsibilities when dealing with legitimate conflicts.

Scheduling responsibilities of all faculty, staff, and students:

- a) to confine course instruction and examinations to the time slots for the course, following the course grid and final examination assigned times, unless specific exception has been granted for the course by the Provost's Office;
- b) to indicate clearly on the course syllabus the policies and expectations for class attendance, assignments, and examinations, and, if attendance at a supplemental event (such as a lecture, field trip, or performance) is expected and that event occurs at a time outside of the regularly scheduled meeting times, to inform students of the event as soon as possible;
- c) to provide students alternative means of meeting the requirements of the course when attendance at a supplemental event for that course is scheduled for a time outside of the course's regularly scheduled meeting times;
- d) to avoid scheduling any supplemental events in the Monday-Friday 4:30- 6:30 p.m. time period;
- e) if a scheduling conflict arises (that is, if a student is asked to attend a supplemental event, an athletic competition, or a similar university activity at a time in which they are required to attend another class).

- i. the student should inform both faculty or staff members immediately and seek a mutually agreed upon resolution;
- ii. the faculty members should work with the student to resolve legitimate conflicts without sacrificing the academic integrity and rigor of the course;
- iii. faculty and staff members should provide an alternative way for students to meet course requirements or the expectations of credit bearing activities;
- iv. in situations when the student, faculty, and/or staff member cannot reach an acceptable resolution to the conflict, the Associate Provost for Academic Affairs will be asked to provide consultation to all parties.

Academic Integrity

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior that is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy. Please note that violations may result in suspension or expulsion from the University. Denison's Code of Academic Integrity (<https://denison.edu/academics/curriculum/integrity/>) is the foundation of the university's commitment to and policies regarding Academic Integrity.

Student Classification

For the purposes of financial aid, classification of students is determined by the amount of academic credit earned.

- **First-Year Standing** - A student is classified as a first-year student if hours earned are fewer than 26 semester-hours of credit.
- **Sophomore Standing** - A student must have earned 26 semester hours of credit.
- **Junior Standing** - A student must have earned 60 semester hours of credit.
- **Senior Standing** - A student must have earned 90 semester hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) and in Academic Good Standing shall be eligible to participate in all college and intercollegiate activities. First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

First-Year Students and Transfer Students who score a 4 or 5 on a College Entrance Examination Board (CEEB) Advanced Placement Examination (AP) will usually receive academic credit for their scores. Should results be presented in academic disciplines or areas that are not part of the Denison curriculum, credit will be subject to departmental review and credit hours may or may not be assigned. Two other kinds of advanced placement testing can be considered for credit. A student presenting "A" marks on the British System "A" Level Examination or a score of 6 or 7 on an International Baccalaureate (IB) Higher Level Subject Exam may ask the appropriate Denison department for advanced placement credits. In

a few instances positive results from advanced placement examinations can be applied toward general education or major/minor credits but departments reserve the right of review and the final determination of how such credits count.

Transfer Credit / Recognition of Credit Earned Elsewhere

Denison University recognizes the commitment made by our students to the Denison education and affirms the value of the unique educational experiences provided in our classrooms, labs, and studios. We also recognize that there are a range of circumstances in which students may seek approval for credit earned elsewhere. These credits may support the pathway to a Denison degree for those students who have accredited educational experiences outside of our curriculum. Denison approves transfer credit under the circumstances indicated in this policy.

I. Uniform Standards for All Types of Transfer Credit

1. Credits must be taken at regionally accredited institutions. Questions about the accreditation status of an institution should be directed to the Office of the Registrar. Pre-matriculation credits are subject to additional conditions outlined below.

2. Courses must be taken in a discipline that is offered at Denison or in a discipline that is closely related to disciplines offered at Denison. (See section II.D.1. for a special exception regarding Off-Campus Study coursework). Determination of "closely related" disciplines will be made by departments/programs, tracked by the Office of the Registrar, and monitored by the Academic Affairs Council.

3. Coursework must be completed with a minimum grade of "C."

4. Courses taken at a level lower than those offered at Denison normally will not be accepted for transfer credit (e.g., courses in pre-algebra or algebra are not eligible for transfer).

5. Transfer of all major, minor, and concentration credit will be determined by the relevant department chair or program director.

6. Transfer grades do not factor into the Denison grade point calculation.

7. Credits must be transcribed on an official transcript by an accredited institution. Transcripts should be submitted as soon after completion of coursework as possible. It is the student's responsibility to ensure that official transcripts are received by the Registrar. Students are required to be responsive to deadlines set by the Registrar with regard to the submission of transfer credit for review.

8. Course equivalencies will be determined by the relevant department chair or program director, unless delegated to the Registrar. If a course is determined to be equivalent to a Denison course, the transferred course normally will fulfill the same divisional GE requirement as the equivalent course.

9. Transfer of general credit and most General Education credit (see section III) will be determined by the Registrar. The Registrar will report to the Academic Affairs Council and work with department chairs and program directors to ensure that standards are consistently applied.

10. Students must seek pre-approval for all post-matriculation transfer credit. Students are required to submit requests for transfer credit review in the manner determined by the Office of the Registrar and outlined on the Denison website. Supporting materials for transfer credit approval normally include a course description and syllabus, and may require any

other material deemed relevant by the approving individual or program. Acceptance of transfer credit is not guaranteed for any coursework that has not been pre-approved by either the Registrar or the relevant department chair, depending on the nature of credit being sought.

11. It is strongly preferred that transfer courses are taken in-person. However, Denison recognizes that there is a considerable range of instructional modes offered across higher educational institutions and it can sometimes be challenging to identify an in-person course that meets all other standards for transfer credit. Thus, Denison will accept credit for online courses offered at an accredited institution in cases in which students could not identify a viable in-person alternative. The Registrar will maintain for student consultation a list of vetted, high-quality, and affordable online instruction options.

12. Courses taken elsewhere and graded S/U, CR, P/F, or with other non-traditional letter grades, will require further documentation such as a grade equivalency letter to determine eligibility.

13. Students enrolled at Denison in the fall or spring semester may not enroll concurrently at another institution without prior permission from the Registrar.

14. Equivalents to courses that have already been awarded credit at Denison are not eligible for transfer.

15. Credit is not awarded for coursework in a sequence that precedes a course already taken for credit at Denison (e.g., FREN 111 after a student has completed FREN 112).

II. Types of transfer credit accepted by Denison:

a. Pre-Matriculation Transfer Credit: Coursework taken at an accredited institution while student is in high school or other secondary school. Limited to a maximum of 20 semester credits.

b. Post-Matriculation Transfer Credit: Coursework taken at an accredited institution after a student has enrolled at Denison. Limited to a maximum of 40 semester credits (for non-transfer students), 20 of which may be pre-matriculation credit.

c. Transfer Credit for transfer students seeking admission: Limited to a maximum of 62 semester credits.

d. Transfer Credit earned on an approved off-campus study program.

A. Pre-Matriculation Transfer Credit

1. Regularly-admitted students may transfer a maximum of 20 pre-matriculation credits. Regularly-admitted students who present more than 20 pre-matriculation credits will have all credits reviewed, but no more than 20 will appear on the Denison transcript. Students may change which of their approved credits are listed on the transcript and accepted as credit toward the degree by contacting the Registrar in the course of their Denison career and in consultation with their academic advisor.

2. Pre-Matriculation credits may be earned in the following ways: (a) Credits earned at an accredited secondary institution that meet the Uniform Standards described above. It is strongly recommended that such credits are taken in-person. (b) College Credit Plus credits: Any College Credit Plus courses must be taught by a college professor and must meet the Uniform Standards described above. It is strongly recommended that such credits are taken in-person. (c) AP Credits per the terms of the Registrar's Advanced Placement Chart (<https://denison.edu/forms/advanced-placement-chart-ap/>). (d) IB Credits

that meet the institutional standard. (e) British A-level credits that meet the institutional standard.

B. Post-Matriculation Transfer Credit

1. Regularly admitted (non-transfer) students may transfer a maximum of 40 credits, 20 of which may be pre-matriculation credits. Credits earned in approved Off-Campus Study programs are not included in the 40-credit maximum.
2. Exceptions to the total credit maximum for students on Academic Suspension will be determined by the Academic Standing Board (ASB) at the time of reinstatement petition review. Exceptions for all other students will be determined by ASB via the standing petition process.
3. All post-matriculation transfer credit is subject to the Uniform Standards for Transfer Credit.

C. Transfer Student Credit

1. Transfer students may transfer a maximum of 62 credits at the time of admission. Upon matriculation to Denison, the following transfer credit limits apply: (a) Transfer students who transfer in 40 or more credits upon admission must complete the remainder of their credits at Denison. (Credits earned via Denison's Off-Campus Study programs qualify as credits earned at Denison.) (b) Transfer students who transfer in fewer than 40 credits upon admission may not exceed a combined total of 40 transfer credits awarded at the time of admission and post-matriculation at Denison. For example, a transfer student who brings in 16 credits at the time of application may transfer in a maximum of 24 credits thereafter. (Credits earned via Denison's Off-Campus Study programs qualify as credits earned at Denison.)
2. Transfer credit evaluation for transfer students will be subject to the Uniform Standards for all forms of transfer credit and the regulations for pre-matriculation credit as articulated in II.A.1-2., with the exception that transfer students are not subject to the 20-credit maximum for pre-matriculation credit.
3. A student who transfers into Denison after having previously been enrolled at Denison as a regularly admitted student will be subject to the 40-credit transfer maximum.

D. Off-Campus Study Transfer Credit

1. General credit and most General Education Credit (see section III) taken at approved Off-Campus Study Programs will be determined by the Registrar via the Off-Campus Study Proposal Course Approval process. Students are required to follow the approval process as directed by the Office of Global Programs in coordination with the Registrar. *Note on disciplinary orientation of Off-Campus Study Courses:* Courses submitted for transfer review from an approved Off-Campus Study programs normally will be taken in a discipline that is offered at Denison. Because the curricula of Off-Campus Study programs have been institutionally reviewed, courses taken at approved Off-Campus Study Programs and offered in disciplines other than those offered by Denison are eligible for transfer as general credit. Students considering taking courses in areas outside of disciplines offered at Denison should work with their advisor and the Registrar to ensure that their course of study while off-campus will support their path to degree completion. It is the responsibility of the individual student to ensure that participation in an Off-Campus Study program coheres with timely completion of their Denison degree.

2. Major, minor, or concentration approval must be pre-approved by the department or program chairperson via the Off-Campus Study Proposal Course Approval process. Students are required to follow the approval process for major, minor, and concentration credit as directed by the Office of Global Programs in coordination with the Registrar.
3. All Off-Campus Study coursework will appear on the Denison transcript, but will not be included in the grade point calculations. This includes courses in which a student received a failing grade.

III. Transfer of General Education Credits

The Registrar will determine the General Education (GE) and general credit status of most transfer credit. Some General Education requirements carry a different review process as indicated here:

1. Science Lab requirements will be determined by the relevant departmental chairs unless delegated to the Registrar.
2. Because the discipline of Psychology is a Natural Science at Denison, the Psychology department will be asked to work with the Registrar to determine the review protocol for Psychology transfer credit as it pertains to GE. Psychology courses taken prior to matriculation at Denison by transfer students normally will transfer in as fulfilling a social science requirement.
3. Foreign language equivalencies and GE placement will be determined by the relevant department.
4. In the case of any course that by the judgment of the Registrar is ambiguous in terms of its divisional GE orientation or competency, the Registrar will consult with the relevant department chairs/program directors to determine transfer credit eligibility.
5. General Education Competencies: The Registrar will review for approval any course taken to fulfill a General Education Competency requirement (P,Q,R,W). The Registrar and Associate Provost for Academic Affairs will meet annually with the General Education Competency Committee and the Writing Committee to establish guidelines for the approval of all competencies. Those meetings will include an annual report that provides data on the application and approval of all competency transfer credit.

Transfer Grades

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies. Denison will not award credit for work below "C" on transfer from another institution. Students who have received prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Matriculation Requirement

To be a candidate for a Denison degree, a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 126 at Denison, and a transfer student must complete a minimum of 64 semester hours of the required 126 at Denison. Generally, all students, except those enrolled in recognized preprofessional 3-2 programs, must complete the last two semesters in residence at Denison. A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught on the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a full-time Denison faculty member. This policy prescribes a university-wide minimum residence

requirement; individual departments may have stricter requirements. Exceptions may be made by the Academic Standing Board.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation. Students completing graduation requirements in August or December are eligible and invited to participate in the next May Commencement Exercise.

Time Away

Time away from Denison can help students align their personal and academic paths, pursue volunteer or other work opportunities, or take care of medical or health needs for themselves or loved ones. Denison provides a pathway for students to take a personal leave of absence for a limited period of time or initiate a medical or voluntary withdrawal. Students considering a leave of absence or a withdrawal should fill out the Voluntary Leaves or Withdrawal - Request for Consultation (<https://denison.edu/forms/exit-form/>) form. A request to the Registrar for a transcript or failure to participate in the room lottery is not considered withdrawal from the University.

Students who withdraw before the end of week 9 of the semester do not receive academic credit for the term. Students withdrawing after week 9 receive a "W" for all enrolled courses for that term. In cases with extenuating circumstances, the Academic Standing Board may approve petitions to have the "w" removed.

A student who withdraws from school without official permission will receive a grade of F (failure) on their permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Academic Standing Board.

The college may, when in its judgment, such action is in the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

For further information, please consult Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board (<https://catalog.denison.edu/catalog/admission-costs-financial-aid/>).

Privacy Policy

Denison University is committed to protecting the privacy of students' personal information. Denison respects students' right to privacy and recognizes its obligation to keep information secure and confidential. For more information, see the University Privacy Policy (<https://denison.edu/forms/privacy-policy/>).

Academic Grievance Policy

The assessment of student academic performance, including the assignment of particular grades, is a faculty responsibility. The faculty member offering the course is responsible for the evaluation of student course work and, under normal circumstances, is the sole judge of the grades received by students in that course.

If a student feels that a course grade was the result of prejudiced, capricious, or in some other way unjust evaluation on the part of the instructor, that student may file a grievance petition with the Academic Standing Board. The petition must be filed within the semester following the awarding of the disputed evaluation, even if the student or faculty

member is off-campus and unable to appear until a later date. Petitions should include evidence of prejudiced or capricious academic evaluation and evidence of attempts to deal with the problem at the departmental level, including discussions with the faculty member involved and the relevant department chair. Only after these steps have been taken will the matter become part of the formal academic grievance process. *Simple disagreement with the instructor's philosophy in assigning grades, or with the instructor's professional judgment about the quality of the work does not constitute cause for petitioning.*

The Academic Standing Board will transmit evidence of the charges to the faculty member. After evaluating the charges and hearing the instructor's explanation, and possibly discussing the situation with other members of the class and/or members of the involved department, the elected teaching faculty of the committee will recommend a solution. Both the student and the faculty member will have the right to appear personally before the committee and to present their views.

If the Academic Standing Board decides there is no basis to alter the grade, the process will terminate at that point. If the Academic Standing Board recommends that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, the instructor should provide an explanation in writing. The entire matter will then be referred to the six elected faculty members of the President's Advisory Board, who will be the final arbiters of the case. This faculty committee will examine all available information on the dispute, meet with the student and the instructor, members of the instructor's academic department if appropriate, and others as it sees fit.

The faculty committee, after considering all the evidence and upon concluding that it would be unjust to allow the original grade to stand, may then recommend to the Provost that the grade be changed. The Provost will provide the instructor with a copy of the recommendation and will ask the instructor to implement it. If the instructor continues to decline, the Provost will then change the grade, notifying the instructor and the student of this action. The Provost, following written instructions of the faculty committee, will effect a change in grade over the objection of the instructor who assigned the original grade. If the student remains dissatisfied with the result of the petitioning process, the student may request that the Registrar insert a letter in the academic record, describing the process and the outcome.

Grading System and Evaluation

Grading System

Grades carry the following weights in the computation of grade-point averages.

Letter Grade	GPA
A+	4.0 for each credit-hour
A	(Excellent) 4.0 for each credit-hour
A-	3.7 for each credit-hour
B+	3.3 for each credit-hour
B	(Good) 3.0 for each credit-hour
B-	2.7 for each credit-hour
C+	2.3 for each credit-hour
C	(Fair) 2.0 for each credit-hour
C-	1.7 for each credit-hour
D+	1.3 for each credit-hour

D	(Passing) 1.0 for each credit-hour
D-	.7 for each credit-hour
F	(Failure) 0 for each credit-hour
I	(Incomplete)
P	(Pass) 0 for each credit hour
S	(Satisfactory) 0 for each credit-hour
U	(Unsatisfactory) 0 for each credit-hour
W	(2018- forward: Withdrawn)
WD	(pre-2018: Withdrawn)
WF	(pre-2018: Withdrawn Failing)
WP	(pre-2018: Withdrawn Passing)
CR	(Credit) 0 for each credit-hour
NG	(No Grade Reported)
WV	(Waiver of Course or Requirement)
PR	(Progress) Course in progress (usually the final mark is determined at conclusion of the course sequence)
AU	(Audit)
X	Precedes a grade that was affected by academic misconduct penalties

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Academic Standing Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's advisor. A grade of Incomplete will be awarded only under exceptional conditions, including cases of illness, death in the family, or other extraordinary circumstances. A student will not be granted an incomplete simply because additional time is needed to complete the assigned work. Incomplete petitions normally should be submitted prior to the last day of the semester's scheduled classes, though in exceptional circumstances petitions may be reviewed through the last day of finals. Should a request for an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous, as prescribed by the instructor.

Satisfactory (S/Grade) Evaluation

Courses graded on an S/Grade basis result in an S on the transcript if the grade reported is C or above, and the grade earned if it is C- or below. The grade of Satisfactory (S) does not affect the student's GPA. Letter grades of C- or lower in an S/Grade graded course are included in the student's grade point average. Sophomores, juniors and seniors may elect to take one course per semester on the S/Grade basis. There is a limit of one course per semester which may be taken on the S/Grade basis. This option may not be exercised for courses within a student's major, minor, or concentration fields, including required cognate courses, and it is not an option for any General Education requirement. Via the appropriate form at the Registrar's office, students must request S/Grade grading, or request to switch back from S/Grade grading to a letter grade, by the end of week nine. Neither the instructor's approval nor the instructor's signature is required for a student to opt to take a class S/Grade, nor are instructors notified that a student has elected this option. A few courses are offered to everyone utilizing a "satisfactory" grading format, and such courses are not included in the option described above.

Repeating Courses

Students may repeat courses in order to develop greater mastery of the subject matter. However, second efforts do not erase original efforts, including failed first attempts, and both grades will be included in the GPA calculations. Should students take and successfully complete a course twice, they must be aware that both grades will be included in the GPA calculations but the credit hours cannot be included twice. You may wish to discuss all potential ramifications with the Registrar if this scenario is a factor for you. Students who want to re-enroll for a course for which they have already received a passing mark must receive permission from the chairperson of that department and the instructor of the course in question. Repeating a previously passed course may present Financial Aid implications.

Academic Standing

Academic Good Standing

Academic Good Standing applies to all students who meet or exceed the standards indicated below.

For regularly admitted (non-transfer) students:

Term of Attendance	Minimum cumulative GPA
Entering 2nd Semester	1.6 Cumulative GPA
Entering 3rd Semester	1.8 Cumulative GPA
Entering 4th Semester	1.9 Cumulative GPA
Entering 5th Semester through Graduation	2.0 Cumulative GPA

In all cases, by the beginning of the junior year (5th semester of full-time college enrollment), Academic Good Standing will require a cumulative Denison GPA of 2.0.

Transfer Students:

Transfer students will be tracked based on the number of semesters of full-time college enrollment.

Example: A transfer student entering Denison after one semester of enrollment elsewhere will be tracked as follows:

Term of Attendance for Transfer Student	Minimum cumulative GPA
Entering 3rd Semester of Full-Time College Enrollment; 2nd Semester at Denison	1.8 Cumulative GPA
Entering 4th Semester of Full-Time College Enrollment; 3rd Semester at Denison	1.9 Cumulative GPA
Entering 5th Semester of Full-Time College Enrollment; 4th Semester at Denison	2.0 Cumulative GPA

The 'transfer student table' will be adjusted accordingly depending on the number of full-time semesters enrolled elsewhere by a transfer admit. In all cases for transfer students entering their fifth semester of full-time college enrollment, Academic Good Standing will require a cumulative Denison GPA of 2.0.

Any student with a cumulative GPA below 2.0 at any time will be enrolled in the Academic Resource Center's (<https://catalog.denison.edu/catalog/special-programs-opportunities/>) (ARC) programming for academic

success and notified that the continuation of their present academic performance may put them at risk of Academic Warning or Suspension.

Denison's Satisfactory Academic Progress (SAP) Policy establishes and applies standards of academic progress that must be met by all students for them to qualify and remain eligible for assistance from Title IV student financial aid programs. **A student can meet the standards of the Academic Good Standing Policy and not meet the SAP standards.** Students should be familiar with both policies. Students not meeting SAP after the warning period of enrollment or at the start of their junior year will be ineligible to receive additional financial aid without an approved SAP appeal.

Since a student could be in Academic Good Standing but not meeting the terms of our SAP policy, it is essential that students whose cumulative GPA is below 2.0 are aware of their SAP status. Students can view their current SAP status in their My Financial Aid portal. Questions regarding the SAP policy should be directed to the Office of Financial Aid (finaid@denison.edu).

Academic Warning

Academic Warning occurs when a student has a cumulative GPA above 1.0 and below the threshold for Academic Good Standing as defined by the sliding scale above. A student is expected to reach Academic Good Standing within two semesters. If, after two semesters on Academic Warning, the student has not reached Academic Good Standing, they will be placed on Academic Suspension upon review of the Academic Standing Board. Any semester GPA below 1.0 will automatically result in Academic Suspension, unless this occurs in the student's final semester before graduation. Thus, a student may bypass Academic Warning and be placed on Academic Suspension if the semester GPA is below a 1.0.

Continued Academic Warning

Continued Academic Warning is designated when a student who is on Academic Warning is successful in achieving a semester GPA at or above the cumulative target for the subsequent semester, but did not raise the cumulative GPA to the level required for Academic Good Standing. Students on Continued Academic Warning are expected to achieve or exceed the cumulative GPA required for Academic Good Standing, as defined by the sliding scale, at the conclusion of the subsequent semester, or they will be placed on Academic Suspension upon review of the Academic Standing Board.

Academic Suspension

Academic Suspension resulting from unsatisfactory academic performance occurs in three ways:

1. A student (regardless of prior academic standing) who earns a semester GPA below 1.0 is placed on Academic Suspension, unless this occurs in the student's final semester before graduation.
2. A student who is on Academic Warning and earns a semester GPA below the cumulative GPA, as defined by the sliding scale, at the conclusion of the subsequent semester will be placed on Academic Suspension upon review of the Academic Standing Board.
3. A student on Continued Academic Warning who does not earn a semester GPA that allows them to return to Academic Good Standing, as defined by the sliding scale, at the conclusion of that semester, will be placed on Academic Suspension upon review of the Academic Standing Board.

Students who have been academically suspended must petition for reinstatement to the Academic Standing Board (ASB).

Academic Standing Board

The Academic Standing Board reviews and decides all matters related to student academic standing. ASB's decisions regarding Academic Warning, Continued Academic Warning, and Academic Suspension are final.

Reinstatement

Reinstatement occurs when an academically suspended student once again becomes eligible for enrollment via a successful petition to the Academic Standing Board (ASB). Students have the right to appeal a negative decision of a petition for academic reinstatement.

Reinstated students will be placed on Academic Warning at the time of their reinstatement if their cumulative GPA is below the level required for Academic Good Standing as defined by the sliding scale. Students on Reinstatement will be given conditions by the Academic Standing Board that must be fully met during the subsequent semester(s) to remain eligible for enrollment.

The procedures for seeking Reinstatement are found below in "Eligibility for Reinstatement."

Eligibility for Reinstatement

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university, or can present evidence of a maturing nonacademic experience, may petition the Academic Standing Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking coursework elsewhere. This petition must be submitted to the **Office of the Registrar by July 1 for fall reinstatement and by November 1 for spring reinstatement.** Should the student be reinstated, he or she must meet all the conditions of the Academic Standing Board (ASB) or face suspension again.

A former student who was in good academic and social standing when they left the College may be re-admitted to Denison by writing to the Office of Student Life and by repaying the enrollment deposit.

Students seeking reinstatement should review more detailed situation-specific information regarding reinstatement and re-enrollment (<https://denison.edu/academics/registrar/reinstatement-re-enrollment/>).

(Policy revised and effective 2025. Revisions to academic good standing policy are not retroactive.)

The Lisska Center for Intellectual Engagement

The mission of the Lisska Center for Intellectual Engagement is to support research and scholarship, to foster intellectual community and academic enrichment among all Denisonians, and to provide an interdisciplinary space for the open exchange of ideas, perspectives, and arguments.

1. Fellowships Advising

The Lisska Center staff assists students and recent alumni in applying for nationally and internationally competitive fellowships at both the undergraduate and graduate levels. Fellowships fund summer programs,

study abroad programs, service projects, and postgraduate study and research both in the U.S. and abroad. The Lisska Center provides intensive one-on-one support to those applying for any fellowship or grant opportunity, helping applicants identify appropriate opportunities, prepare their application materials, and write their application essays. The Lisska Center also coaches fellowship competition finalists preparing for interviews.

Examples of prestigious fellowships include the Rhodes Scholarship, the Marshall Scholarship, Fulbright awards, the Harry S. Truman Scholarship, the Barry M. Goldwater Scholarship in Science and Mathematics, the Morris K. Udall Scholarship in National Environmental Policy, National Science Foundation Fellowships, the Boren Scholarship for International Study, DAAD (German Academic Exchange) grants, and many others. Denison is proud of the many students and alumni who have won such awards over the years.

While some fellowship applications require an institutional endorsement and/or have a minimum GPA requirement, many do not. All interested students are encouraged to schedule an individual appointment and/or attend group information sessions. Comprehensive listings of national and international fellowships can be found on the Lisska Center's MyDenison page (<https://my.denison.edu/node/44/>).

2. Summer Scholars Program

The Lisska Center coordinates Denison's Lisska Summer Scholars Program. Each year, more than 120 students across all disciplines receive funding to support independent research under the close supervision of a faculty member, or full-time collaborative work with faculty members, during the summer. The program gives students a unique undergraduate venue in which to experiment with ideas and artistic expression, pursue an intellectual passion, and focus intently on the resolution of a question over a sustained period of time.

Summer Scholars projects do not confer credit hours and are not graded. All students must produce a scholarly project (e.g., final poster, paper, performance, or equivalent) and present their summer's work at a fall Summer Scholars symposium at Denison.

Lisska Scholars work under the close guidance of a Denison faculty member between mid-May and the end of July. Lisska Scholars may be awarded funding for projects on campus (10 week or 5 week option) or off campus (10 week option only) in fine arts, humanities, or social sciences. Applications for Lisska Scholars awards are evaluated by the Student Research Grants Committee (SRGC), an elected committee of four faculty members (one from each division of the college), overseen by the Lisska Center for Intellectual Engagement. Lisska Summer Scholars receive a stipend, free campus housing, and supplemental research funds.

Faculty mentors are expected to work closely with students as they develop their project proposals and must submit a detailed endorsement supporting each student's application for a Lisska Scholars award. Faculty mentors are expected to be on campus (except for short absences) and should meet at least twice weekly with each student during the duration of the project. Faculty members may not supervise more than three individual or joint projects. Faculty advisors also receive a stipend per student supervised. Complete program guidelines can be found on the Lisska Center (<https://my.denison.edu/node/44/>) MyDenison page.

Decisions on faculty eligibility to supervise, or share in the supervision, of student summer research, are made on a case-by-case basis by the

Provost. In most cases, tenure track and non-tenure-track faculty who teach at least 75% of a full-time load, and who have a contract to teach at Denison in the fall semester following the summer research, are eligible to supervise summer research.

Qualified students who are rising sophomores, juniors, and seniors in all disciplines are eligible to apply for Summer Scholars awards. A qualified student is one who meets one of the following criteria:

- will be returning to Denison in the fall and has registered for classes;
- will be on an approved off-campus study program in the fall;
- is on an approved academic leave;
- is on an approved leave of absence and does not have to reapply to return.

Any student who does not fall into one of the above categories is not eligible. Projects do not necessarily need to be in the discipline of the student's major. Interdisciplinary projects may be proposed.

Off-Campus Summer Scholars awards from the Lisska Center provide support for students conducting a full-time independent research, scholarly, or creative project in fine arts, humanities, or social sciences that requires some or all of the time to be spent off-campus. Projects typically last 10 weeks between mid-May and the end of July. (Some time may be spent on campus before and/or after the off-campus portion of the project.) A Denison faculty member must be the primary mentor, but a non-Denison mentor may help supervise the project on-site, as appropriate. Proposals must specify the role and time commitment of the Denison and non-Denison mentors; faculty stipends will be awarded accordingly. The student stipend and guidelines are the same as for on-campus awards, but also cover some approved additional expenses for lodging and supplemental research funds. Applications for Off-Campus Summer Scholars awards are evaluated by the SRGC. For complete guidelines, see the Lisska Center (<https://my.denison.edu/node/44/>) MyDenison page.

The Anderson Summer Science Program provides summer research assistantships in the sciences. Current information is maintained on the Anderson Summer Science Program (<https://my.denison.edu/campus-resources/science-at-denison/anderson-summer-science-program/>) MyDenison page.

Woodyard Scholars awards provide students with Summer Scholars awards to carry out individual or collaborative projects in the area of "Religion and Civic Responsibility." Woodyard Scholars are supervised by members of the Religion Department for 10 weeks between mid-May and the end of July. (For projects involving other disciplines, other faculty members may also be involved.) For more information, contact the Department of Religion (p. 229).

Ashbrook Summer Scholars awards are intended to "foster and promote research and educational cooperation between faculty and students in exploring ways to improve the political and economic betterment of the underprivileged Licking County person." The Ashbrook Scholarship is open to any student who has engaged in community service (broadly defined as including, but not limited to, DCA involvement, work with America Reads or as a Community Service intern, and service learning coursework). Scholars work under the guidance of a Denison faculty member as they carry out research and engage in service with an organization that provides some kind of assistance to the community. For complete guidelines, see the Lisska Center (<https://my.denison.edu/node/44/>) MyDenison page.

Battelle Memorial Institute awards support Denison students participating in science research projects throughout the world. Some awards for entire summer support may be given, whereas other awards may be for a student's short stay at a remote location to carry out data collection. For complete guidelines, see the Lisska Center's MyDenison (<https://my.denison.edu/node/44/>) page.

Denison University Research Foundation (DURF) awards support students working as research assistants for Denison faculty members during the summer. (Note: research assistants are only considered Summer Scholars if they are doing a piece of independent work, not just assisting with a professor's project.) Any qualified Denison student is eligible. Faculty may contact the Associate Provost for Operations, Planning and Resource Management for more information.

Student research may also be supported by **outside grants** received by faculty in various departments. Students receiving outside funding to conduct summer research (e.g., DURF Scholars, DAAD-RISE, etc.) may also be included as members of the Summer Scholars Program.

The Lisska Center will host an information session for interested students in November when the proposal guidelines become available. Applications are typically due in late January, with faculty endorsements due in early February.

3. Scholar-leader Programs

The Scholar-Leader First-Year Advising Experience is a community of first-year students who have an identifiable interest in leadership, academic enrichment, and selective fellowship opportunities. These courses provide a foundation of skills and experiences in preparation for leadership, scholarship, and service. In the first semester, students develop personal and professional skills that support a healthy transition to college. Students reflect on their values and goals to shape their career exploration and identify areas of potential academic scholarship and leadership impact. In the second semester, students focus on developing leadership and networking skills and exploring competitive fellowships, internships, and research opportunities. The Scholar-Leader First-Year Advising Experience includes the pre-orientation trip called Exordium (The Beginning) before fall classes.

The Scholar-Leader Sophomore Experience is a sequence of courses for sophomores that develops academic enrichment, leadership, civic engagement, and scholarship skills and emphasizes collaborative problem-solving. In the fall, students learn and assess their strengths and engage in experiential learning focused on exploring and researching expressed needs, whether on campus, in the community, or beyond. Students work in small groups to research those needs and network with leaders to learn about available services and potential areas for partnership. Successful completion of the fall course enables students to progress into the spring course, where they choose a pathway or project based on their research and networking experience. The goal is for students to channel their creativity and experience into a concrete plan that they work on together to design potential community solutions. Examples include the design of a project to address a specific need, a polished group application to a granting agency or other opportunity, a planned event, and so on. Students may enroll in the Scholar-Leader Project in their junior and senior years to move their projects to an implementation stage and continue to work collaboratively on their outcome.

4. Academic Funding Opportunities

The Lisska Center serves as a hub for funding student research and academic enhancement travel. In addition, faculty can apply for funds to enhance their courses. Specifically:

- The Student Academic Travel Fund provides up to \$750 per student for travel to academic conferences to present papers or posters. For Fine Arts students and Creative Writers this would be the equivalent of participating in a performance or workshop.
- Student Research Funding provides up to \$500 per student for conducting senior research or other research during the academic year. The SRGC reviews and approves all awards.
- The Academic Enhancement Fund supports individuals or small groups of students wishing to travel for an academic purpose not associated with a regular semester course or study abroad programs. Examples include conducting research or attending a conference or workshop (where they are not presenting or performing). The Lisska Center will make grants of up to \$750 per experience.
- The Faculty Course Enhancement Fund provides small grants of up to \$500 to faculty members wishing to take a class on a field trip or other class activity.

The Lisska Center also administers a number of other Denison scholarships and awards, including the A. Blair Knapp Award, the Kenneth Joseph Hines Memorial Award, the Reverend John and Arlena Hasel Endowed Award, the Megan Lisska and Elin Lisska Christensen Award in the Humanities, the Dr. David Baker Endowed Fund for Experiential Learning, and the Provost's Academic Excellence Award.

5. Intellectual Programming

The Lisska Center sponsors an array of programs and events designed to promote a culture of intellectual life on campus.

Minds Wide Open Series

This speaker series showcases a diversity of voices and perspectives on timely and important subjects through lively conversational programs featuring global and local thought leaders. The Lisska Center hosts up to three events per semester. For past event recordings, as well as more information about these programs and topics, please log onto the Lisska Center's MyDenison (<https://my.denison.edu/node/44/>) page.

Research Tables

The purpose of Denison's Research Tables is threefold: (1) to bring together faculty members from across the college and other institutions to explore various aspects of the liberal arts, using practices that sustain a strong academic community; (2) to create a forum for faculty members from different disciplines to learn from one another; and (3) to deepen the intellectual tone on campus by increasing opportunities for different disciplinary perspectives to intersect and new pathways among faculty and students to form.

Research Tables should focus on multidisciplinary issues of interest to participants who are committed to sustained intellectual exploration within the liberal arts. Research Tables may vary in scope, ranging from limited undertakings similar to reading groups (e.g., locally-based members, one-year time frame) to more ambitious projects (e.g., one or more outside faculty members, travel component, up to a three-year time frame).

Students in good academic standing may be invited by faculty sponsors to participate in a Research Table. Calls for new Research Tables are put out in April and up to three Research Tables are typically funded in a given year.

Library, Information Resources, and Information Technology Services

Denison Libraries

Denison Libraries are committed to connecting people with ideas, and to creating an intellectual and cultural commons where students, faculty and staff can experience the power of sharing information. Two dozen librarians and staff members help our community find and assess resources in all formats, offer circulation and reference services, meet one-on-one, and teach classroom sessions on library research. In conjunction with the first-year Advising Circles program, students are assigned a "Personal Librarian (<https://libguides.denison.edu/personallibrarian/>)" in September, so there's always someone they can approach, call, text or email to get help. As students progress in their studies, library liaisons from the Fine Arts, Humanities, Natural Sciences and Social Sciences are ready to become their research partners (<https://libguides.denison.edu/prf.php>). Via our University Archives and Special Collections (<https://libguides.denison.edu/archivesspecialcollections/>) and our digital programs, students can use primary source materials for their own original research.

Throughout our seven floors, the library has a variety of spaces that support quiet study as well as collaborative work. During a typical semester, we are open over 100 hours a week. We ordinarily employ dozens of students each semester through the college's work-study program; students learn hands-on skills they can add to their professional portfolios.

The library is there for our patrons virtually through our online search platform, Primo (<https://primo.denison.edu>). While we hold over half a million volumes in our building, we also have strong consortial partnerships that allow ready access to a network of 120 higher education members of OhioLINK, proffering 46 million resources. We offer access from wherever you are to over 500 databases and 26 million electronic articles, making our reach greater than that of many larger schools. Open our online doors (<https://denison.edu/campus/library/>) anytime.

Information Technology Services

Information Technology Services (ITS) provides a wide range of technology services to students, faculty, and staff to enhance the learning experience.

Services include:

- Campus-wide WiFi;
- Up-to-date learning technology in classrooms & labs with more than 600 public computers available for student use;
- Cloud or network file storage and network-based printing with a generous print allowance for students;
- Microsoft Office and select academic software for installation on student-owned computers at no charge;
- Online and in-person training;

- Access to 3-D printing and laser cutting; and
- Technology equipment for checkout at the Circulation Desk in the Library (like Chromebooks, digital still & video cameras, and audio recorders).

Online services include:

- MyDenison (a password-protected intranet for students, faculty, and staff);
- Denison Apps (email, calendaring, online file storage and document sharing, powered by Google Workspace for Education);
- Google Meet and Zoom for Education for video conferencing;
- Adobe Creative Cloud (in labs); and
- Canvas (Denison's learning management system).

Approximately 98% of students bring a notebook computer to school. Apple, Dell, and HP provide academic discounts to Denison students. See the Incoming Student Technology Guide (<https://denison.edu/campus/technology/tech-guide/>) for more information.

The ITS Service Desk (<https://denison.edu/campus/technology/service-desk/>), staffed by full-time technicians and student assistants, is available to assist students with technology questions and problems, including problems with personally-owned computers.

For more information about technology services, please visit Information Technology Services here (<https://denison.edu/campus/technology/>) or on MyDenison (<https://my.denison.edu/node/7/>) on the Campus Resources tab.

Assessment of Academic Programs

Under the guidelines set forth by the Higher Learning Commission, Denison has established a set of programs to evaluate the achievement of our educational goals.

Academic departments and programs assess their own programs. This form of assessment is a core element of the Department Report (<https://catalog.denison.edu/faculty-handbook/periodic-review-departments-programs/v-a-department-reports/>) process. Departments must collect artifacts and data annually and submit their assessment analysis as part of their quadrennial Department Report. The Academic Department Assessment Toolkit (https://my.denison.edu/system/files/acad_dept_assessment_toolkit_1_30_19.pdf) has been assembled to assist departments in their assessment work.

The University conducts core student learning assessment (CSLA) in order to gain insight about student learning in relation to Denison's core learning outcomes. The Core Student Learning Assessment Committee (CSLAC), appointed by the Provost and the Vice President for Student Life, oversees that assessment. Along with academic and core learning assessment, departments in Student Life conduct program assessment to measure learning occurring through their various programs and initiatives.

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Ancient Greek and Roman Studies

Students who matriculated in the fall of 2023 or later are eligible for a major or minor in Ancient Greek and Roman Studies. Students who matriculated in fall 2021 must follow the requirements of the Classical Studies major and minor. Students who matriculated in fall 2022 may select to follow the requirements for Classical Studies or Ancient Greek and Roman Studies.

Mission Statement

In the Department of Ancient Greek and Roman Studies, students are introduced to the intellectual, social, political, economic, material, and cultural histories of the ancient Greeks and Romans and their interconnectedness to other peoples of the ancient world. Our curriculum also engenders a critical exploration of how the ideas and works of the ancient Greeks and Romans remain relevant in the modern world. We study both how the ancient Greeks and Romans understood their world and how modern societies have reconstructed it. Through the study of the languages, literatures, and material culture and contexts of the ancient Mediterranean, our program emphasizes the ability to use diverse types of evidence, interdisciplinary approaches to knowledge, the development of critical and analytical skills, and an appreciation for how ancient and modern intersect in ways that show the continued influence of the Greco-Roman past on our lives today.

Faculty

Professor, Rebecca Kennedy, Chair

Professors Timothy P. Hofmeister, Rebecca Kennedy; Associate Professor Craig Jendza; Assistant Professor Rhodora Vennarucci; Visiting Assistant Professors Max Goldman, Vicky Kostopoulou

Academic Administrative Assistant

Jackie Forshey

View faculty profiles and contact information (<https://denison.edu/academics/classical-studies/contacts/>)

Requirements

Students majoring in **Ancient Greek and Roman Studies** must complete a minimum of ten courses (nine 4-credit courses plus a 1-credit senior capstone) or 37 credits, including courses in **Ancient Greek and Roman Studies (AGRS)**, and in either Ancient Greek (GRK) or Latin (LAT). Specific requirements within the department include:

One course from:

Code	Title
AGRS 111	Ancient Greek Literature
AGRS 112	Roman Literature
AGRS 121	Ancient Myths

Three courses from 200-level AGRS courses. Examples include:

Code	Title
AGRS 201	Ancient Greeks and Persians
AGRS 202	Ancient Rome
AGRS 210	Archaeology of the Ancient Greek World

AGRS 211	Archaeology of the Ancient Roman World
AGRS 220	Ancient Epic Tales
AGRS 222	Ancient Rhetoric & Persuasion
AGRS 223	Ancient Drama

Two courses from the 300-level AGRS courses. Examples include:

Code	Title
AGRS 311	Gender and Sexuality in Antiquity
AGRS 312	Ancient Identities
AGRS 313	Ancient Magic and Witches
AGRS 314	Healing in Ancient Greece
AGRS 320	Echoes of the Trojan War
AGRS 331	Alexander and his Legacy
AGRS 332	Imperial Rome
AGRS 340	Ancient Athenian Law and Democracy
AGRS 341	Roman Law: Delict/Torts
AGRS 342	Roman Law: Family Law
AGRS 351	Shopping and Markets in Ancient Rome

Two courses in either Ancient Greek (GRK) or Latin (LAT).

One course from:

Code	Title
AGRS 451	Senior Research
or AGRS 452	Senior Research

One (1) credit in AGRS 400 - Senior Research Symposium.

Distribution Requirements:

1. At least 1 course of the 6 required AGRS courses must be in History.
2. At least 1 course of the 6 required AGRS courses must be in Archaeology.
3. At least 1 course of the 6 required AGRS courses must be in Literature.
4. At least 1 course of the 6 required AGRS courses must be in Greek culture, if the Latin language is taken; or in Roman culture, if the ancient Greek language is taken. *Many AGRS 300-level courses are both Greek and Roman and fulfill this requirement.*

Ancient Greek and Roman Studies Minor

For the minor in Ancient Greek and Roman Studies, students must complete a minimum of six courses or 24 credits.

Students must take:

- three courses from 111-112-121 or AGRS 200-level courses; at least 1 must be 200-level.
- one course from the AGRS 300-level courses.

- two courses in either Ancient Greek (GRK) or Latin (LAT).

Distribution Requirements:

1. At least 1 course of the 4 required AGRS courses must be in History.
2. At least 1 course of the 4 required AGRS courses must be in Archaeology.
3. At least 1 course of the 4 required AGRS courses must be in Literature.
4. At least 1 course of the 4 required AGRS courses must be in Greek culture, if the Latin language is taken; or in Roman culture, if the ancient Greek language is taken.

Ancient Greek Minor

To review the requirements for the minor in Ancient Greek, please visit: <https://nextcatalog.denison.edu/catalog/courses-of-study/greek/> (p. 133)

Latin Minor

To review the requirements for the minor in Latin, please visit: <https://nextcatalog.denison.edu/catalog/courses-of-study/latin/> (p. 157)

Additional Points of Interest

Graduate Study

Students interested in pursuing graduate study in Ancient Greek and Roman Studies should understand that such programs normally focus on the languages. Therefore, in addition to majoring in Ancient Greek and Roman Studies, students should also minor in both Ancient Greek and Latin, preferably taking a language course every semester as an undergraduate. A Ph.D. in Classics requires proficiency in both Ancient Greek and Latin. However, it is also possible to earn a Master's degree in only Ancient Greek or only Latin. Students should consult with the Chair of the department as early as possible if they are interested in graduate school in Classics or related fields, such as Classical Archaeology.

Archaeology Field Work

One of the most important things a student can do if they are interested in a career in Archaeology is attend a summer field school or archaeological dig. Students should consult with the Chair or Professor Vennarucci to discuss the possibilities and getting started, if interested.

Eta Sigma Phi

Ancient Greek and Roman Studies sponsors a chapter of the national honorary society Eta Sigma Phi. Membership in our local chapter requires the completion of a minimum of two courses in either Ancient Greek or Latin with a grade of B+ or better, a declared major or minor in the department (CLAS/AGRS, GRK, or LAT), and a minimum GPA of 3.3 in the department.

Departmental Recognition

Majors in Ancient Greek and Roman Studies are eligible for Departmental Recognition of Senior Research, according to guidelines established by the college, including the completion of a yearlong senior research project (AGRS 451 - Senior Research and AGRS 452 - Senior Research). Students should consult with the Chair of the department and the Registrar for specific requirements and acknowledgments.

Directed Studies

Our current curriculum includes the possibility of a minor in Ancient Greek and/or Latin. For students finishing the 111-112 sequence of a classical language at Denison, or for those beyond the 111-112 sequence, the department offers a 211 level course in the fall semester only, followed by GRK or LAT 361-362. Faculty members in the department supervise Directed Studies with permission of the department Chair following a "tutorial" model; these courses are conducted either as small groups or individually and meet typically twice per week. Faculty advisors for these courses create a syllabus based on the author, topic, or genre being studied. To qualify as a course toward the minor, it must be taken for 4 credits. Students must also complete the appropriate form available from the Registrar's Office.

Language Placement

Students who studied either Latin or Ancient Greek in high school may be placed into either 112 (2nd semester) or 211 (3rd semester) of the language through a placement test or completion of the Advanced Placement exam (score of 4 or 5) or the two year International Baccalaureate program. Contact the department chair with questions.

Courses

AGRS 101 - The Ancient Mediterranean (4 Credit Hours)

This is an introductory course in the history and culture of ancient Greece and Rome, focusing on particular topics relating to classical culture, and emphasizing the analysis of textual and material evidence.

AGRS 111 - Ancient Greek Literature (4 Credit Hours)

This course is an introduction to Ancient Greek literature from the Homeric world to the Hellenistic era. Students will read the works of major authors representing a variety of genres from epic poetry to philosophical dialogues, considered in the contexts of both ancient culture and contemporary society.

AGRS 112 - Roman Literature (4 Credit Hours)

In this course students will study the literature of ancient Rome, analyzing texts not only for their importance to the development of Latin literature but also for their subsequent influence on later authors, from the Renaissance to the modern world. Readings will include selections from the genres of comic drama, lyric, elegy, epic and satire.

AGRS 121 - Ancient Myths (4 Credit Hours)

This course is a study of the mythology of classical antiquity, with an emphasis on its representations in literature and art, and its relationship to the practice and rituals of Greek and Roman religion.

AGRS 201 - Ancient Greeks and Persians (4 Credit Hours)

An overview of the major cultures of the ancient Mediterranean from 1700 BCE to 300 BCE focusing on the Ancient Greeks and Persians. The course begins with the prehistory of each of these cultures and their predecessors/contemporaries in the Aegean, including peoples known as the Minoans, Mycenaeans, Hittites, Phoenicians, Assyrians, Egyptians (Kemet), and Kushites, and examines the development of ancient Hellenic and Iranian cultures from the 8th-3rd centuries BCE in connection with each other and these other cultures. Ancient Greek and Persian cultures were Mediterranean phenomena that spread in antiquity from the Aegean through southern Europe, the Black Sea, and Egypt as far as India and have had lasting influence in Europe, Asia, and North Africa and were in almost every period deeply intertwined. The course focuses on the major social and political institutions as well as the intellectual and artistic achievements of the Greeks and Persians.

AGRS 202 - Ancient Rome (4 Credit Hours)

A survey of Roman civilization from both an historical and cultural perspective. Chronologically, the course traces the development of the "eternal city" from a tiny village of mud and straw along the banks of the Tiber River in central Italy to the city of marble and bronze dominating the Mediterranean world and beyond. Culturally, we consider Rome's legacy to the western world in terms of its social and political institutions, as well as its intellectual and artistic achievements.

AGRS 210 - Archaeology of the Ancient Greek World (4 Credit Hours)

This course explores the visual and material cultures of the ancient Greek world from the 15th century BCE through the 1st century BCE. Since art, architecture, and artifacts are the material expression of culture and what determines culture, we must interpret these objects in their socio-historical contexts.

AGRS 211 - Archaeology of the Ancient Roman World (4 Credit Hours)

This course traces the development of Roman visual and material culture from the Archaic through Late Antique periods, exploring how material objects and visual imagery both shaped and were shaped by different social groups and cultural identities. The course balances a critical analysis of iconic elite monuments and famous works of Roman art with the objects, images, and spaces of sub-elite groups.

AGRS 220 - Ancient Epic Tales (4 Credit Hours)

This course provides a survey of ancient epic tales written by the Greeks, Romans, Mesopotamians and other ancient cultures. Students analyze various epics and situate them within their social, cultural, historical, and literary contexts. They also examine ancient and modern artistic representations of these epics and their relationship to their literary counterparts. In addition, students consider the topics and themes found in these ancient epic tales in relation to our own cultural experiences and conflicts today.

AGRS 222 - Ancient Rhetoric & Persuasion (4 Credit Hours)

This course explores rhetoric and methods of persuasive speaking in ancient Greece and Rome. Students analyze ancient Greek and Roman speeches, situate them within their cultural context, learn techniques for effective public speaking and argumentation, and compose and deliver speeches tailored to a variety of situations.

AGRS 223 - Ancient Drama (4 Credit Hours)

This course focuses on the dramatic arts as practiced in Ancient Greece and Rome. Students read selected plays, tragic or comic, by the major playwrights of Greco-Roman antiquity, giving attention to dramaturgy, societal contexts, and influences on the development of Western theater.

AGRS 301 - Topics in Ancient Greek and Roman Studies (4 Credit Hours)

This is a seminar course on a particular historical, social, or cultural topic related to the study of the ancient Mediterranean world.

AGRS 311 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: QS 312 and WGST 312.

AGRS 312 - Ancient Identities (4 Credit Hours)

This course considers the various ways the Greeks and Romans speculated about and defined human differences, as well as exploring the ways in which the ancients theorized about and manipulated their environments to achieve a desired identity. Attention is also given to how these theories were received from medieval to modern times.

AGRS 313 - Ancient Magic and Witches (4 Credit Hours)

This course provides a survey of magic and witchcraft in ancient Greece and Rome. Students engage with issues such as how magic works, how people interact with the divine, the marginalization of magical practitioners, and the difference between magic, witchcraft, and religion. Emphasized topics include magicians, witches, ghosts, spirits, demons, divination, and spells.

AGRS 314 - The Art of Healing in Ancient Greece (4 Credit Hours)

This course surveys the art of healing in ancient Greece, and how it manifested in theory and practice. Students study the activities of individual healers (doctors, midwives, pharmacists, temple attendants), the nature and function of spaces dedicated to healing (cult sanctuaries, doctors' homes), and the experience of patients. Students also engage the ancient concepts of health and illness, ideas about public health, and the ways Greek writers used disease as a metaphor for social breakdown and political violence.

AGRS 320 - Echoes of the Trojan War (4 Credit Hours)

This course examines the ancient and modern importance of the legendary city of Troy, the site of the mythical Trojan War. The course begins with the epic poems of Homer (Iliad and Odyssey) and engages with the archaeological history of the site as well as selected novels, poems, and films that respond to and re-envision the ancient stories of the famous conflict and its characters.

AGRS 331 - Alexander and his Legacy (4 Credit Hours)

Alexander of Macedon ('the Great') led his armies from ancient Macedonia into Africa and across the continent of Asia changing the political and cultural landscape for centuries to come. What emerged after Alexander is often called the Hellenistic world, a multicultural world of both Greek and indigenous kingdoms marked by a fusion of Greek and local cultures. This course explores Alexander and his legacy through examination of the literary and material evidence.

AGRS 332 - Imperial Rome (4 Credit Hours)

This course focuses on the ancient Mediterranean in the Roman imperial period (approx. 25 BCE-400 CE). It explores the political, social, and cultural contexts for the empire and the material remains throughout Europe, Africa, and Asia that reflect the extent of Rome's influence.

AGRS 340 - Ancient Athenian Law and Democracy (4 Credit Hours)

This course explores the various permutations of ancient Athenian democracy and law. The democracy of ancient Athens is often considered the "First Democracy". Although this is not accurate, it has been one of the most influential democracies in history. In the course, students examine the history, structures, and legacy of the Athenian democracy, its conception of citizenship, and the development of its courts.

AGRS 341 - Roman Law: Delict/Torts (4 Credit Hours)

This course examines Roman law and society through the Roman law of delict (wrongful harm to persons and property punished through private law, roughly equivalent to torts in Anglo-American common law). Through the careful discussion of cases (case-study method), we will learn about the nature of law and legal thinking, how it worked (or didn't), and how legal practice reflected and shaped ethical, economic, and social ideas.

AGRS 342 - Roman Law: Family Law (4 Credit Hours)

An introduction to the Roman legal system and its relationship to Roman society through the study of Roman family law. Through the careful study of cases, jurists' commentary, and common law comparisons, students learn about Roman culture and history while developing the ability to examine legal rules and assess them critically.

AGRS 351 - Shopping and Markets in Ancient Rome (4 Credit Hours)

Evidence from ancient Rome suggests that a sophisticated retail system developed in urban centers during the Republic so that by the Early Imperial period, many Roman towns were characterized by busy commercial streets and districts where people consumed time and space alongside ready-made goods and services. The shop became a place of leisure and a locus of sociability where status and identity were forged, negotiated, and performed. It also became a potentially subversive space where information was exchanged, and status and power could be challenged and temporarily overturned. This course explores the questions of where, how, and why ancient Romans shopped, focusing on such important aspects as: distribution networks, the evolution of the retail trade, Roman attitudes toward various forms of retailing, analysis of commercial art and architecture, evidence for marketing strategies, shopping behaviors, and consumption practices.

Crosslisting: DH 215.

AGRS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AGRS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AGRS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AGRS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AGRS 400 - Senior Research Symposium (1 Credit Hour)

A one-credit senior capstone seminar to support students in writing their senior research. The capstone is team-taught by the department faculty and focuses on discipline-specific: methods and approaches (literary, historical, archaeological) for analysis of ancient evidence; citational practices for ancient evidence; databases and other tools for conducting research in Greco-Roman antiquity; and group workshops at various stages of the thesis-writing process.

AGRS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

AGRS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Anthropology

Mission Statement

Straddling the humanities and social sciences, anthropology critically examines the complexity of human and nonhuman life across a range of field sites. Anthropologists conduct fieldwork to better understand concepts like culture, history, and power. In doing so, we make the strange familiar and the familiar strange. The anthropologists at Denison use ethnographic, archival, and archaeological research methods to understand complex phenomena in the past and present ranging from religion, semiotics, and cross-cultural healing systems to translation, human rights, and processes of "globalization." We teach and support our students with the aim that they will be able to craft solutions for enduring and emerging problems facing humans and our planet.

The Department of Anthropology at Denison has faculty who specialize in archaeology and cultural anthropology, as well as in medical and semiotic anthropology.

Faculty

Associate Professor and Chair Veerendra P. Lele

Associate Professors John Davis, John Soderberg; Assistant Professors Jane Saffitz,

Visiting Assistant Professor Karem Said

Academic Administrative Assistant

Nancy Welu

View faculty profiles and contact information (<https://denison.edu/academics/anthropology/contacts/>)

Anthropology Major

Code**Title**

A major in Anthropology must complete five core courses:

ANTH 101	Being Human: Introduction to Anthropology
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ANTH 201	History of Anthropological Thought (by end of sophomore year)
ANTH 301	Ethnographic Methods (by end of junior year)
ANTH 202	Human Origins & Prehistory (any class year)
or ANTH 203	Introduction to Archaeology
ANTH 401	Senior Capstone Seminar (Prerequisites ANTH 101, ANTH 201, & ANTH 301)

And five (5) electives of which three (3) must be at the 300 level.

10 Courses Total

Anthropology Minor

Code	Title
ANTH 101	Being Human: Introduction to Anthropology
ANTH 201	History of Anthropological Thought
ANTH 202	Human Origins & Prehistory
or ANTH 203	Introduction to Archaeology
or ANTH 301	Ethnographic Methods

And three (3) Anthropology electives (at least one of which must be at the 300 level)

6 Courses Total

Courses

ANTH 101 - Being Human: Introduction to Anthropology (4 Credit Hours)

Anthropology is the study of human being, asking the question: what does it mean to be human? This course introduces students to anthropological study of humans in both the past and present by examining our evolutionary development as a species, the material archaeological record, language and linguistic practices, and relationships of human culture, power, and history. As many have said, the goal of anthropology is to make the strange familiar and the familiar strange. This course will introduce you to anthropology as an academic discipline, but also as a way of understanding our place in the world and a way of being in the world.

ANTH 201 - History of Anthropological Thought (4 Credit Hours)

This course introduces students to a history of anthropological ideas, and also to a 'genealogy': a critical overview of concepts that have contributed to the shaping of the discipline of anthropology in its current formation. Beginning with antecedents in classical works describing people and cultures, we will then read and discuss modern ideas in the 19th and 20th centuries when the field of anthropology takes on more recognizable shape, and then consider some of the most recent theories including such things as multispecies ethnography. The ambition of this course is to immerse students in the long conversation (including debates and discontinuities) of anthropology, and to provide students with a foundation for engaging directly with the most current research and knowledge in the field.

Prerequisite(s): ANTH 101, or consent of instructor.

ANTH 202 - Human Origins & Prehistory (4 Credit Hours)

This course begins with a review of biological anthropology's view of humanity. How do humans appear when studied with the tools biologists have developed to understand other species? We then explore what we know about the lives of our earliest ancestors and the clusters of new human-like species emerging over the next few million years, including our own about 200,000 years ago. The last part of the class turns to archaeological views of humanity. We survey the diversity of human experiences as our ancestors spread around the globe, creating art, starting farms, and building cities. Throughout, our emphasis will be on how researchers know what they know and what assumptions are built into different narratives of human origins.

ANTH 203 - Introduction to Archaeology (4 Credit Hours)

Most human experiences have gone unrecorded: because they occurred beyond the reach of written records, because those making records did not include them, or because the records have been lost. This course surveys the distinctive combination of scientific and humanistic methods that archaeologists use for unearthing these lost realms of human experience. The course is divided into three segments: the discipline's development, techniques, and contemporary questions. Where possible, students will gain hands-on experience with archaeological techniques. We will also consider how archaeology and narratives about the past are embroiled in contemporary social conflicts.

ANTH 220 - Medical Anthropology (4 Credit Hours)

This course offers an introduction to contemporary topics in medical anthropology, the most prominent subfield in anthropology today. Our approach will be to critically examine assumptions about what constitutes health, medicine, and the body. To this end, we will treat science as a cultural practice and western medicine—what anthropologists refer to as biomedicine—as one system of healing alongside others. Additional topics will include the role of belief, meaning, and placebo in healing; structural inequality and political economy; rationality and "ways of knowing" illness; global mental health; suffering and embodiment; disability worlds; constructions of normality and pathology; medical humanitarianism; medicalization and pharmaceuticals; and the role of ethnography in tending to cross-cultural instantiations of health, medicine, and the body.

ANTH 221 - Contemporary Japan (4 Credit Hours)

Japan often conjures images steeped in tradition such as samurai warriors, sumo wrestlers, and geisha clad in kimono. At the same time, however, contemporary Japan is just as easily associated with businessmen, anime, automobiles, and high technology. How have "tradition" and "change" fueled competing visions of Japan what it means to be "Japanese"? How does one go about reconciling these conflicting views? How have these debates evolved over time? How have variously situated individuals and groups in society negotiated shifting circumstances? These questions will be at the heart of this seminar as we consider case studies from different segments of Japanese society. A range of material will be treated as "texts" for analysis and discussion including anime, manga, literary works, and films as well as ethnographic scholarship on Japanese society.

Crosslisting: EAST 221.

ANTH 301 - Ethnographic Methods (4 Credit Hours)

This course offers an overview of ethnography as a method of knowledge production characterized by intensive field research and as a genre of writing in anthropology. It will enable students to develop a deeper understanding of how anthropologists design, conduct, and analyze their research, as well as how they go about presenting their work to various audiences. The course will especially consider how relations of power shape the discipline and account for its trajectory.

Prerequisite(s): ANTH 101 and ANTH 201, or consent of instructor.

ANTH 321 - Anthropology of Human Rights (4 Credit Hours)

This seminar interrogates the social life of rights by situating human rights within critical analyses of law, society, and culture. A brief examination of key human rights documents and institutions will be followed by an analysis of topics and case studies selected to juxtapose Asian and Western contexts. A primary concern of this seminar will be to scrutinize how human rights get reworked and refashioned in a range of local settings by various actors on the ground pursuing social justice.

Prerequisite(s): ANTH 101.

ANTH 322 - Anthropology of Islam (4 Credit Hours)

This course examines historical and contemporary approaches to the anthropology of Islam and Muslims. The first part considers historical and theoretical debates about whether an anthropology of Islam and/or Muslims is, indeed, possible, including debates that consider whether such a category such as "Islam" exists and how it has become an object of study. The second part will focus on contemporary ethnographies of Islam and Muslims. Of particular interest to us will be lived experiences of Muslims around the globe through the following broad topics: the role of ritual in Islam, Islamic piety movements, the relationship of Islam and modernity, the role of authority and difference in the lives of contemporary Muslims, and emerging "Islamic" economies. Key questions include: What does an anthropological approach have to offer the study of Islam and Muslims, and what can the study of Islam/Muslims offer anthropology? No prior knowledge of or exposure to Islam is required, but prior familiarity with anthropology is necessary.

Prerequisite(s): ANTH 101.

ANTH 324 - Archaeology and Skeletons (4 Credit Hours)

This course introduces the identification and analysis of bones from archaeological sites. Our primary focus is the anatomy of the musculoskeletal system for humans and a selection of other mammal species. Students will gain hands-on experience with skeletal anatomy and learn about a variety of techniques archaeologists use to study bones. We will also take up case-studies from different time periods as examples of what bones can reveal about our ancestors' lives and social worlds.

Prerequisite(s): ANTH 101.

ANTH 325 - The Archaeology of Religion (4 Credit Hours)

When did humans first "get religion"? Why are religious practices so common across the last 30 millennia of human history? What does religion tell us about human cognition and how human societies have changed across those millennia? Do other species have aspects of religion? How is it possible to study religious beliefs and practices through the material culture of long dead groups? Such questions have troubled archaeologists for generations, but, in recent years, new perspectives have emerged. This seminar investigates current archaeological thinking about religions as we examine a variety of case studies, including Upper Paleolithic caves in France, Moche temples in the Andes, and inscribed pottery in antebellum North America.

Prerequisite(s): ANTH 101.

ANTH 330 - Unruly Bodies (4 Credit Hours)

What does it mean to inhabit an unruly body—that is, a body that is marked or othered in some way? How do we experience embodiment? And how does our bodily presence in a deeply unequal world shape identity, personhood, and politics/ethics? This course draws on theoretical approaches across critical race, disability, feminist, queer, and science and technology studies to unearth taken-for-granted assumptions about who/what bodies are and how they become sites of social and political contestation. That is, rather than presume bodies to be material artifacts, symbolic representations, or disciplined subjects, we will attend to the processes and relations through which bodies are made, unmade, and remade under particular configurations of power. We will pay specific attention to ethnographic approaches to marked bodies/ embodiment and draw on a range of texts, images, films, and podcasts across anthropology and cognate fields. In the process, you will develop a critical understanding of what is at stake in various approaches to thinking through bodies and a greater awareness of the possibilities that cohere in your own embodied self.

Prerequisite(s): ANTH 101 or ANSO 100 or consent of instructor.

Crosslisting: QS 320.

ANTH 348 - Semiotic Anthropology (4 Credit Hours)

This course is an introduction to semiotic anthropology. Semiotic is the study of signs and representation, the study of how meaning works. This course will cover the basic aspects of semiotic theory focusing primarily on the semiotic of Charles Sanders Peirce. As an anthropology course, we will study human meaning and human semiosis in our cultural, empirical world. We will explore issues of meaning and material culture, language and linguistic practices, the boundaries of 'human being', and racial, ethnic and gender identity formations in various communities throughout the world. And we will explore the semiosis of these topics through cultural practices ourselves, including some combination of the following: horseback riding, museum visits and artefact analysis, clothing and fashion, playing soccer, attending a sporting match, and musical performance.

Prerequisite(s): ANTH 101.

ANTH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ANTH 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ANTH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ANTH 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ANTH 401 - Senior Capstone Seminar (4 Credit Hours)

This course is designed to help students synthesize and sharpen their anthropological thinking around a theme envisioned by the instructor. Over the semester, students will build upon knowledge and skills acquired through coursework in the major to develop a major research proposal. It will also provide opportunities for reflection on the development and ongoing relevance of anthropology as a discipline for us as scholars and citizens. Required of all senior majors.

Prerequisite(s): ANTH 101, ANTH 201, ANTH 301.

ANTH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ANTH 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Anthropology and Sociology

Students who matriculated prior to the Fall of 2023 may choose to graduate with an Anthropology/Sociology (ANSO) degree. For those students interested in Anthropology (ANTH) please see the Anthropology major. (<https://catalog.denison.edu/catalog/courses-of-study/anthropology/>)

The Anthropology/Sociology major is not offered to students who matriculated Fall 2023 or thereafter.

Departmental Guidelines

The major in Anthropology and Sociology is designed to meet the educational needs of three kinds of students:

1. those whose interests focus on a liberal arts education and who wish to use the disciplines to understand cross-cultural patterns, social institutions, and socio-cultural change;
2. those who wish to use anthropology and sociology as a background for certain occupations such as law, social work, medical and health sciences, business, public service, and human service careers; and
3. those who expect to pursue graduate study in anthropology or sociology, leading to a teaching, administrative, or research career.

Mission Statement

The Department of Anthropology/Sociology is firmly committed to the principles of a liberal education. Our task is to provide students with the most rigorous and comprehensive approaches to knowledge and analysis appropriate within a fully merged undergraduate program in Sociology and Anthropology.

Our commitment to teaching also defines for us the importance of active scholarship through which we may practice our disciplines and encourage similar pursuits among our students. Since our graduates enter into a wide range of professional, administrative, policy-oriented and other occupations, our goal is to transmit, foster, and produce knowledge and practice that involve students in their own learning experience. In this respect we want to encourage students to take their education into their own hands, by helping them to engage personally in research, analysis, and writing about diverse human societies.

We have therefore sought to create a learning environment within which students may critically examine social life, its organization, and its meaning. We believe that the development of a perspective that examines the human condition in empirical, analytical, comparative, historical, and holistic terms makes a significant contribution to intellectual development. In pursuing such a goal, we assist students to develop, integrate, and utilize knowledge. To this end our mission is to produce knowledgeable learners and social agents who have a self-reflective sense of their potential contributions to the enhancement of the human condition.

Faculty

Associate Professor Veerendra P. Lele, Department Chair

Associate Professors John Davis, Shiri Noy; Assistant Professors Jane Saffitz, Hosna Sheikholeslami, John Soderberg

Academic Administrative Assistant

Nancy Welu

View faculty profiles and contact information (<https://denison.edu/academics/anthropology-sociology/contacts/>)

Students who matriculate before the Fall of 2023 may choose to graduate with an Anthropology/Sociology (ANSO) degree. For those students interested in Anthropology (ANTH), please see the Anthropology major. (<https://catalog.denison.edu/catalog/courses-of-study/anthropology/>) **The Anthropology/Sociology major is not offered to students who matriculated in Fall 2023 or thereafter.**

Anthropology and Sociology Major

A major in Anthropology and Sociology requires a total of ten courses within the department. Six of those courses comprise a core curriculum, including: ANSO 100, ANSO 290, ANSO 316, ANSO 350, ANSO 351, and ANSO 460.

The other four courses are electives that a major may select from among the department offerings. At least three electives must be at the 300 level. ANSO 460 and one elective at the 300-level are waived for students undertaking a two-semester senior research in the department ANSO 451 and ANSO 452. In addition, majors in Anthropology and Sociology should select an advisor from the departmental faculty. Anthropology and Sociology advisors assist majors in both advanced planning and selection of coursework.

Anthropology and Sociology Minor

Completion of a minor in Anthropology and Sociology requires a student to complete ANSO 100, ANSO 290, and either ANSO 316, ANSO 350, or ANSO 351, and three electives for a total of 24 credits. At least one elective course must be at the 300-level. In addition, minors in Anthropology and Sociology should select an advisor from the departmental faculty (in addition to the advisor in their major). Anthropology and Sociology advisors assist minors in both advanced planning and selection of coursework.

Applied Mathematics (Minor & BS Degree)

By its nature, applied mathematics is defined not by what it is but by what it does. It's being able to use mathematics to solve real-life problems and make an impact in the world in areas such as engineering, industry, science, and human-centered problems.

The Society of Industrial and Applied Mathematics (SIAM), the preeminent professional society for applied mathematicians, states that "New application areas are constantly being discovered while established techniques are being applied in new ways and in emerging fields. Consequently, a wide variety of career opportunities are open to people with mathematical talent and training."

Denison offers a Bachelor of Science degree and a minor in Applied Mathematics. For more information, refer to the Mathematics (<https://catalog.denison.edu/catalog/courses-of-study/mathematics/>) page.

Arabic

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in all subsequent courses. The department emphasizes the use of the target language in most of its courses because students can best appreciate another culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such

as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Associate Professor Hanada Al-Masri

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/arabic/contacts/>)

Additional Points of Interest

General Departmental Regulations

Students who want to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO, which is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

Courses

Although the Department of Modern Languages offers majors in French, German and Spanish, other languages are also offered for the purpose of general education and support of other college programs. Courses in Arabic are listed below.

ARAB 111 - Beginning Arabic I (4 Credit Hours)

This is an introductory course to Arabic language and culture. It assumes no previous knowledge of Arabic and provides a thorough grounding in the four language skills of listening, speaking, reading, and writing. It starts with the alphabet and the number system and builds the four skills gradually and systematically through carefully selected and organized materials focusing on specific, concrete and familiar topics such as self-identification, family, travel, food, renting an apartment, study, the weather, etc. This course follows the underlying philosophy of the integrated approach to Arabic language instruction and culture. It is based on the integration of Modern Standard Arabic (MSA) and spoken dialectal Arabic (Levantine) in a way that reflects the actual use of language by its native speakers. Overall, the course aims at improving students' linguistic knowledge from Novice-low to Novice-high level, according to the ACTFL proficiency guidelines.

ARAB 112 - Beginning Arabic II (4 Credit Hours)

This sequential course aims at further developing the four language skills of listening, speaking, reading, and writing. Themes covered during the course of the semester include: food, shopping, study and education, jobs, health, transportation, weather, sports & hobbies, and touristic places (Jordan, Palestine). The course continues to follow the philosophy of the integrated approach to Arabic language instruction and culture. Overall, the course aims at improving students' linguistic knowledge from Novice-high to Intermediate-low level, according to the ACTFL proficiency guidelines. The course fulfills the GE language requirement (K).

Prerequisite(s): ARAB 111.

ARAB 199 - Introductory Topics in Arabic (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ARAB 211 - Intermediate Arabic I (4 Credit Hours)

This is an intermediate level course in Arabic. The course follows the same philosophy of integrating Modern Standard Arabic and spoken Arabic to reflect the language as used by native speakers. The course continues building upon the linguistic foundations started in ARAB 111, and ARAB 112 and aims at developing the four language skills of listening, speaking, reading, and writing through two graded levels: for the first half of the semester, students study topics centered around their daily lives and activities. The second half of the semester takes students to a more advanced level where they start discussing topics moved away from the self and get closer to topics of a general nature like the history and geography of the Arab world, education, etc. In this course students will read longer passages (250-350 word), write at the paragraph level, listen to longer texts, and produce longer conversations. In addition, the course continues the practice of introducing Arab society, history, and culture. Overall, the course aims at improving students' linguistic knowledge from Intermediate-low to Intermediate-mid level, according to the ACTFL proficiency guidelines. The course fulfills the language requirement for Global Commerce, Global Health, International Studies and Middle East and North African Studies (MENA).

Prerequisite(s): ARAB 112.

ARAB 212 - Intermediate Arabic II (4 Credit Hours)

This course continues building upon the linguistic foundations. It aims at developing a higher level of proficiency in listening, speaking, reading, and writing in Arabic through the extensive use of graded materials on a wide variety of topics. The material covered is theme-based. This increases both quality and quantity of students' vocabulary and provides more fluency and felicity in understanding the language and communicating with it. The themes covered include: Arab cities, Arabic language, food & drinks, health, sports, travelling & transportation and weather. Overall, the course aims at improving students' linguistic knowledge from Intermediate-mid to Intermediate-high level, according to the ACTFL proficiency guidelines. The course fulfills the language requirement for Global Commerce, International Studies and Middle East and North African Studies (MENA).

Prerequisite(s): ARAB 211.

ARAB 213 - Conversational Arabic (4 Credit Hours)

This course offers intensive practice in conversational skills in Arabic (both MSA and Dialectal). It aims at expanding students' vocabulary and increasing their linguistic fluency and accuracy through a wide range of topics that gradually move from personal life and daily routines through one's interests and surroundings to discussing community-related news and events. The course provides ample opportunities to intensively practice the language, narrate in the three time frames (past, present and future) and activate the vast amount of vocabulary accumulated over the course of four semesters of learning Arabic (around 1800 words). Such practice will be done through daily briefings, discussions, oral presentations, reporting on audiovisual materials and Arabic movies, in addition to supplementary authentic Internet-based material to deepen students' understanding of Arab cultures. At the end of the course, students' oral proficiency will develop from Intermediate Mid to Advanced low ACTFL levels. This course fulfills the Oral competency requirement (R).

Prerequisite(s): ARAB 212 or placement.

ARAB 299 - Intermediate Topics in Arabic (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ARAB 311 - Advanced Arabic I (4 Credit Hours)

This is an advanced Arabic course that requires the completion of Intermediate Arabic II (ARAB 212) as its prerequisite. While this course continues to build upon the linguistic skills of ARAB 212, Advanced Arabic I (ARAB 311) primarily focuses on developing fluency in oral expression with the hope to reach a native-like pronunciation (using educated spoken Arabic) and demonstrating accurate use of grammatical structures of Modern Standard Arabic. The material used for this course is chosen in such a way that develops students' linguistic skills across two proficiency levels: For the first half of the semester, student will be dealing with topics at the intermediate high level including: law, politics in the Arab World, Palestine, military affairs, environment, and animals in the Arab World. For the second half of the semester, students' proficiency level will be developed so as to handle topics at the advanced level. Topics are presented through authentic and unedited Arabic language materials and include: minorities in the Arab World, Arab Americans, Arabic Language, health and sports. Overall, the course aims at improving students' linguistic knowledge from Intermediate-high to Advanced-low level, according to the ACTFL proficiency guidelines. This course fulfills the Oral competency requirement (R).

ARAB 315 - Culture of the Arab World (4 Credit Hours)

The Arab world is composed of immensely varied cultures. This survey course (offered in English) aims at covering a broad spectrum of all aspects of Arab life from religion and society to social norms to communication styles. It also touches on its history, geography, language, economy, and environmental challenges. The course also addresses the relationship between the Arab world and the West and issues like stereotyping (on both sides), anti-Americanism and Islamic fundamentalism. Since the course holds a fundamental approach, previous knowledge is not required. This course fulfills the GE requirement for humanities (U) and the MENA elective course requirement.

ARAB 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ARAB 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Art History and Visual Culture

Mission Statement

The Department of Art History and Visual Culture's mission places questions of difference and power globally at the center of our teaching and research. Our mission reflects Denison's core liberal arts values

and advances inclusion and equity. We employ a thematic, interrogative approach that reflects critically on what art history and visual culture can be for the liberal arts. We do not seek broad, superficial coverage, but collaborative partnership in reimagining art history and visual culture studies for an integrative, transformative liberal arts experience. In so doing we exploit our areas of faculty specialization as spaces from which to rethink dominant narratives and interpretive frameworks with their global implications. We rethink, too, how we respond in writing to that which is not primarily articulated through the spoken or written word. Emphasizing global issues of difference and power prompts the curation of intentional interdisciplinarity inside and outside the college, as concrete expressions of our mission.

We strongly urge students to declare their intention to major in Art History and Visual Culture before the end of their sophomore year. We also urge students to choose an academic advisor from among AHVC faculty.

Associate Professor Catherine Stuer, Chair

Associate Professor Karl Sandin; Assistant Professor Ksenia Un

Visual Resource Specialist

Jacqueline Pelasky

Academic Administrative Assistant

Rebekah Lennon

View faculty profiles and contact information (<https://denison.edu/academics/art-history-visual-culture/contacts/>)

Art History and Visual Culture Major

Requirements for Art History and Visual Culture Major

- 10 four-credit courses
- 1 one-credit course (AHVC 409)
- Junior Talk (AHVC 095)
- Senior Thesis (25-30 pages) and presentation at the Annual Senior Symposium (AHVC 408). To be eligible to graduate, the Senior Thesis must be submitted to the Art History and Visual Culture faculty.

One 4-credit Core Course at the 100-level selected from the list below:

Code	Title
AHVC 101	The Western World: Ancient to Baroque
AHVC 111	Late 19th-21st Century Art and Visual Culture
AHVC 131	Asian Art and Visual Culture

Three Required Core Courses for Juniors & Seniors:

Code	Title
AHVC 380	Methods of Art History and Visual Culture (this course to be taken in the junior year - 4 credits)
AHVC 408	Art History and Visual Culture Senior Seminar: Research (this course to be taken in the senior year - 4 credits)

AHVC 409

Art History and Visual Culture
Senior Seminar: Writing (1 credit)

Elective Courses & Distribution Requirements

Seven courses from the following 4-credit, 200-300 level options. At least 3 of the 7 elective courses listed below must be at the 300 level. Students must also take at least 1 course in each of the distributional areas. The sole 100-level required core course may be used to satisfy one of the areas in this distribution instead of one of the 200-300 level elective courses listed below.

Distributional Areas:

- Ancient, Medieval, and Early Modern Art in the Mediterranean and Europe
- Pre-modern to Modern and Contemporary Art from China, Japan, and South Asia
- Modern and Contemporary Art from Europe, Eurasia, and the United States

Ancient, Medieval, and Early Modern Art in the Mediterranean and Europe

Code	Title
AHVC 201	Classical Art and Architecture
AHVC 203	Early Renaissance Art and Architecture
AHVC 204	High Renaissance, Baroque Art and Architecture
AHVC 302	Medieval Art and Architecture

Pre-modern to Modern and Contemporary Art from China, Japan, and South Asia

Code	Title
AHVC 231	Art of Japan
AHVC 232	Art of China
AHVC 263	World Views: Spatial Imagination in East Asia
AHVC 333	Art and Revolution in 20th Century China

Modern and Contemporary Art from Latin America and the UNITED STATES

Code	Title
AHVC 111	Late 19th-21st Century Art and Visual Culture
AHVC 214	Decolonizing the Museum

Note on transfer credit: no more than two courses taken at institutions other than Denison (including off-campus programs) can count toward the AHVC major or minor. We encourage students to take these courses from 2 of the areas listed above, or from others in consultation with your advisor.

We urge students to consult the 'Criteria for Transfer Credit in AHVC' sheet available in the AHVC office, and to work with their advisor and the current program chair before going off campus, to ensure the successful transfer of courses back to Denison for AHVC major credit. The current program chair must approve any transfer course for AHVC major credit

before students go off-campus, or immediately after if needed because of changes in course of study or other factors.

Art History and Visual Culture Minor

A minimum of six courses in Art History and Visual Culture of the student's choice.

Additional Points of Interest

Students in Art History and Visual Culture learn writing skills that are integral to the discipline and the liberal arts. Working closely with faculty, students learn to translate visual observation and evaluation into written language; articulate questions for research; communicate the results of their research discoveries in writing; and develop an informed, critical, and independent written voice. Our courses emphasize the sequential, graduated development of writing skills. These culminate in our required senior thesis and symposium.

Art History and Visual Culture seniors also make a formal presentation of their research to an invited audience at the AHVC Junior-Senior Symposium. All juniors in Art History and Visual Culture also are required to make a formal presentation of current work or research. The presentation is made to the faculty and to the student's peers as part of the AHVC Symposium annually.

Denison University works to make study abroad possible for all students. In Art History and Visual Culture, we encourage students to study abroad during their junior year. Most students who major in Art History and Visual Culture and study off-campus transfer up to two classes for the major, satisfy GE requirements, and/or gain general credits towards graduation. Quite a few students also do independent research or internships as part of their study abroad experience. We encourage students to visit the Center for Global Programs/Off-Campus Study office to explore their options.

Courses

AHVC 095 - Junior Talk (0 Credit Hours)

Students pursuing an Art History and Visual Culture major must complete the 'Junior Talk' activity.

AHVC 101 - The Western World: Ancient to Baroque (4 Credit Hours)

This course is an introduction to selected themes, periods, and sites of visual production and built practice in Europe, the Mediterranean, and the New World. It focuses on a selected series of 'case studies' that integrate sites/monuments significant to the flow of Western art with period-specific and general critical issues. The relation of systems of visual and architectural representation to period-specific and current understandings of power, ritual, colonialism, transculturation, and the human body, as suggested through the disciplines of Art History and Visual Culture, will be key. Medieval and early modern developments will be emphasized.

AHVC 111 - Late 19th-21st Century Art and Visual Culture (4 Credit Hours)

How did the growing cities, train travel, and social processes associated with modernity shape the production of art? What were the boundaries between art and visual culture, and how did they shift throughout the modern and contemporary eras? If art history has a Eurocentric foundation, how does the discipline contend with today's globalized and transnational networks of discourse and artistic production? This course introduces students to a global range of art histories from the nineteenth to the twenty-first century. As undergraduate scholars, students will develop the skills to "read" works of art in a historically informed, conceptually rigorous, and reflexive manner. Class readings and preparatory assignments invite close engagement with art historical theories and debates through exhibitions, scholarly articles, and online archives. Lectures and class discussions will provide an overview of some of the most well-known movements and theoretical concepts related to these periods. Through an evolving series of weekly written assignments, students will develop their critical stance on art criticism, art historical scholarship, and public programming.

AHVC 131 - Asian Art and Visual Culture (4 Credit Hours)

An introduction to the art and visual culture of India, China, Japan, and Southeast Asia, focusing on historical, religious, and social issues and the function of both art and visual culture.

Crosslisting: EAST 131.

AHVC 201 - Classical Art and Architecture (4 Credit Hours)

This course is an introduction to the art and architecture of Greece and Rome. Visual and spatial practices of religion and politics will be examined, focusing on Classical Athens and on Rome during the Late Republic and Early Empire. Selected works of art and architecture, and specific urban and exurban sites will be considered. Issues surrounding 'classical' forms and their subsequent role in Western art and architecture will be investigated.

AHVC 203 - Early Renaissance Art and Architecture (4 Credit Hours)

This course is an introduction to the visual culture, architecture, and selected patterns of urban development in Italy during the Early Renaissance and the Quattrocento. Focus will be on developments in Siena, Rome, and especially Florence. Issues surrounding 'classicism' and the development of new representational systems, new scales and materials in sculpture, new spatial and structural forms in architecture, and new relations to urbanism and centers of power and global expansion will be explored. Of particular interest are dynamics of difference and identity such as political pressures after the Black Death, patriarchy in family and church, women's resistance, and European slavery before 1492.

AHVC 204 - High Renaissance, Baroque Art and Architecture (4 Credit Hours)

This course provides an introduction to the visual culture, architecture, and selected patterns of urban development in Rome during the High Renaissance, Mannerism, and the Baroque era through the papacy of Alexander VII (1655-67). Developments from ca. 1450 on in Rome leading to Julius II and the Roman High Renaissance will be a focus. Consideration of Mannerism, the Council of Trent, and early Baroque visual and architectural forms (later 16th century) will lead to a second focus on 17th-century visual and spatial practices in Counter-Reformation Rome. A third focus will be Iberian and Italian colonial practices, transculturation, and the hegemony of Counter-Reformation visual culture and urbanism under the Habsburgs and beyond.

Crosslisting: SES 204.

AHVC 214 - Decolonizing the Museum (4 Credit Hours)

This course critically analyzes the history of Western museums and their impacts on contemporary museum practices in the U.S. via a decolonial lens. Our goal is to examine the impact of the history and legacy of colonization on museums, so we can delink museum practices from Western hierarchies and systems of power. Throughout the course, students will interrogate the purpose of early versions of exhibition spaces, why museums were created, and how knowledge was produced. They will interpret museum architecture and how this may impact a museum's identity and ideas of inclusivity and exclusivity. They will examine how objects were collected to be part of museums' collections, who was impacted by these practices, and how collection practices have evolved or come to terms with difficult histories. They will analyze the layout of different types of museums and learn how exhibitions are put together while analyzing issues of hierarchy, representation, and biases. We will especially examine collections and exhibitions that attempt to center underrepresented communities in the U.S., including black, indigenous, and people of color.

AHVC 231 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: EAST 231 and INTL 261.

AHVC 232 - Art of China (4 Credit Hours)

This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such as ritual, gender, imperial patronage, literati ideals, and political icons.

Crosslisting: EAST 232.

AHVC 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)

This course engages the question: 'How are images used to imagine our place in the world?' Students are invited to study fascinating practices of spatial image-making in East Asia from the inside out, by exploring these world-views from the perspective of their makers. You will be asked to pay special attention to how social and economic power structures inflect these representations: to envision and decode spatial imagery as a site of imagination, control, and resistance. Artists and patrons in China, Japan, and Korea have for centuries produced elaborate maps and landscape imagery, photographs, and film to imagine the world in a variety of ways. This course invites you to approach modern and contemporary representations of space in East Asia both in theoretically and historically informed ways. In the first part of the course, students build a frame of reference for their analysis of post-war case studies, by reading core texts in spatial theory and exploring important visual representations of space from pre-modern East Asia. In the second part of the course, students apply these theoretical and historical approaches to select cases that exemplify more recent struggles over space and its imagination in East Asia.

Crosslisting: EAST 263 and SES 263.

AHVC 302 - Medieval Art and Architecture (4 Credit Hours)

This course is an advanced investigation of art and architectural developments in the Latin West during the medieval and early modern periods. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Italy during the Romanesque through Gothic periods and beyond. The early urbanism of the communes of Italy is a focus, with their expansion of civil art and architecture through the fourteenth century, and the rise of new religious orders.

Crosslisting: SES 302.

AHVC 333 - Art and Revolution in 20th Century China (4 Credit Hours)

This course explores how art has engaged social transformation in China. You will be guided to take an inside look at how the notion of revolution stands front and center in art making during China's long 20th century. We think deeply about two interrelated questions: how can art have social and critical agency, and how has it been related to social change in China? We approach these questions historically to become sensitive to the different contexts and experiences of the artists we study but also to how their struggles and creative interventions connect across time. In the process, you will build a framework of reference for understanding social and creative life in 20th century China, and its enduring connections to the global world.

Crosslisting: EAST 333.

AHVC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum such as design, drawing, graphics, ceramics or history and criticism. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AHVC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum such as design, drawing, graphics, ceramics or history and criticism. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AHVC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AHVC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AHVC 380 - Methods of Art History and Visual Culture (4 Credit Hours)

This class is required for Art History and Visual Culture majors. This class is the first of the three-part capstone experience for the Art History and Visual Culture major. It introduces students to the theoretical and methodological platforms of Art History and Visual Culture and examines the historical development of the fields of both Art History and Visual Culture. It introduces students to the methods and theoretical approaches of practicing scholars in the field and asks students to formulate their own platforms, which they will translate into active research in the second and third capstone courses (AHVC 408 and AHVC 409).

AHVC 408 - Art History and Visual Culture Senior Seminar: Research (4 Credit Hours)

In this required course, senior majors will research and prepare the senior thesis.

AHVC 409 - Art History and Visual Culture Senior Seminar: Writing (1 Credit Hour)

In this required course, senior majors will present their senior thesis during our annual senior symposium.

AHVC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

AHVC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Astronomy (Minor)

Departmental Guidelines

The astronomy curriculum at Denison University begins by exploring the planets and moons, the origin of the solar system, stellar classification, stellar evolution, galactic astronomy, and cosmology, with a focus on the observational and quantitative nature of the field. Students pursuing the minor in astronomy will also take courses in introductory physics, investigating motion, fluids, heat, electricity, magnetism, waves, optics, and topics in modern physics such as atomic structure and special relativity. Advanced coursework will apply the foundational concepts from the introductory level to develop models for stellar systems, and explore supernovae, general relativity and black holes, the structure of our galaxy, active galactic nuclei, and the evolution of the universe.

A minor in astronomy is available to any Denison student. Those seeking graduate study in astronomy, astrophysics, space physics, or related fields should pursue a physics major with a minor in astronomy. All

students interested in the astronomy minor should consult with faculty in the Department of Physics and Astronomy about course requirements as early as possible.

Faculty

Associate Professor Melanie Lott, Chair

Professors Steven D. Doty, N. Daniel Gibson, Daniel C. Homan, Riina Tehver, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Melanie Lott, Steven Olmschenk; Visiting Assistant Professor Sandra Doty

Technician/Instrument Maker

Michael Thomas

Academic Administrative Assistant

Cathy Geho

View faculty profiles and contact information (<https://denison.edu/academics/astronomy/contacts/>)

Astronomy Minor

Minimum requirements for a Minor in Astronomy are:

Code	Title
ASTR 100	Introduction to Astronomy
ASTR 125	Physics I: Quarks to Cosmos
or PHYS 125	Physics I: Quarks to Cosmos
PHYS 121	General Physics I
or PHYS 126	Physics II: Mechanics, Fluids, and Heat
PHYS 122	General Physics II
or PHYS 127	Physics III: Electricity, Magnetism, Waves, and Optics
ASTR 300	Astrophysics
Plus an Astronomy Elective at the 200-level or above.	

Students who have taken PHYS 121 - General Physics I or PHYS 122 - General Physics II should consult with the Chair about requirements. The experimental course, ASTR 312 - Experimental Physics, may be modified to reflect the student's interest in Astronomy. Early consultation with the Department is imperative. See the Physics Department section of the catalog. Any courses used to satisfy the upper-level elective requirement for the Physics major (BA or BS) or for the Physics minor may not also be used to satisfy the Astronomy minor.

Courses

ASTR 100 - Introduction to Astronomy (4 Credit Hours)

An introductory course in astronomy, intended for any student who wishes to better understand the nature of the universe. Topics may include the history of astronomy, naked eye observations, the planets and moons, the origin of the solar system, stellar classification, stellar evolution, galactic astronomy, and cosmology. Class and laboratory work will explore the physical and observational background for these topics with an emphasis on the quantitative nature of modern astronomy. Three classroom hours and one two-hour laboratory each week. This course satisfies the quantitative reasoning general education requirement. No previous training in physics is expected; mathematical preparation is assumed to include high school algebra and trigonometry.

ASTR 125 - Physics I: Quarks to Cosmos (4 Credit Hours)

A course that introduces students to topics that are at the current frontiers of physics and astronomy, and helps students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics typically include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. This course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

Crosslisting: PHYS 125.

ASTR 199 - Introductory Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 299 - Intermediate Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 300 - Astrophysics (4 Credit Hours)

This course is designed to teach students to build and use physical models to understand a variety of astronomical systems. Students will apply key concepts from modern and classical physics in an astronomical context, including gravity, light, relativity, thermodynamics, nuclear physics, and the interactions of light and matter. They will first develop models for stellar systems, and then explore other astrophysical topics, such as supernovae, general relativity and black holes, the structure of our galaxy, active galactic nuclei, and cosmology.

Prerequisite(s): ASTR 100, ASTR 125 or PHYS 125, PHYS 122 or PHYS 127.

ASTR 312 - Experimental Physics (4 Credit Hours)

An advanced lab course focused on experimental design and techniques, applying statistical principles to analyze and interpret data, and communicating scientific results through writing. May be repeated once for credit as either PHYS 312 or ASTR 312.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 200 recommended.

Crosslisting: PHYS 312.

ASTR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

ASTR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

ASTR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ASTR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ASTR 399 - Advanced Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): Prior consent of the instructor (faculty member advising the research) and the Department Chair required.

ASTR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): PHYS 312 and prior consent of the instructor (faculty member advising the research) and the Department Chair are required.

Biology

Departmental Guidelines

The Department of Biology endeavors to provide a comprehensive foundation in concepts and skills across the breadth of biology. This is achieved in part through an introductory core of three courses that prepare students for a deep exploration of sub-disciplines and research methods through subsequent advanced courses. The core covers the major concepts of biology, encompassing an exploration of the natural history of life on Earth, coupled with the basic skills of acquiring and processing information, solving problems, and analyzing data. Our program then allows students the flexibility to explore specific areas of biology in depth through a suite of advanced courses in which they can expand and apply their knowledge and skills.

The major prepares students for careers in science and related fields, as well as graduate and professional schools (including pre-medical, pre-dental and pre-veterinary studies), while allowing students the flexibility to design the program that best suits their specific interests

and career goals. In addition, biology majors are offered the opportunity to collaborate with faculty in research and laboratory instruction, to present exceptional work at professional meetings, and to assist in the maintenance of the 350-acre Biological Reserve and other departmental facilities. Information on studies in Pre-Health is provided in the "Special Programs and Opportunities" section of the catalog.

Writing is an integral component of science, and as such, the Biology Department understands that the development of writing skills is essential for all students who pursue the study of biology. The goal for our students is that they emerge as strong writers, able to construct cohesive bodies of written work in which they express clear, concise and logical arguments, supported by empirical evidence and/or information from appropriate sources. A developmental model of writing skills is tightly woven into the biology curriculum to achieve this goal. Our major core curriculum establishes the foundation of good writing practices. Basic grammatical expression is addressed in BIOL 210, while BIOL 220 focuses on understanding the format of biological literature, culminating in BIOL 230, where students write multiple full-length papers. Taken sequentially, BIOL 220 and BIOL 230 serve as one of the W requirements for general education. In our advanced curriculum, students continue to explore more sophisticated levels of writing, including employing distinct disciplinary conventions and engaging with different genres applicable to biological writing. Students who undertake a senior research project write a comprehensive thesis of their work (counting as an additional W requirement), putting into practice the many writing skills that they have developed throughout the curriculum.

Mission Statement

The Department of Biology seeks to provide a supportive and rigorous intellectual environment in which students actively engage the breadth and depth of biology and participate in the scientific process, with the goal of empowering students to be independent and critical thinkers who are prepared to address broader societal issues related to the natural world.

Faculty

Associate Professor Ayana Hinton, Chair

Professors Rebecca Homan, Jessica E. Rettig, Heather J. Rhodes, Geoffrey R. Smith, Jeffrey S. Thompson; Associate Professors Cristina Caldari, Warren D. Hauk, Clare C. Jen, Andrew C. McCall, Laura A. Romano, Christine L. Weingart, Lina I. Yoo; Assistant Professors Tessa Carrel, Solomon Chak, Susan Villarreal; Visiting Assistant Professor Joy Dorsten

Academic Administrative Assistant

Jenny Etz

Academic Lab Safety and Facilities Manager

John Grossenbacher

Laboratory Manager

Kim Pinkerton

Bioreserve Manager

Josh Cherubini

View faculty profiles and contact information (<https://denison.edu/academics/biology/contacts/>)

Biology Major

Students can pursue either a B.A. or B.S. degree in Biology (distinctions between the two degrees are outlined below). For either degree, students should aim to complete the three Biology core courses by the end of their second year. Students who have completed comparable coursework at other accredited institutions may petition to have such courses transferred to Denison and credited toward the major, at the department's discretion. In contrast, students with credit-earning scores on Advanced Placement (4 or 5) or International Baccalaureate (6 or 7) tests in Biology will be granted academic credit for BIOL 199, but typically will be required to complete all three core courses in the major.

Bachelor of Arts in Biology

The requirements for the Bachelor of Arts in Biology include a total of ten courses:

Three core courses

Majors must achieve a grade point average of 2.0 or higher across the three core courses upon completion of the core sequence, see below, before proceeding to 300-level elective courses. Students who do not meet the GPA requirement must repeat one or more core courses to achieve the standard; the highest grade awarded for any repeated core course will be exclusively used in calculating the "biology core GPA", but all biology grades will be used to calculate the overall major GPA for graduation, as per university policy. This policy applies only to students pursuing a biology major; it does not apply to students pursuing the biology minor or other non-biology degrees.

Code	Title
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution

One year of introductory-level chemistry

The major requires two semesters of introductory-level chemistry (CHEM 131 and CHEM 132 grades of C or better are strongly recommended).

Code	Title
CHEM 131	Atoms and Molecules: Structure and Dynamics (must be completed before undertaking 300-level electives)
CHEM 132	Organic Structure and Reactivity (can be taken concurrently with 300-level electives)

Five 300-level biology courses

One of the 300-level biology courses must be designated as a "biological diversity" course. (see the "Additional Points of Interest" section below). Students are encouraged to consult with an advisor in the Biology Department to select the most appropriate suite of advanced courses.

Biology Assessments

Students must satisfactorily complete BIOL 300 (core curriculum assessment exam taken during the term immediately following completion of the biology core) and BIOL 301 (senior writing assessment

and survey; administered during the final semester before graduating) to fulfill the requirements for the degree.

Code	Title
BIOL 300	Biology Assessment I
BIOL 301	Biology Assessment II

Bachelor of Science in Biology

The requirements for the Bachelor of Science degree in Biology include a total of fourteen courses:

Three core courses

Majors must achieve a grade point average of 2.0 or higher across the three core courses upon completion of the core sequence, see below, before proceeding to 300-level elective courses. Students who do not meet the GPA requirement must repeat one or more core courses to achieve the standard; the highest grade awarded for any repeated core course will be exclusively used in calculating the "biology core GPA", but all biology grades will be used to calculate the overall major GPA for graduation, as per university policy. This policy applies only to students pursuing a biology major; it does not apply to students pursuing the biology minor or other non-biology degrees.

Code	Title
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution

One year of introductory-level chemistry

The major requires two semesters of introductory-level chemistry (CHEM 131 and CHEM 132 grades of C or better are strongly recommended).

Code	Title
CHEM 131	Atoms and Molecules: Structure and Dynamics (must be completed before undertaking 300-level electives)
CHEM 132	Organic Structure and Reactivity (can be taken concurrently with 300-level electives)

Five 300-level biology courses

One of the 300-level biology courses must be designated as a "biological diversity" course (see the "Additional Points of Interest" section below). Students are encouraged to consult with an advisor in the Biology Department to select the most appropriate suite of advanced courses.

Four "Science Cognate" courses.

The science cognate requirement is the lone distinction between the B.A. and B.S. degrees, serving as a means for B.S. majors to become more broadly trained in the sciences. Any non-biology course within the science division will count toward this requirement, as will any environmental studies (ENVS) or Sustainability & Environmental Studies (SES) science course, or Applied Anatomy HESS 202. Students are encouraged to select courses that "do" science, such as classes that include laboratory sections. No more than two courses within a

single department or program can be used to fulfill this requirement (note that CHEM 131 and CHEM 132 do not count toward the cognate requirement, nor do they count toward the "two courses per department" stipulation).

Biology Assessments

Students must satisfactorily complete BIOL 300 (core curriculum assessment exam taken during the term immediately following completion of the biology core) and BIOL 301 (senior writing assessment and survey; administered during the final semester before graduating) to fulfill the requirements for the degree.

Code	Title
BIOL 300	Biology Assessment I
BIOL 301	Biology Assessment II

Biology Minor

The requirements for the Biology Minor include a total of seven courses:

Three core courses

Code	Title
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution

One semester of introductory chemistry

Code	Title
CHEM 131 or CHEM 132	Atoms and Molecules: Structure and Dynamics Organic Structure and Reactivity

This requirement must be completed prior to undertaking 300-level electives.

Three 300-level biology courses

One of the 300-level biology courses must be designated as a "biological diversity" course (see the "Additional Points of Interest" section below).

Additional Points of Interest

Biological Diversity Courses

Courses that fulfill the biological diversity requirement emphasize the importance of scientific studies at the level of the whole organism. In these courses students gain a holistic perspective on the study of organisms, explore a variety of living forms through a broad survey of taxa, and evaluate the role of phylogenetic history in taxonomy. Students also use careful observation to learn morphology and diagnostic traits, identify organisms into meaningful taxonomic units, and learn the principles of scientific nomenclature. The biological diversity courses that are regularly offered include:

Code	Title
BIOL 308	Biodiversity Through Time
BIOL 312	Herpetology
BIOL 313	Vertebrate Zoology
BIOL 317	Diversity of Microorganisms
BIOL 320	Plant Systematics
BIOL 326	Plant Evolution and Reproduction

BIOL 327	Biology of Insects
BIOL 336	Invertebrate Zoology

Senior Research and Directed Studies

BIOL 452 may be counted as a 300-level course, however BIOL 361, BIOL 362, BIOL 363, BIOL 364, and BIOL 451 **may not count** as 300-level advanced courses toward the requirements for the major or minor.

Medical School Preparation

Biology majors preparing for medical school or most graduate programs are additionally advised to take the following courses:

Code	Title
CHEM 251 & CHEM 258	Intermediate Organic Chemistry and Intermediate Biochemistry
PHYS 121 & PHYS 122	General Physics I and General Physics II
MATH 130	Essentials of Calculus
MATH 135 or MATH 145 or MATH 120	Single Variable Calculus Multivariable Calculus Elements of Statistics

These courses can count toward the "science cognate" requirement that is part of the B.S. degree (see above).

Off-Campus Study

Students may complement their major in biology through off-campus study. Denison University is a member of several consortia that offer course credit through off-campus programs. Those with course offerings relevant to Biology students include:

- the School for Field Studies,
- the Organization of Tropical Studies,
- the Duke University Marine Laboratory,
- the Semester in Environmental Science,
- the Oak Ridge National Laboratory,
- the Institute for Study Abroad,
- Denmark's International Study Program, and
- the Associated Colleges of the Midwest Wilderness Field Station.

The Department of Biology is committed to awarding credit for courses offered through these programs that provide a sufficient focus on biological concepts and methods (lecture and laboratory). With prior approval from the department, a maximum of two off-campus courses may be counted toward the requirements of the major. The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. Financial aid may be available for other off-campus programs.

General Education Credit in Biology

Students receive a lab science general education requirement by completing nearly any course offered by the Biology Department. While the 200-level courses are generally recommended for Biology and related majors, non-majors are welcome to take the initial biology major core course (BIOL 210), and they can also consider taking one of our non-majors courses. The various versions of Modern Topics in Biology (BIOL 100: lab science GE; BIOL 103: lab science and quantitative

reasoning GE), and BIOL 110 (lab science GE and oral communication GE) are designed for students to explore scientific inquiry and biological concepts through specific topics in the instructor's area of expertise. In addition, students who have had extensive biology training in secondary school may petition the Biology department for BIOL 100 credit without General Education credit. However, such petitions must be made before the completion of the student's third year at Denison.

Advanced Placement

Students with credit-earning scores on Advanced Placement (4 or 5) or International Baccalaureate (6 or 7) tests in Biology will be granted academic credit for BIOL 199. However, as noted above, students granted such AP/IB credit typically will be required to complete all three major core courses for the major.

Biology and Computational Science

Students with an interest in both Biology and Computational Science may pursue a major in Biology with a concentration in Computational Science. Students interested in this option should refer to the description of the Computational Science concentration in the Computer Science section of the catalog, and should consult with a faculty member early in planning their Denison curriculum.

Biology and Environmental Studies

Students with an interest in both Biology and Environmental Studies may pursue a major in Biology with a minor in Environmental Studies, or a major in Environmental Studies with a concentration in biology. Students are advised to choose the program path that best suits their post-graduate goals, and to seek early consultation with faculty in Biology and/or Environmental Studies. Specifics regarding these options can be found in the Environmental Studies section of the catalog.

Biology and Neuroscience

Students with an interest in both Biology and Neuroscience may pursue a major in Biology with a concentration in Neuroscience. Students interested in this option should consult with a Neuroscience faculty member early in their career. Specifics regarding this concentration can be found in the Neuroscience section of the catalog.

Courses

BIOL 100 - Nutrition Biology (4 Credit Hours)

This course is for non-majors only and is intended to promote scientific literacy. Topics will vary but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement. Biology 100 may not be counted toward the major or minor in biology. Three class periods and one laboratory weekly. The Fall 2025 topic will focus on vegan, ketogenic diet, paleo diet, intermittent fasting... What (and how) are humans supposed to eat? The types of diets and diet ideologies are endless. This course combines the latest research in nutrition science, genomics, and evolutionary biology as well as comparative anatomy and physiology to understand the biological principles that underpin the complex nutritional requirements of humans.

Does fasting make you live longer? Is the fat, carbohydrate, and protein ratio in the Western diet contributing to the obesity epidemic? How does our diet affect our health? In the lab portion of the course, we will use model organisms such as slime molds, and fruit flies and perform animal dissections to give insight into these and other questions in the field of nutrition biology.

BIOL 103 - Modern Topics in Biology (4 Credit Hours)

This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement as well as the quantitative reasoning requirement. Biology 103 may not be counted toward the major in biology. Three class periods and one laboratory weekly.

BIOL 105 - Special Topics in Biology for Non-Majors (4 Credit Hours)

This course for non-majors only is intended to promote scientific literacy. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. non-lab science requirement (Y). This course does not have an associated laboratory. Biology 105 may not be counted toward the major or minor in biology.

BIOL 110 - Biology and Politics of Women's Health (4 Credit Hours)

This course examines critical conversations in the biology, politics, culture, and history of women's health. The nation's greatest health issues include, but are not limited to, unmanaged chronic conditions (including cardiovascular health), environmental health risks and cancer, racial and ethnic health disparities, women's reproductive and sexual health, and the epidemic of obesity. Barriers in healthcare delivery, at healthcare system and provider levels, exist for women, trans people, and non-binary people. Evaluating the complexities of these gendered health issues involves both scientific literacy and socio-cultural literacy. This course provides a fundamental understanding of how biological system structures and functions are related, specific to the female human body. The laboratory component of this course familiarizes students with the scientific method, feminist theory in science, and methods in women's health research. This course promotes proficiency in oral communication through practice in a variety of formats that typically occur in biology and women's and gender studies.

Crosslisting: WGST 110.

BIOL 199 - Introductory Topics in Biology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

BIOL 210 - Molecular Biology and Unicellular Life (4 Credit Hours)

This course, the first of the three-course biology majors core sequence, is designed to introduce students to principles of molecular and cellular biology, with an examination of both prokaryotic and eukaryotic unicellular species. Major themes that will be covered include molecular origins of life, bioenergetics, the molecular basis of genetic expression, and cellular reproduction. Coursework will be designed to train students in the scientific method; finding, reading, and understanding scientific literature; analyzing data; and communicating scientific research in written and oral formats. A weekly laboratory period will allow students to learn cellular and molecular biology techniques and carry out independent group research projects. Three class periods and one lab session per week. Offered Fall and Spring semesters. This course satisfies the Quantitative Reasoning GE requirement.

Corequisite(s): CHEM 131 is recommended (but is not required).

BIOL 220 - Multicellular Life (4 Credit Hours)

Multicellular Life is the second of a three course sequence for biology majors, minors, and some affiliated majors. It is an exploration of how multicellular organisms have evolved and adapted to the challenges of life including acquiring energy, responding to stimuli, regulating the internal conditions for physiological process, and reproduction. Representative examples will be taken from the Kingdoms of plants, animals, and fungi. Imbedded throughout the course are many of the skills expected of practicing biologists including the ability to develop hypotheses and analyze and interpret data, the ability to present scientific data, scientific writing, and a familiarity with the scientific literature. This course also is a writing intensive class within Denison's Writing Program. As such, students will receive instruction on writing within the context of the biological sciences and have multiple opportunities to develop and improve their writing skills. In conjunction with the subsequent completion of BIOL 230, students will fulfill one of the W overlay GE requirements. Can be taken concurrently with W101, but BIOL 230 must be completed in the sophomore year or later to fulfill a W GE requirement. Three class periods and one laboratory weekly.

Prerequisite(s): BIOL 210 or consent of the instructor.

BIOL 230 - Ecology and Evolution (4 Credit Hours)

Ecology and Evolution, the third and final course in the biology major core sequence, covers the fundamentals of both ecology and evolution. Emphasis is placed on understanding how organisms function and interact at the population, community, and ecosystem levels, and on understanding the mechanisms of micro- and macroevolution. Labs are designed to give experience in scientific reasoning and critical thinking, as well as designing, conducting, analyzing, and presenting scientific research. This course also is a writing intensive class within Denison's Writing Program. As such, students will receive instruction on writing within the context of the biological sciences and have multiple opportunities to develop and improve their writing skills. In conjunction with the prior completion of BIOL 220 and W 101, students completing this course in the sophomore year or later will fulfill one of the W overlay GE requirements. Three class periods and one laboratory weekly.

Prerequisite(s): BIOL 210 and BIOL 220, or consent of the instructor.

BIOL 250 - Minor Problems (1,2 Credit Hours)

A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal department requirements.

BIOL 300 - Biology Assessment I (0 Credit Hours)

A pass/fail course used to track all biology majors' completion of the required assessment exam covering the biology core. Earning the required S (pass) in this course entails attending an information session explaining the exam and taking the assessment exam in good faith.

BIOL 301 - Biology Assessment II (0 Credit Hours)

A pass/fail course used to track all biology major's completion of the required senior interview. Earning the required S (pass) in this course entails completing the senior interview in good faith. Seniors enroll in BIOL 301 in their last semester at Denison.

BIOL 308 - Biodiversity Through Time (4 Credit Hours)

An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record. Normally offered Fall Semester in alternate years. Biodiversity Through Time qualifies as a "biological diversity" course for the major.

Prerequisite(s): EESC 210 or BIOL 210, 220 and 230, and CHEM 131, or consent of instructor.

BIOL 310 - Wetland Ecology (4 Credit Hours)

This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on the biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with the valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands.

Prerequisite(s): BIOL 210, 220, 230, and CHEM 131 or consent.

Crosslisting: SES 310.

BIOL 312 - Herpetology (4 Credit Hours)

Herpetology is the study of amphibians and reptiles, two diverse taxonomic groups that share the characteristic of being ectothermic vertebrates. This course will examine three main areas of herpetology: 1) the evolutionary relationships and biogeographical histories of these taxonomic groups, 2) comparative physiology, and adaptations of amphibians and reptiles to their natural environments, and 3) the ecology of the herpetofauna, as well as conservation issues, with a focus on amphibians. Emphasis will be placed on the critical reading of primary literature on both historical and current issues in herpetology, as well as on gaining hands-on experiences with amphibians and reptiles. Laboratories will include comparative studies of physiology and field studies of native Ohio amphibians and reptiles, making extensive use of the Denison University Biological Reserve. Herpetology qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 313 - Vertebrate Zoology (4 Credit Hours)

In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. Vertebrate Zoology qualifies as a "biological diversity" course for the major and satisfies the Oral Communication requirement.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 315 - General Microbiology (4 Credit Hours)

This is an introductory course in microbiology emphasizing the general structure, occurrence, habitats, and types of bacteria, viruses, and eukaryotic microbes. Mechanisms of pathogenicity and host defense strategies also are discussed. The course structure includes small group activities, student presentations, traditional lectures, and discussions of scientific literature. Laboratory emphasis is placed on the fundamental techniques of microbiology (i.e., staining, microscopy, and streak plating) and self-designed investigative labs. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210 and BIOL 220 and CHEM 300 (or concurrently).

BIOL 316 - Virology (4 Credit Hours)

This course will examine plant, animal, and bacterial viruses with an emphasis on molecular interactions between the host and virus, the genetics and chemical nature of viruses, and the replication strategies of viruses. This course also will examine how viruses impact our society through investigations of pathogenesis and epidemiology, and how they are used to help treat animal diseases. The structure of the course will provide peer learning activities, class discussions of primary literature, and traditional lectures. The structure of the laboratory will allow students to develop and test their own hypotheses while learning bacteriophage and tissue culture techniques.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, and BIOL 220, and CHEM 300 (or concurrently).

BIOL 317 - Diversity of Microorganisms (4 Credit Hours)

This course examines the remarkable cellular, environmental, physiological, and metabolic diversity of prokaryotic and eukaryotic microorganisms. More specifically, diversity will be studied in terms of taxonomy and phylogeny, the ability of species to live in various environments, and the application of genomics. Emphasis will be placed on reading primary literature and using that information to make connections with course material. The structure of the course includes traditional lectures, in-class activities and a lab with self-designed experiments. Diversity of Microorganisms qualifies as a "biological diversity" course for the major and minor. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 210, and BIOL 220, and CHEM 300 (or concurrently).

BIOL 320 - Plant Systematics (4 Credit Hours)

In Plant Systematics students learn about evolutionary relationships of the major groups of vascular plants, with emphasis on the flowering plants. Using living plant material whenever possible, students examine both vegetative and reproductive morphology of plants, and develop and practice skills of organization, observation, decision-making, and memorization. Students engage with primary literature and writing through examining the history of classification of modern plant families. Field-based activities engage students in collecting, pressing, mounting, and keying local species. Understanding evolutionary relationships among modern plant families is a central theme. This course provides important background for students planning to do fieldwork in ecology, conservation, plant-animal interactions, environmental education, and related subjects. Plant Systematics fulfills the biological diversity requirement for the biology major and minor.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 220, and BIOL 230 and CHEM 300 (or concurrently).

BIOL 321 - Plant Ecology (4 Credit Hours)

In this course we will explore how plants interact with their environments and with other organisms, including man. We will begin at the individual level, learning how plants obtain resources from abiotic sources and through mutualistic interactions with bacteria and fungi. We will also consider how the theories of plant community ecology developed in the early 20th century and why they are pertinent today. Students will also have the opportunity to read and critique primary literature from leading journals in the field. Finally, we will develop several projects to be completed at the Denison Biological Reserve during the term for lab projects. These projects will be student-inspired and driven, with the hopes that they will contribute to our understanding of our immediate surroundings at Denison.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 220, and BIOL 230 and CHEM 300 (or concurrently).

BIOL 324 - Developmental Biology (4 Credit Hours)

Developmental biology is focused on understanding the process by which cells achieve their final fate and reach their final destination during embryogenesis to generate a species-specific morphology. The discipline also seeks to understand how reproduction is achieved so that the species persists from one generation to the next. Recently, the discipline has become more interdisciplinary with new areas of focus such as understanding how molecular pathways have evolved to produce morphological diversity among species, as well as how the environment can impact the outcome of embryonic development. This course provides an overview of the main stages of animal embryogenesis, while exploring a few specific topics in depth to gain appreciation for the complexity of the four-dimensional process that transforms a fertilized egg into an adult.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 325 - Genetics (4 Credit Hours)

This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives every day from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level - everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level-everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes. We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM Majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently).

BIOL 326 - Plant Evolution and Reproduction (4 Credit Hours)

In this course we will explore the evolutionary relationships and histories among the major groups of plants, both terrestrial and aquatic. We will pay particular attention to their modes of reproduction and the structures that facilitate gamete production and dispersal. We will learn how plant physiology and developmental mechanisms have allowed taxa to persist or make major transitions among different environments over time. Class reading material will consist of the primary literature and will be presented by students every week. For the laboratory component we will have one overnight trip to Hocking Hills on a weekend in September to examine and identify plants in their natural habitat, as well as shorter trips to Blackhand Gorge and the Dawes Arboretum. We will also plan together and complete a semester-long project on the effects of environment on the development of reproductive structures in the model plant, *Arabidopsis thaliana*. Plant Evolution and Reproduction qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 327 - Biology of Insects (4 Credit Hours)

In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will include the following: plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will involve collecting insects in the field (including at times outside of class hours), identification, and preparing a collection. Biology of Insects qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 330 - Biostatistics (4 Credit Hours)

This course provides an introduction to the principles and common methods of biostatistics, emphasizing applications in the health and biological sciences. Students will explore topics such as descriptive statistics, probability theory, hypothesis testing, confidence intervals, analysis of variance, and multiple regression. Students will learn the statistical programming language R and will use it to analyze datasets of their choosing in a final project. Students will also learn the historical development of the field and how biostatistics is used in several professions. No prior knowledge of statistics is required. **Prerequisite:** BIOL 210 and BIOL 220 and BIOL 230, or consent of the instructor.

BIOL 334 - Comparative Physiology: Human and non-human animals (4 Credit Hours)

This course is a comparative study of how humans and other animals perform their life-sustaining functions. We will explore the physiology of the cardiovascular, nervous, muscular, and endocrine systems, as well as examining key homeostatic functions such as thermoregulation, osmoregulation, and energy utilization. This course will examine the adaptive significance of physiological traits at the molecular, tissue, organ and whole organism level in humans and a variety of non-human animals. Students will participate in course labs and design their own physiology experiments.

Prerequisite(s): BIOL core, and CHEM 131 or consent of instructor, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 210, BIOL 220, and CHEM 131 and PSYC 200.

BIOL 335 - Pathophysiology (4 Credit Hours)

This course will focus on the most prevalent diseases in the US and worldwide, including the causes of these diseases; lifestyle, microbial infections, genetic mutations, environmental factors, etc. Students will learn about the physiological and anatomical consequences of these diseases.

Prerequisite(s): BIOL core, CHEM 131 or consent of instructor, or CHEM majors - BIOL 210, BIOL 220 and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 210, BIOL 220, CHEM 131 and PSYC 200.

BIOL 336 - Invertebrate Zoology (4 Credit Hours)

Invertebrates constitute more than 97% of all animal species on Earth. They are an incredibly diverse group of organisms that have been classified into more than 30 phyla, each with unique anatomical, physiological, and behavioral traits. In this course, we explore the evolutionary history of invertebrates, and how these traits evolved as adaptations for specific terrestrial, freshwater and/or marine environments. We examine certain taxa in greater detail to address major concepts in biology; this is done in conjunction with article discussions and laboratory exercises that involve a variety of approaches in both the lab and field. Students have the opportunity to complete at least one self-designed experiment by the end of the semester. Invertebrate Zoology qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 340 - Animal Behavior (4 Credit Hours)

In this course we study the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetic, developmental and neural bases of behavior as well as behavioral strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 341 - Immunology (4 Credit Hours)

This course is a study of concepts in immunology, focusing on the cellular and molecular aspects of the immune system in humans and other animal models. We will delve into subjects allowing students to understand the fascinating and complex mechanisms with which our immune systems defend our bodies against a constant barrage of infectious microorganisms. Topics covered include immune cell development and function, specific and non-specific immune responses to infection, immunogenetics, vaccination, and clinical disorders of the immune system such as allergies, immunodeficiency diseases, and autoimmunity. Laboratory exercises will utilize immunological techniques to address questions pertaining to the molecular function and specificity of the immune system.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 345 - Eukaryotic Cell Biology (4 Credit Hours)

This course will be an in-depth examination of fundamental cellular functions, with an emphasis on how disturbances in these functions lead to disease. Areas covered in the course include intracellular trafficking, cytoskeleton and cell motility, adhesion, signal transduction, cell cycle, and apoptosis. Laboratories will involve learning current methods to analyze biological processes in cells.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 349 - Neurophysiology (4 Credit Hours)

We will use neurophysiology and neuroanatomy to understand the links between molecules, cells, systems, and ultimately behavior. The course will start with an exploration of neurons and signaling within and among cells. We will then examine some sensory and motor systems. The last portion of the course will examine the whole animal in a neurophysiological context. The classroom portion of the course consists of lectures, discussion of the text and of research articles, problem sets, analysis of case studies, and other activities. The laboratory component will involve a mixture of behavioral, anatomical, and physiological studies on vertebrate and invertebrate animals, electronic modeling of nerve circuits, and computer simulations of nerve activity. The labs are designed to introduce students to some fundamental neurophysiological techniques and to a variety of study organisms, and to strengthen experimental design and analysis skills.

Prerequisite(s): Biology Core, and CHEM 131 or consent, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 210, BIOL 220, and PSYC 200.

BIOL 350 - Genomics (4 Credit Hours)

This course will explore the interdisciplinary field of genome science. The genome is the entire collection of genetic information found in an organism. The human genome and the genomes of thousands of species have been determined, providing a wealth of information about the genomic architecture and evolutionary history between species. You will learn about how genomes are assembled and annotated, and how comparing genomes across species and individuals can give us insights into the organization, regulation, and evolution of genomes. Contemporary papers from the field of genomics will be discussed to complement the concepts addressed in class. The laboratory component of this course will be computer-based, utilizing online databases and "bioinformatic" programs to carry out a series of group and individual projects. This course satisfies the oral communication requirement.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently).

BIOL 351 - Restoration Ecology (4 Credit Hours)

Many of Earth's ecosystems are degraded to the point where they no longer fully support the species and processes on which we depend. In response, western science has recently applied ecological theory to techniques of restoration. Some of these practices have long been used by cultures around the world, while others are experimental approaches to novel situations. In this course, students will learn foundational concepts and skills for the planning, design, actualization, and evaluation of restored ecosystems. Using literature review, discussion, projects, and labs, we will explore the following: landscapes in which ecological restoration may occur, including sociocultural landscapes; abiotic features of ecosystems and associated physiological limits of organisms; genetic aspects of restoration; population dynamics and community assembly; principles of succession and disturbance ecology; nonnative species and invasion ecology; and methods of evaluation. A primary focus of the course is exposure to real-world situations through fieldwork and consultation with professionals. This is a lab science course that fulfills the Y GE and adheres to Denison's Academic Credit policy.

Prerequisite(s): SES 274, BIOL 230, or consent.

Crosslisting: SES 351.

BIOL 352 - Conservation Biology (4 Credit Hours)

Conservation Biology requires the broad use of biological disciplines such as ecology, physiology, genetics, and animal behavior, as well as appreciation of policy issues, to understand and manage biodiversity. In this course, students will learn how to apply these biological tools for the purpose of defining and maintaining biodiversity at many scales. We will also cover human impacts on biodiversity, as well as the link between science and policy in protection efforts. This course will emphasize critical reading of primary literature as well as gaining hands-on experiences with population modeling, and measuring and monitoring local biodiversity.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 353 - Population and Community Ecology (4 Credit Hours)

In this course, we will examine 1) how populations and communities are structured, 2) how populations and communities change over time, and 3) how populations and communities are influenced by their environment or ecological context. An emphasis is placed on using primary literature, on doing ecology in the field and on writing in biology. This course satisfies the writing overlay of the General Education program.

Prerequisite(s): Biology majors/minors need the Biology core and CHEM 131; ENVS majors/minors need BIOL 220 and BIOL 230; or by consent.

BIOL 354 - Evolutionary Biology (4 Credit Hours)

This course builds on BIOL 202 and completes an in-depth survey of evolutionary theory with emphasis on processes that drive organismal change. We examine how molecular technology has impacted the study of evolutionary processes, and how new methods of analysis are changing the study of population genetics, phylogeny construction, adaptive radiation, etc. Experimental design and reading of primary and secondary scientific literature are stressed. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors -BIOL 220, BIOL 230 and CHEM 300 (or concurrently).

BIOL 356 - Special Topics (4 Credit Hours)

Special topic courses with a focus on particular aspects of Biology.

BIOL 361 - Directed Study (1-4 Credit Hours)

A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

BIOL 362 - Directed Study (1-4 Credit Hours)

A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

BIOL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BIOL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BIOL 451 - Senior Research (4 Credit Hours)

For seniors desiring to work on an advanced research problem. Biology 451 is to be taken if no previous work on the specific research project has been accomplished. Students with prior, substantial experience on their research project (such as a summer research experience with a Denison faculty member) may petition to move directly into BIOL 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of BIOL 451 does not fulfill an upper-level biology course requirement for the major.

BIOL 452 - Advanced Senior Research (4 Credit Hours)

For seniors working on an advanced research problem. Following the completion of a substantial research experience, such as BIOL 451 or a summer research experience with a Denison faculty member, students may take BIOL 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of BIOL 452 fulfills one upper-level biology course requirement for the major and also fulfills a writing overlay (W) requirement. Students enrolled in BIOL 452 have the option of pursuing senior research with Recognition. Interested students should speak with their research advisor or the Chair of Biology to learn more about the Recognition process and expectations.

Black Studies

Program Guidelines

The Black Studies Program invites students to investigate the Black experience as it manifests in Africa, North America, Latin America, the Caribbean, and other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean, and Latin America, and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor. Therefore, many appropriate courses are found under the rubric of other departments. Black Studies majors and minors are encouraged to complete some portion of their undergraduate education abroad; many off-campus study opportunities available through Denison are relevant to Black Studies and help majors and minors gain global perspectives and experiences.

Through our courses, we teach students to write using various disciplinary frameworks to place Black life, experiences, and culture at the center of their analyses or to interrogate societal dynamics that shape and are shaped by Black life and culture. To do this, our students' writing might include personal narratives, formal essays, or theoretical discourses. We aim to support students in selecting the mode of written expression and developing the tools to utilize those modes of expression in ways that reveal, articulate, and analyze Black life and culture and the relevant dynamics of society.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

Mission Statement

Black Studies is an interdisciplinary program designed to investigate the varied experiences of persons of African descent globally. The Program draws on the expertise of faculty members in the humanities, social sciences, natural sciences, fine arts, and interdisciplinary programs rooted in the epistemologies, theories, and methods of Black intellectual, scholarly, and artistic traditions. The Program interrogates and advances knowledge-production within theoretical frameworks on race and racialized discourses, class, gender, sex, and sexuality, and the thematics of the geo-social and political location of Black lives and Black experiences. Majors are expected to engage a rigorous and broad approach to the discipline of Black Studies, aligned with the liberal arts philosophy of exploring practices fundamental to the development of a broadly educated person and the creation of a humane spirit.

Faculty

Director: Barbara Fultner (Professor of Philosophy and Women's and Gender Studies)

Assistant Professor: Aaron Yates

Visiting Assistant Professor: Sierra Austin-King

Affiliated Faculty and Members of the Black Studies Committee: Lauren Araiza (History), Ojeya Cruz-Banks (Dance), Robert Bennett III (Health, Exercise & Sport Studies), JSTN CLMN (Visual Arts), Min Ji Kang (Women's and Gender Studies), Yen Lo (English), Diana Mafe (English)

Faculty Emeriti: John Jackson (Black Studies, Religion), Toni King (Black Studies, Women's & Gender Studies), Linda Krumholz (Black Studies, English)

Academic Administrative Assistant

Diana Lehman

View faculty profiles and contact information (<https://denison.edu/academics/black-studies/contacts/>)

Black Studies Major

A Black Studies major requires a minimum of 36 credit hours or nine courses. Courses required of a major in Black Studies are as follows:

Three Core Courses:

Code	Title
BLST 101	Introduction to Black Studies
BLST 201	Blackness in the Modern World: Race, Ethnicity & Diaspora
BLST 400	Advanced Seminar in Black Studies

Five additional courses, one from each of the following areas of inquiry.

1. Women's and Gender Studies, preferably focusing on Black/Africana women. Examples include:

Code	Title
BLST 265	Black Women and Organizational Leadership
BLST 325	African-American Women's Literature
BLST 358	Afrofuturism

2. African American, African, or African Diasporic Literature. Examples include:

Code	Title
BLST 255	Ethnic Literature
BLST 260	Contemporary African Novels in English
BLST 325	African-American Women's Literature
BLST 355	The Harlem Renaissance
BLST 356	The Narrative of Black America
BLST 357	Postcolonial Literature and Criticism
BLST 358	Afrofuturism

3. African American, African, or African Diasporic History. Examples include:

Code	Title
BLST 171	Pre-Colonial Africa
BLST 172	The History of Africa Since 1880
BLST 183	African American History to 1865
BLST 332	The Fourteenth Amendment and the Meanings of Equality
BLST 334	Dancing in the Street: African-American Urban History
BLST 337	The History of Black Power: From Marcus Garvey to Chuck D
BLST 391	Comparative Slavery in the Americas
BLST 393	Race, Identity, & Power in U.S. Sports

4. African American, African, or African Diasporic Visual & Performing arts and Art History. Examples include:

Code	Title
BLST 122	African/Diaspora Dance Level I
BLST 133	Gospel Choir - Ensemble
BLST 219	World Music
BLST 223	African/Diasporan Dance II
BLST 234	History of Gospel Music

5. African American, African, or African Diasporic Social Sciences or Sciences. Examples include:

Code	Title
BLST 237	Global Health and Local Wellbeing
BLST 360	History of African American Education
BLST 368	Black Political Thought

BLST 372	Critical Pedagogies: Gender, Race and Class in U.S. Education
BLST 375	Race and Law in US Politics

Students must take five different courses to fulfill these five categories; they cannot use one course to satisfy multiple categories. Other African American, African, or African Diasporic Humanities courses may satisfy either the literature or history area requirement, subject to approval by the Black Studies Program. Students may also use an additional iteration of BLST 400 on a different topic to satisfy an area requirement (*depending on topic and subject to BLST program approval*) or the elective.

In addition, one of the five courses must be a course on **African or African diaspora studies in which the US is not the central focus.** Examples include:

Code	Title
BLST 171	Pre-Colonial Africa
BLST 172	The History of Africa Since 1880
BLST 219	World Music
BLST 260	Contemporary African Novels in English
BLST 357	Postcolonial Literature and Criticism
BLST 358	Afrofuturism
BLST 391	Comparative Slavery in the Americas

6. One additional elective in Black Studies

Senior Research

Senior Research (BLST 451, BLST 452) is optional and can be used to satisfy the required elective course.

Black Studies Minor

The minor in Black Studies requires a minimum of 24 credit hours or 6 courses. Students who wish to be awarded a minor in Black Studies must complete the required two core courses plus one course from three of the five areas of inquiry listed below and one additional elective in Black Studies. Students may use BLST 400 to satisfy an area requirement or an elective, depending on the course topic.

Two Core Courses:

Code	Title
BLST 101	Introduction to Black Studies
BLST 201	Blackness in the Modern World: Race, Ethnicity & Diaspora

Three additional courses from three of the following five areas of inquiry (see major requirements for examples).

1. Women's and Gender Studies, preferably focusing on Black women
2. African American, African, or African Diasporic Literature
3. African American, African, or African Diasporic History
4. African American, African, or African Diasporic Visual and Performing Arts and Art History

5. African American, African, or African Diasporic Social Sciences or Sciences

Courses

BLST 101 - Introduction to Black Studies (4 Credit Hours)

This course introduces students to the interdisciplinary study of African American culture and experiences. The course surveys the field of Black Studies by introducing topics or issues relevant to Black American life from an interdisciplinary perspective. In this course, history, sociology, religion, literature, and philosophy provide the foundation for exploring dimensions of Black Studies. Literary works, historical works, social science theory, and contemporary issues will serve as texts for students to analyze. This course is taught from an interdisciplinary perspective, which requires students to explore their cultural frames of reference as a parallel process for studying Black cultures.

Crosslisting: QS 102.

BLST 122 - African/Diaspora Dance Level I (2 Credit Hours)

African/Diaspora Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, African American vernacular, Hip-Hop, Contemporary African, etc.). Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and complex embodied rhythms. Concert attendance, short written critical responses, and weekly written journals are examples of outside work that is required. No previous dance experience is expected.

Crosslisting: DANC 122.

BLST 133 - Gospel Choir - Ensemble (1 Credit Hour)

The Denison University Gospel Choir carries the tradition of sharing love and hope through song to our community. We learn and perform songs in the true African American gospel tradition, as well as some that are contemporary and inspiring.

Crosslisting: MUSP 133.

BLST 146 - Special Topics in Black Studies (1-4 Credit Hours)

Selected introductory topics in Black Studies.

BLST 171 - Pre-Colonial Africa (4 Credit Hours)

This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s.

Crosslisting: HIST 131.

BLST 172 - The History of Africa Since 1880 (4 Credit Hours)

This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa.

Crosslisting: HIST 132.

BLST 183 - African American History to 1865 (4 Credit Hours)

This course explores the history of African Americans in the United States from their origins in North America to the end of the Civil War 1865. It is organized chronologically, beginning with the arrival of the first Africans in North America and proceeding through the evolution of slavery in tandem with the growth of the United States, the development of ideas and laws about race, the struggle for freedom and equality, and the creation of African American identity, community, and culture. We will study the contributions that African Americans have made to the economic, political, and cultural development of the United States. We will also pay special attention to the processes by which African Americans – even under slavery – demonstrated agency and resisted racism, subjugation, and enslavement. This course is designed to present an introduction to African American history and lay a foundation for further study.

BLST 193 - African American History Since 1865 (4 Credit Hours)

This course will examine the history of African Americans in the United States from the end of Civil War to the beginning of the 21st century. Beginning with the ways in which formerly enslaved peoples made the transition to freedom and culminating with the election of the first African American president, this course will analyze the evolution of Black politics, labor, activism, and culture. We will explore the contributions that African Americans have made to the political, cultural, and social development of the United States. We will also pay special attention to the processes by which African Americans have navigated U.S. race relations, became a political force, and fought for equality, inclusion, and justice.

Crosslisting: HIST 193.

BLST 199 - Introductory Topics in Black Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

BLST 201 - Blackness in the Modern World: Race, Ethnicity & Diaspora (4 Credit Hours)

The course delves into the meanings of Blackness in national and international contexts. With a focus on the relationships among Africans, the African Diaspora, and African Americans, the course will explore connections and distinctions between African and African Diaspora cultures and histories. The course will also consider relationships between African Americans and other racial and ethnic groups in the US. The course materials include foundational theoretical, historical, and literary texts that help to define Blackness, race, and Diaspora.

BLST 219 - World Music (4 Credit Hours)

This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism and entertainment. Students will learn to identify, classify, and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form and texture.

BLST 223 - African Diasporan Dance II (2 Credit Hours)

African/DiasporanDiaspora Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, Hip-Hop, African American vernacular, contemporary African, etc.). Taught from a cultural perspective, this course deepens exposure to fundamentals and aesthetics with complex phrasing and multi-layered movement. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations and complex embodied rhythms. Limited work outside the classroom is required. Examples include concert attendance, focused relative research inquiries, weekly journal writing, and video essays. Level II is only open to students with previous dance experience in any genre. Students are strongly encouraged to consult with the instructor prior to enrollment to determine their experience level. Prerequisite(s): Prior Dance experience required.

BLST 228 - Rebellion, Resistance and Black Religion (4 Credit Hours)

This course explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. It also examines the cultural continuities between African traditional religions and Black religion in the United States. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria.

Crosslisting: REL 228.

BLST 229 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: HIST 289 and DH 229.

BLST 234 - History of Gospel Music (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels.

BLST 237 - Global Health and Local Wellbeing (4 Credit Hours)

The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry.

BLST 238 - Sacred Texts and Social Justice (4 Credit Hours)

From women's Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: REL 238 and WGST 218.

BLST 254 - African American Literature (4 Credit Hours)

Offers a historical survey of major texts, movements, and/or themes in the development of a distinct African American literary tradition. By examining texts from multiple genres and periods, students will be introduced to critical concepts central to the study of African American literature, including Middle Passage, slavery, diaspora, race, class, gender, sexuality, ecology, migration, language, and power.

Crosslisting: ENGL 254.

BLST 255 - Ethnic Literature (4 Credit Hours)

A study of the literature of various ethnic, racial and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in American society.

BLST 260 - Contemporary African Novels in English (4 Credit Hours)

A study of contemporary Anglophone African novels, all of which engage with histories and experiences of European colonialism.

Crosslisting: ENGL 260.

BLST 265 - Black Women and Organizational Leadership (4 Credit Hours)

This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory.

Crosslisting: WGST 265.

BLST 285 - Blackness in the Modern World: Race, Ethnicity & Diaspora (4 Credit Hours)

The course delves into the meanings of Blackness in national and international contexts. With a focus on the relationships among Africans, the African Diaspora, and African Americans, the course will explore connections and distinctions between African and African Diaspora cultures and histories. The course will also consider relationships between African Americans and other racial and ethnic groups in the US. The course materials include foundational theoretical, historical, and literary texts that help to define Blackness, race, and Diaspora.

BLST 304 - Race, Ethnicity, and Religion in the US (4 Credit Hours)

This course explores the formations and intersections of the scholarly concepts and practices of race and religion in the United States. The goals are to better understand how and why race often remains a taboo subject in the study of religion and the ways in which race and ethnicity are relevant to religious studies scholarship. To do this, the class examines the development of categories of race, ethnicity, nation, and religion in the context of American religious history and sociology. We then turn our attention to landmark texts and problems in contemporary scholarship. These texts engage with a variety of racial and religious identities.

BLST 308 - The Black Athlete in the U.S. (4 Credit Hours)

This course, grounded in history, Black studies, and sport studies frameworks, focuses on the experiences of Black athletes in the United States from the 18th century to the 21st century. Great emphasis is placed on the 20th and 21st centuries. Through an examination of personal narratives and social movements, students will explore the numerous factors that have shaped the individual and collective experiences of athletes of African descent in sports. The aim is for students to gain an understanding of the role sports have played in the lives of Black athletes in the United States based on their varying social identities that have shaped their lives. The class will place certain themes such as race and racism, slavery and freedom, and oppression and resistance, through the prism of athletics in the context of U.S. society.

Prerequisite(s): HESS 200 or BLST 101.

Crosslisting: HESS 308.

BLST 320 - Contemporary African Peoples in Historical Perspective (4 Credit Hours)

This course is an examination of the historical, ethnic and socio-cultural diversity of sub-Saharan Africa societies. Central to this overview is an emphasis on the pre-colonial, colonial and postcolonial eras. It considers questions of economic development, urbanization, agricultural production and the relationship of the contemporary African state to rural communities. This course also explores symbolic systems in the context of rituals, witchcraft, indigenous churches, and new forms of Christianity currently spreading in Africa.

Prerequisite(s): ANSO 100 or by consent.

BLST 325 - African-American Women's Literature (4 Credit Hours)

Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States.

Crosslisting: ENGL 325 and WGST 325.

BLST 332 - The Fourteenth Amendment (4 Credit Hours)

Since 1868, Section 1 of the Fourteenth Amendment has served as the principal benchmark for legal debates over the meanings of equality in the United States. This course explores the origins of the amendment in the post-Civil War period and the evolution of its meanings throughout the late nineteenth, twentieth, and early twenty-first centuries. We will examine closely the contested interpretations of equal protection and due process; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights. We will pay particular attention to how struggles for racial and gender equality have influenced debates over the amendment, and how the amendment has reshaped the parameters of U.S. citizenship.

Crosslisting: HIST 392.

BLST 334 - Dancing in the Street: African-American Urban History (4 Credit Hours)

This course explores the history of the African-American urban experience. In the mid-18th century, the African-American community began to transition from a rural to an urban population. By the mid-20th century, African-Americans had become an overwhelmingly urban group. The course examines the process of the rural-to-urban transformation of African-Americans and the ways in which they have confronted, resisted, and adjusted to urban conditions of housing, employment, education, culture, and public space.

BLST 337 - The History of Black Power: From Marcus Garvey to Chuck D (4 Credit Hours)

This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society.

Crosslisting: HIST 297.

BLST 355 - The Harlem Renaissance (4 Credit Hours)

An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s.

BLST 356 - The Narrative of Black America (4 Credit Hours)

A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction.

BLST 357 - Postcolonial Literature and Criticism (4 Credit Hours)

Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism.

BLST 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Astro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: ENGL 358 and WGST 358.

BLST 360 - History of African American Education (4 Credit Hours)

The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course.

Prerequisite(s): EDUC 213 or BLST 101 or BLST 235.

Crosslisting: EDUC 360.

BLST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

BLST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

BLST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BLST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BLST 368 - Black Political Thought (4 Credit Hours)

This course focuses on black political thought in the United States and around the world by considering how Afrocentric scholars, activists, and intellectuals have considered and acted to realize justice for Black persons (and thus for all persons). The course will broadly focus on the experience of blackness since ~1500CE, also known as "modernity." This choice of periodization is based on arguments made by foundational theorists of race such as Orlando Patterson, Omi & Winant, and Charles Mills, among others, who argue that racial formation is a sociohistorical process that unfolds over time and place, such that categories of race are neither eternal, unchangeable, or material, but subject to creation, evolution, and transformation through intellectual, political, social, and legal struggles. While we may experience race as real, the creation of race as a category of meaning was a political project. We will pay special attention to the experience and political significance of enslavement, colonization, and Afro-independence struggles to consider the meaning of freedom and grapple with contemporary legacies of violence. How does Black Political Thought enrich our understanding of significant political questions such as the nature of political equality, justice, and democracy? The course may include, among others, thinkers such as David Walker, Maria Stewart, Frederick Douglass, Ida B. Wells, Booker T. Washington, W. E. B. Du Bois, Alain Locke, Franz Chinua Achebe, Fanon, Martin Luther King, Jr., Malcolm X, James Baldwin, Audre Lorde, Patricia Hill Collins, Orlando Patterson, Michael Omi and Howard Winant, Michael Dawson, Ta-Nehisi Coates, Angela Davis, and Claudia Rankine.

BLST 370 - Advanced Topics in Black Studies (4 Credit Hours)

Special topic courses with a focus on particular aspects of Black Studies.

BLST 372 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students, schools and society, and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: WGST 391 and EDUC 390.

BLST 375 - Race and Law in US Politics (4 Credit Hours)

How have ideas about race shaped law, legal institutions, and legal practices in the United States? Conversely, how have law, legal institutions, and legal practices shaped how we think about and make race? In line with the work of Critical Race Theorists (such as Derrick Bell, Kimberlé Crenshaw, and Gary Peller), the fundamental assumption of the course is that these two domains are integrally related, such that to think of or analyze one requires thinking of or analyzing the other, as well. Thus, studying race without considering law's role in shaping race is deficient, and studying law without considering how race has shaped it is similarly unsatisfactory. This follows from contributions by scholars such as Michael Omi and Howard Winant who argue that categories of race are sociohistorical formations rather than eternal essences and that racial categories can be created, transformed, and destroyed; part of our work in this course will be to trace how categories of race in US politics have been built by law and within legal practices and institutions. To better understand our world, we should consider how they work together to shape our institutions and lives. The bulk of the course will consider the interaction between race and law in major policy areas such as immigration, incarceration and policing, education, or housing.

Prerequisite(s): PPA 201, BLST majors/minors, or consent of instructor.

BLST 390 - Topics in Black Studies (4 Credit Hours)

This course provides a venue in which to explore chosen topics in Black Studies. Topics vary according to the interests of students and faculty. This course may be cross-listed based on the topic and disciplines that inform it.

BLST 391 - Comparative Slavery in the Americas (4 Credit Hours)

For many, the history of slavery is synonymous with the United States South. But slavery was not limited to the US and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity.

BLST 393 - Race, Identity, & Power in U.S. Sports (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement. If taken under the History cross-listing, it will fulfill a Humanities GE. If taken under the BLST cross-listing, it will fulfill an Interdivisional GE.

Crosslisting: HIST 393.

BLST 400 - Advanced Seminar in Black Studies (4 Credit Hours)

This is an intensive seminar for juniors and seniors that will focus on a specific topic in Black Studies to develop interdisciplinary and intersectional approaches. Students will get opportunities to explore and apply Black Studies approaches and theories, learn research methods, and develop scholarly and creative projects appropriate to the topic.

Prerequisite(s): BLST 101 or BLST 201 or consent.

BLST 422 - Performance: African/Diasporan (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in African/Diasporan dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

Crosslisting: DANC 422.

BLST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

BLST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Chemistry and Biochemistry

Departmental Guidelines & Mission Statement

Mission Statement

The Department of Chemistry and Biochemistry has two primary goals, which in practice are tightly interrelated. First, we seek to promote a level of scientific literacy and chemical understanding among all students taking courses in the department that will contribute to the University's fundamental mission "to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society." Secondly, we will provide a rigorous and comprehensive program in chemistry and biochemistry suitable for those students pursuing careers in science and technology.

Guidelines

In its courses the department seeks to progressively develop skills in building qualitative and quantitative interpretation of chemical

phenomena, in experimental analysis and design, and in written and oral communication of scientific ideas. Graduates of this program, grounded in a well-developed molecular worldview, are expected to explain the behavior of chemical and biological systems based on physical models. The department is also deeply committed to sustaining a vigorous and diverse range of collaborative student-faculty research. A community of mutual support among students, faculty, and staff is a vital element in achieving our goals.

The Chemistry and Biochemistry curriculum provides courses that are designed to enable students, as contributing professionals and engaged citizens, to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Majors are qualified for immediate employment in industry. However, many elect to attend graduate school in chemistry, biochemistry, and related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society (ACS) to grant an ACS-certified bachelor's degree to students who complete specific course and/or research requirements.

Associate Professor Jordan E. Katz, Chair

Professor Joseph J. Reczek; Associate Professors Annabel M. Edwards, Jordan L. Fantini, Jordan E. Katz, Peter Kuhlman, Rachel Mitton-Fry, Kimberly Musa Specht, Lauren Waters; Assistant Professors Timothy L. Atallah, Cassandra Zaremba; Visiting Assistant Professor Seher Kuyuldar.

Academic Administrative Assistant

Yadi Collins

Chemical Instrumentation Specialist

Quintin Cheek

Stockroom Manager and Chemical Hygiene Officer

Jody Chapman

View faculty profiles and contact information (<https://denison.edu/academics/chemistry-biochemistry/contacts/>)

Requirements for Chemistry & Biochemistry Majors

The department offers three options for degrees in Chemistry & Biochemistry: Bachelor of Science (B.S.) programs in Chemistry and in Biochemistry that provide a rigorous course of study in preparation for professional careers, graduate work in chemistry/biochemistry or related fields, or professional schools (medical, dental, pharmacology, veterinary); and a Bachelor of Arts (B.A.) program in Chemistry for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs. The department also offers a minor in Chemistry.

Our program requires courses at the introductory (100), intermediate (200 and 300), and advanced (400) levels. We expect that majors will complete the required 300-level courses by the end of their junior year. The Department of Chemistry and Biochemistry recommends strongly that students earn a C or better in each of the core courses, CHEM 131 - Atoms and Molecules: Structure and Dynamics, CHEM 132 - Organic Structure and Reactivity, CHEM 251 - Intermediate Organic Chemistry and CHEM 258 - Intermediate Biochemistry, before proceeding to 300-level courses. 400-level courses, to be counted toward the major, need to be

taken after the prerequisites. Any request to waive this requirement must come prior to taking the course. We strongly encourage all majors to have an advisor in the department.

Students pursuing any of the three majors are required to complete the following eight common courses plus the additional courses listed for each program:

Code	Title
Two introductory courses in the principles of chemistry:	
CHEM 131	Atoms and Molecules: Structure and Dynamics
CHEM 132	Organic Structure and Reactivity
Three required intermediate courses:	
CHEM 251	Intermediate Organic Chemistry
CHEM 258	Intermediate Biochemistry
CHEM 343	Intermediate Physical Chemistry
The following three additional science division courses:	
BIOL 210	Molecular Biology and Unicellular Life
MATH 135	Single Variable Calculus ¹
PHYS 121	General Physics I

All Chemistry and Biochemistry majors must also satisfactorily complete two zero-credit courses used for program assessment CHEM 300 - Chemistry & Biochemistry Assessment I and CHEM 400 - Chemistry & Biochemistry Assessment II.

¹Note: Students who based on high school coursework and placement scores receive a zero-credit waiver for MATH 135 are required to take MATH 145 (or equivalent) to satisfy this requirement.

BA in Chemistry

A student may graduate with a B.A. degree in Chemistry on fulfillment of G.E. requirements and the successful completion of the following 11 courses:

- The eight common courses listed above
- One additional four-credit 300-level CHEM course
- One additional four-credit 400-level CHEM course¹
- One additional four-credit 300- or 400-level CHEM course¹

¹Note: CHEM 451 or 452 will not satisfy this requirement

BS in Chemistry

A student may graduate with a B.S. degree in Chemistry on fulfillment of G.E. requirements and the successful completion of the following 16 courses:

Code	Title
The eight common courses listed above	
CHEM 317	Intermediate Inorganic Chemistry
CHEM 331	Intermediate Analytical Chemistry
One additional four-credit 300- or 400-level CHEM course	
Three additional four-credit 400-level CHEM courses	
PHYS 122	General Physics II
One additional calculus-based MATH course (MATH 145, 213 or higher) or CS 111.	

Example two-course sequence in MATH / CS. One of the following combinations: MATH 135 and MATH 145, or MATH 135 and CS 111; If zero-credit waiver for MATH 135 received: MATH 145 and MATH 213, or MATH 145 and CS 111.

Note: In order to successfully complete the required courses for a B.S. in Chemistry, students are strongly encouraged to start CHEM 131 in the first semester of their first year.

BS in Biochemistry

A student may graduate with a B.S. degree in Biochemistry on fulfillment of G.E. requirements and the successful completion of the following 16 courses:

Code	Title
The eight common courses listed above	
CHEM 331	Intermediate Analytical Chemistry
One advanced Biochemistry course (CHEM 44X)	
One four-credit 300-level or 400-level CHEM course	
One four-credit 300-level BIOL course ¹	
One additional 300-level BIOL course or 400-level CHEM course ¹	
BIOL 220	Multicellular Life
PHYS 122	General Physics II
One additional MATH course (MATH 120, MATH 145 or higher) or CS 111	

Example two-course sequence in MATH / CS. One of the following combinations: MATH 135 and MATH 120, or MATH 135 and MATH 145, or MATH 135 and CS 111; If zero-credit waiver for MATH 135 received: MATH 145 and MATH 120, or MATH 145 and MATH 213, or MATH 145 and CS 111.

¹Note: All advanced courses in Biology have prerequisite courses that a student majoring in Biochemistry may not have completed. Students must either complete the appropriate prerequisite courses or obtain the permission of the instructor before registering for these advanced Biology courses.

Note: In order to successfully complete the required courses for a B.S. in Biochemistry, students are strongly encouraged to start CHEM 131 in the first semester of their first year.

Minor in Chemistry

A student may graduate with a minor in chemistry on successful completion of the following six courses, taken at Denison:

Code	Title
Two introductory courses in the principles of chemistry:	
CHEM 131	Atoms and Molecules: Structure and Dynamics
CHEM 132	Organic Structure and Reactivity
Two required intermediate courses	
CHEM 251	Intermediate Organic Chemistry
CHEM 258	Intermediate Biochemistry

Two additional 300- or 400-level CHEM courses

Research and ACS Certification

For students pursuing the B.S. degree in either Chemistry or Biochemistry, two semesters of Senior Research (or a summer research

experience at Denison followed by one semester of Senior Research in the same laboratory) may be counted as one of the 400-level electives.

The B.S. Chemistry major who takes CHEM 325 - Polymer Chemistry as part of the degree requirements will earn a degree certified to the American Chemical Society. The B.S. Biochemistry major who takes CHEM 317 - Intermediate Inorganic Chemistry and CHEM 325 - Polymer Chemistry as part of the degree requirements will earn a degree certified to the American Chemical Society.

Majors are encouraged to participate in the various on-going research projects in the department. Additional research opportunities are available in the department during the summer.

Additional Points of Interest

Students interested in teaching should consult with faculty in the Department of Education. Faculty and staff in the Department of Education assist students in creating individually designed plans for obtaining licensure through a range of programs after graduation. Students interested in pursuing a B.A. degree in Chemistry before pursuing a teaching career are strongly encouraged to take all three 300-level Chemistry course options (as described below).

The Chemistry courses listed above must be taken at Denison with the following exception: the Department of Chemistry and Biochemistry recognizes the valuable contribution that off-campus study can provide to a broad liberal arts education, so one course in the major at the 300-level or higher may be taken at another institution, providing that prior approval is received from the department. Students considering study off-campus are encouraged to discuss these plans with their academic advisor early in their Denison careers. The department understands that transfer students, students who adopt a chemistry or biochemistry major after the first year, and students who study off-campus may have unique needs; we encourage them to contact us so that we can work together to help them achieve their academic objectives.

Approved eye protection is required in all laboratory courses.

Courses

CHEM 101 - Topics in Modern Chemistry (4 Credit Hours)

Together we will explore applications of chemistry in our world today. Course topics will focus on an instructor chosen area of chemistry. Students will learn to connect fundamental concepts used to describe atoms and molecules to everyday applications and solutions to global problems.

CHEM 131 - Atoms and Molecules: Structure and Dynamics (4 Credit Hours)

This course is an introduction to the study of chemical phenomena using an "atoms-first" approach – starting with atoms and building up to more complex molecules. Students will explore principles of atomic structure, molecular bonding and structure, electronic properties, intermolecular forces in all phases of matter, chemical equilibrium, and thermodynamics. Core concepts will be taught through active learning, and laboratory investigation will develop skills in foundational quantitative analysis (measurement, stoichiometry, error analysis) and spectroscopy. Cognitive skills in graphical and written presentation of chemistry developed in this course will be built on in subsequent courses. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly.

CHEM 132 - Organic Structure and Reactivity (4 Credit Hours)

This course builds on the foundation of molecular structural and electronic properties developed in CHEM 131. Students will be introduced to chemical reactions of inorganic and organic compounds, including acid/base reactions, precipitation reactions and substitution and elimination reactions. In-depth analysis of reaction chemistry will encompass aspects of equilibrium, thermodynamics, and kinetics. The principles of conformation and stereochemistry of organic and inorganic molecules, and organic reaction mechanisms will be emphasized. Skills in presentation of scientific data, and experimental design and analysis will be developed and built on in subsequent courses. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 131.

CHEM 199 - Introductory Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 251 - Intermediate Organic Chemistry (4 Credit Hours)

This course expands upon concepts in molecular structure and behavior presented in CHEM 131 and CHEM 132 and applies them to the systematic investigation of the reactivity of organic molecules. Students will explore the transformation and reaction chemistry of organic functional groups, including alcohols, aromatics, aldehydes, ketones, carboxylic acids, and their derivatives. Reactions are explored with an emphasis on the mechanism of reactivity, and in the context of organic synthesis with a focus on the art of retrosynthetic analysis for complex targets. Laboratory experiments are selected to introduce techniques for the synthesis, purification, and analysis of organic compounds discussed in class. Three class periods and one laboratory weekly. Safety glasses required.

Prerequisite(s): CHEM 132.

CHEM 258 - Intermediate Biochemistry (4 Credit Hours)

A study of the major chemical processes and molecular species that characterize living organisms. Principles of molecular structure and chemical reactivity from CHEM 131, 132, and 251 will be developed in greater quantitative detail and applied to investigation of the molecular interactions that underlie cellular life. Primary emphasis will be placed on understanding the relationship between the structures of biological macromolecules (particularly proteins) and their functions. Laboratory work will consist of a series of multi-week experiments focused on the isolation and subsequent characterization of active biological macromolecules from living organisms. Offered in the spring only. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 251 and BIOL 210, or consent.

CHEM 299 - Intermediate Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 300 - Chemistry & Biochemistry Assessment I (0 Credit Hours)

A pass/fail course used to track all chemistry and biochemistry majors' completion of the required third-year departmental assessment exam. Earning the required S (pass) in this course entails completion of the assessment exam with a passing score as designated by the department. Required of all majors in the fall semester after completion of CHEM 258.

Prerequisite(s): CHEM 258.

CHEM 317 - Intermediate Inorganic Chemistry (4 Credit Hours)

This course in inorganic chemistry investigates the structural and bonding models of molecules using concepts of symmetry and molecular orbitals. Investigation of reactions and intermolecular forces is done in the context of inorganic substances. The classroom portion includes introduction to and an oral presentation on the primary literature of the discipline while the laboratory portion includes synthesis of molecules and measurement of their properties. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 325 - Polymer Chemistry (4 Credit Hours)

This course will explore the synthesis, structure, composition and function of the polymers ("plastics") that surround us. We will learn how fundamental chemical and physical properties of polymeric materials are characterized, measured, controlled and utilized in the clothes, cars, smartphones and medical devices ever present in our modern life. The topics covered integrate many fundamental concepts in chemistry in a course with practical relevance for majors and minors interested in basic or applied science, sustainability, health, engineering, and emerging technologies. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 331 - Intermediate Analytical Chemistry (4 Credit Hours)

A course in quantitative analytical chemistry, based on principles of chemical equilibrium and thermodynamics. The laboratory includes exposure to a range of gravimetric and volumetric methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Three class periods and one laboratory period weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 343 - Intermediate Physical Chemistry (4 Credit Hours)

An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include thermodynamics, structure and bonding from a quantum mechanical point of view, an introduction to spectroscopy, and chemical kinetics. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258, MATH 135 or 145, and PHYS 121 or PHYS 126, or consent.

CHEM 361 - Directed Study (1-4 Credit Hours)

Laboratory (or library) research, in consultation with a member of the chemistry faculty. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 362 - Directed Study (1-4 Credit Hours)

Laboratory (or library) research, in consultation with a member of the chemistry faculty. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of faculty mentor.

CHEM 399 - Advanced Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 400 - Chemistry & Biochemistry Assessment II (0 Credit Hours)

A pass/fail course used to track all chemistry and biochemistry majors' completion of the required senior interview. Earning the required S (pass) in this course entails completing the senior interview in good faith. Students who are not adequately prepared will be required to retake the interview. Required of all senior majors in the spring of senior year.

CHEM 411 - Materials Chemistry: Principles and Devices Driving Innovation (4 Credit Hours)

This course explores how materials underpin current and emerging technologies - from solar cells and biochemical sensors to next-generation optoelectronics. Lectures survey structural, electronic, and photonic properties and how they apply to semiconducting and photonic devices across electronics, sustainable energy, and sensing. Student-led mini-lectures on selected special topics drawn from the primary literature will deepen the class's engagement with contemporary applications and research. The laboratory component emphasizes synthesis and characterization using Denison's state-of-the-art instrumentation for electrical, optical, and structural measurements. In the second half of the semester, students will propose and carry out an independent research project, culminating in a final oral report. This course fulfills the Oral Communication (R) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317, or CHEM 325, or CHEM 331, or CHEM 343, or PHYS 200 and PHYS 311 or PHYS 312, or consent.

CHEM 416 - Chemistry in 2D: Surface Chemistry and its applications (4 Credit Hours)

This course will explore the chemistry and physics behind monolayers and the interfacial phenomena that control the behavior of these single molecule thick films. We will connect what we know about 3D or bulk systems (such as the thermodynamics, intermolecular interactions, and phase behavior) to a 2D surface environment. This course thus reviews and builds on the topics presented in physical chemistry. Our discussion of monolayers and surfaces will also include common measurement techniques. The second part of this course will discuss modern applications of and the use of monolayers (and bilayers) as models to study topics in biophysics and materials science. The specific applications covered will vary with student interest. This course fulfills the Writing (W) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 418 - The Chemistry and Materials of Sustainable Energy (4 Credit Hours)

This course will explore chemical processes and materials science underlying energy conversion processes, with a focus on sustainable approaches. After an overview of the science of climate change and an analysis of current energy practices, the course will focus on renewable sources of electricity, energy storage, and sustainable production of chemical fuels. Throughout, the emphasis will be on the thermodynamics, materials science, catalysis, and (photo) electrochemical processes central to energy use and production. The course will include a semester-long research project that will require students to engage with the primary literature from a variety of sub-disciplines. This course fulfills the Writing (W) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 422 - Organometallic Chemistry (4 Credit Hours)

This course explores the structure and reactivity of organometallic compounds. Organometallic compounds contain one or more covalent bonds between carbon and a metal. The course focuses on compounds of the transition (d-block) metals, a broad family of species which are featured prominently in modern organic synthesis, including pharmaceutical and polymer synthesis. Organotransition metal compounds exhibit modes of reactivity and structure types beyond those encountered in introductory organic chemistry. The use of modern instrumentation to characterize these compounds and their reactivity will be investigated in the classroom and laboratory.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 423 - Medicinal Chemistry (4 Credit Hours)

This course will explore the interface between organic chemistry and the discovery, development, and biological analysis of pharmaceutical targets. Topics will include isolation and optimization of drug candidates; the total synthesis of candidates from discovery to production; analysis of pharmacokinetics and pharmacodynamics; ethical aspects of drug development and intellectual property; and other topics from current literature. Additional topics may vary depending upon student interest. We will use these topics to further our critical thinking skills towards advanced organic synthesis and method development in application to the pharmaceutical industry. The class will consist of three 50-minute lectures and one three-hour lab weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 427 - Synthetic Organic Chemistry: Designing Molecules and Materials (4 Credit Hours)

This course will explore the art of modern organic synthesis. This includes learning the chemistry behind current organic techniques and reactions, as well as gaining an understanding of design strategies to achieve complex molecules and functional materials. Students will engage with the synthesis strategies of several key pharmaceutical targets and the motivations for their exploration (drugs design). This class will also explore the fundamental principles governing the properties of modern organic materials, from compostable plastics to flat screen TVs. In addition, throughout this course students will engage in the process of proposal writing, from idea development to finished proposal. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 430 - Special Topics in Chemistry (1-4 Credit Hours)

This advanced course in Chemistry and Biochemistry will explore current topics in the field.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 441 - Advanced Topics in Biochemistry: Modern Techniques (4 Credit Hours)

An in-depth exploration of modern techniques in biochemistry research. The focus will be on how the structure and function of biological macromolecules are investigated with a historical perspective of seminal studies leading to a detailed discussion of the most modern laboratory techniques and instrumentation. Topics will vary, but may include DNA and protein crystallography, NMR, genomics, proteomics, radiotracers, microarrays, and other topics from the current scientific literature. Three class periods and one three-hour research/writing laboratory weekly.

Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or consent.

CHEM 443 - Advanced Topics in Biochemistry: Diet, Metabolism, and Disease (4 Credit Hours)

This advanced biochemistry course will explore the metabolic fates of food molecules and how these molecules affect an individual's health and predisposition towards a range of diseases. We will consider concepts of health, diet, and fitness as presented in popular culture as well as investigating their biochemical bases. The class will include a semester-long research project focusing on the interplay of diet, metabolism, and disease and will require students to become conversant with current primary research literature in the field. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or consent.

CHEM 449 - Advanced Topics in Biochemistry: Nucleic acids (4 Credit Hours)

An in-depth exploration of modern topics in the field of nucleic acids. A focus will be on macromolecular structure and intermolecular interactions between proteins and nucleic acids, and the effects of these on biological systems and scientific research. Topics will vary, but may include restriction enzymes, RNA silencing, RNA-directed prokaryotic immunity, riboswitches, and other topics from the current scientific literature. Two class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 451 - Senior Research (4 Credit Hours)

Laboratory research for qualified seniors working under faculty supervision. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 452 - Senior Research (4 Credit Hours)

Laboratory research for qualified seniors working under faculty supervision. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

Chinese

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in all subsequent courses. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate another culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global health, and English. Courses in cultural studies and literature, aside from

their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Professor Xinda Lian

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/chinese/contacts/>)

Additional Points of Interest

General Departmental Regulations

Students who want to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO, which is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as

well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

Although the Department of Modern Languages offers majors in French, German and Spanish, other languages are also offered for the purpose of general education and support of other college programs. Courses in Chinese are listed below.

Courses

CHIN 111 - Beginning Chinese I (4 Credit Hours)

A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones, the writing of Chinese characters, as well as the basic grammatical patterns.

CHIN 112 - Beginning Chinese II (4 Credit Hours)

A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones, the writing of Chinese characters, as well as the basic grammatical patterns.

CHIN 205 - Spontaneity: Taoism and Chinese Literature (4 Credit Hours)

This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

Crosslisting: EAST 205.

CHIN 206 - Dream and Fantasy in East Asian Literature (4 Credit Hours)

Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions.

CHIN 211 - Intermediate Chinese (4 Credit Hours)

Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice.

Prerequisite(s): CHIN 112.

CHIN 212 - Intermediate Chinese II (4 Credit Hours)

Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises.

Prerequisite(s): CHIN 211.

CHIN 311 - Advanced Chinese (4 Credit Hours)

This course is designed for students who have completed two years of college-level Chinese and are ready to move on from the intermediate to the advanced level. Besides the topics provided by the textbook, students will also work on conversation topics drawn from newspaper articles and other media sources on social-cultural issues in China. By the end of the semester, students should be able to comprehend Chinese used in various contexts, to write short essays, and to discuss subject-oriented issues.

Prerequisite(s): CHIN 212 or equivalent.

CHIN 312 - Advanced Chinese (4 Credit Hours)

This course further develops students' basic skills (listening, speaking, reading and writing) in mandarin Chinese. The emphasis is placed on vocabulary building and extended mastery of sentence structures of Modern Chinese through reading, writing, and related communicative activities.

Prerequisite(s): CHIN 311 or equivalent.

CHIN 345 - Readings in Chinese Prose (4 Credit Hours)

Through a close reading of representative prose essays in both classical Chinese and vernacular Chinese, students will trace the development of Chinese cultural history and catch a glimpse of the core values and dynamic, self-reflective experiences of the heart and mind among the cultural and intellectual elite in China. This course is taught in Chinese and is open to native speakers. Native-speaker-level knowledge of Chinese is preferred; advanced proficiency in Chinese is required.

Prerequisite(s): CHIN 212 or consent of instructor.

Crosslisting: EAST 284.

CHIN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CHIN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CHIN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CHIN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Cinema

Departmental Guidelines

The Department of Cinema's curriculum requires courses in both cinema studies and in film/digital production. Cinema majors and minors are

strongly encouraged to complete at least CINE 104 - Film Aesthetics and Analysis and CINE 221 - Elementary Cinema Production during the first year, and CINE 225 - History of Cinema and CINE 230 - Intermediate Cinema Production by the end of their sophomore year. Cinema majors are also urged to select a faculty member in the Department of Cinema as their advisor.

Mission Statement

The Department of Cinema is devoted to teaching the practice and the scholarly study of the art of cinema in all its forms (e.g. narrative, documentary, avant-garde/experimental, animation). Our curriculum incorporates film/digital production and the study of film aesthetics, history, and theory, with majors required to take production and cinema studies courses in equal measure. This reflects our belief that filmmaking and film studies are mutually sustaining: the experience of researching and analyzing cinema at a high intellectual level provides the developing filmmaker with a sense of their place in film-historical tradition as well as an aesthetic and conceptual sophistication that leads to more compelling artwork; and the experience of making films allows students to see cinema in new ways, enriching their analytical, historical, and theoretical writing and thinking.

As a department in Denison's Division of Fine Arts, we approach cinema first and foremost as an art form. Making and studying art merges technical skill and experience, aesthetic sensibility, historical knowledge, and a wide range of ideas and types of thinking. Our goal is to help our students become more critical, discerning, and worldly producers and consumers of cinematic art.

As a department at a liberal arts university, we teach cinema in a way that encourages students to connect it with the other arts, and to forge links between the study of film and their academic work in other courses at Denison. In film studies courses, students examine cinema from multiple perspectives: historical, scientific and technological, philosophical, psychological, economic, political, and cultural. They engage in film analysis, historical research, and theoretical inquiry. The film/digital production courses provide an immersive education in filmmaking technology and craft, while also challenging students to think artistically, critically, and ethically as they work to produce compelling works of film art.

Faculty

Jonathan Walley, Chair

Associate Professors Jonathan Walley, Marc Wiskemann, Jesse Schlotterbeck; Assistant Professor Michael Morris

Equipment Manager

Tennyson Hendershott

Program Coordinator

Alex Sokolik

View faculty profiles and contact information (<https://denison.edu/academics/cinema/contacts/>)

Cinema Major

Required Courses for B.A.: 36 credits

Code	Title
CINE 104	Film Aesthetics and Analysis
CINE 221	Elementary Cinema Production

CINE 225	History of Cinema
CINE 230	Intermediate Cinema Production
CINE 360	Advanced Cinema Production
CINE 407 or CINE 408	Jr./Sr. Film Production Seminar Jr./Sr. Film Studies Seminar
CINE 412	Theory of Cinema
Two elective courses in Cinema	

Cinema Minor

Required Courses: 24 credits

Code	Title
CINE 104	Film Aesthetics and Analysis
CINE 221	Elementary Cinema Production
CINE 225	History of Cinema
CINE 230	Intermediate Cinema Production
CINE 312 or CINE 407 or CINE 408	Cinema Seminar Jr./Sr. Film Production Seminar Jr./Sr. Film Studies Seminar
CINE 360	Advanced Cinema Production

Courses

CINE 104 - Film Aesthetics and Analysis (4 Credit Hours)

An introduction to the study of cinema as an art form. The focus is on the analysis of narrative (as well as some non-narrative forms of cinema) and film style (the elements of film technique such as editing, cinematography, lighting and color, staging, and sound). Students learn to identify these elements of cinema aesthetics and analyze the ways in which they work in a variety of different types of film, including Hollywood films, art cinema, documentary, and avant-garde/experimental film. Required weekly film screenings. Required for all Cinema majors and minors: majors and minors should complete CINE 104 by the end of their first year.

CINE 180 - Writing About Film (4 Credit Hours)

The purpose of this class is two-fold: first, to introduce students to the history and field of film criticism ranging from the popular film review to book-length studies of cinema; second, to initiate students into the practice of writing about cinema themselves. The common denominator to both halves of the class is that the writing analyzed and produced by students is aimed at a broad audience.

CINE 201 - The Horror Film (4 Credit Hours)

A seminar on the horror film, one of the most popular and enduring of all cinematic genres. We will compare attempts to define the genre and to explain its intense psychological effects and popular appeal. We will also examine the major aesthetic traits of the horror film, analyzing characteristic plots, events, characters and elements of cinematic style (e.g. cinematography, music, special effects). And we will trace the horror genre over time, considering how it has been shaped by film industry conditions, changes in filmmaking technology, and broad social/cultural developments. In addition to viewing films, we will look at manifestations of the horrific in the other arts.

CINE 202 - Screenwriting (4 Credit Hours)

A workshop-style course on dramatic narrative writing for the screen. Students learn the specific format of the standard film script, but more importantly engage in critical examination of the unique nature of cinematic narrative in both feature length and short films. The course considers both classical narrative film and its alternatives, including art cinema, independent film, and the short film. Analysis of scripts and finished films alike is supplemented by readings from screenwriting manuals and scholarly writing on narrative form, addressing such things as plot structure, character, dramatic conflict, description, and dialogue. As a writing workshop, the course also emphasizes general aspects of good writing technique and the processes of editing and revision. Frequent exercises and assignments in and out of class allow students to hone specific writing skills and develop their understanding of narrative form and ability to create compelling stories. Cinema elective; open to non-majors.

CINE 203 - Introduction to Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students will learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings.

CINE 221 - Elementary Cinema Production (4 Credit Hours)

An introductory digital production course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of projects in the digital format. Students are required to share in the expenses of their digital productions. Required of Cinema majors.

CINE 225 - History of Cinema (4 Credit Hours)

An overview of some major trends in the history of cinema from its invention to the present. Individual films provide a basis for the exploration of the larger developments in technology, economics, politics, and culture that make up their historical context. The course also focuses on the development of critical skills for assessing arguments about film history, including analyzing written historical texts, comparing and contrasting competing historical arguments, and conducting film-historical research. The scope of the course is international, and encompasses a variety of important periods, film genres and modes, and national film movements. Required weekly film screenings. Required for all Cinema majors and minor; it is recommended that majors and minors complete CINE 225 by the end of their second year.

CINE 230 - Intermediate Cinema Production (4 Credit Hours)

An intermediate production course that builds and expands upon the skills and techniques learned in Elementary Cinema Production. In this course, each student will complete a series of short filmmaking assignments with an emphasis on film grammar, film aesthetics, and all facets of the production process. Required of Cinema majors.

Prerequisite(s): CINE 221.

CINE 312 - Cinema Seminar (4 Credit Hours)

The subject for these seminars varies from year to year, and offers the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the fields of film and/or video. Research papers, screenings, critical essays, readings. Repeatable.

Prerequisite(s): one cinema course or consent of instructor.

CINE 360 - Advanced Cinema Production (4 Credit Hours)

A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, and double-system editing. Students are required to share in the expenses of their productions. Required of Cinema majors.

Prerequisite(s): CINE 230.

CINE 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CINE 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CINE 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CINE 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CINE 401 - Documentary Filmmaking (4 Credit Hours)

An introduction to the history and production of documentary filmmaking. Students will study various modes including poetic, vérité, and essayistic, and produce a series of short projects of their own in multiple styles.

Prerequisite: CINE 310.

CINE 407 - Jr./Sr. Film Production Seminar (4 Credit Hours)

These seminars vary from year to year and offer junior and senior cinema students an intensive inquiry into specific cinematic production topics. Repeatable.

Prerequisite(s): CINE 360 or consent of instructor.

CINE 408 - Jr./Sr. Film Studies Seminar (4 Credit Hours)

These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specialized topics in film studies. Repeatable.

Prerequisite(s): CINE 104 or consent of Instructor.

CINE 412 - Theory of Cinema (4 Credit Hours)

This course examines major concepts and important writings in film theory from the 1920s to the present. Students engage with a wide variety of theories: on the nature of cinema as an art form, its relationship to the other arts, its meaning-making capacities, its aesthetic and psychological powers, and its potential social and political effects. Theories are critically examined for their argumentative structures and use of evidence, and assessed in comparison to other theories. The scope of the course typically includes Modernist and realist film theories of the "classical" period, and more recent approaches to film theory informed by structuralism and post-structuralism, semiotics, Marxism, feminism, psychoanalytic and cognitive psychology, and queer theory. Required weekly film screenings. Required for all Cinema majors.

Prerequisite(s): CINE 104.

CINE 450 - Cinema Workshop (4 Credit Hours)

Designed for a limited number of students who have demonstrated significant ability in cinema production. The course involves students in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Students are required to share in the expenses of their productions. Repeatable up to a limit of 16 credit hours. It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit students to explore their creative abilities while employing professional tools and procedures.

Prerequisite(s): CINE 360.

CINE 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CINE 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Classical Studies

The Classical Studies major and minor are eligible only to students who matriculated in the fall of 2021 or 2022. Students who matriculated in fall 2022 may select to follow the requirements for Classical Studies or Ancient Greek and Roman Studies. Students who matriculated in the fall of 2023 or later will follow requirements for Ancient Greek and Roman Studies. (<https://catalog.denison.edu/catalog/courses-of-study/ancient-greek-roman-studies/>)

Mission Statement

The Department of Classical Studies offers courses in the languages and culture of ancient Greece and Rome. Students are introduced to the intellectual, social, political, and cultural histories of the ancient Greeks and Romans. Our curriculum engenders a critical exploration of how the ideas and works of the ancient Greeks and Romans remain relevant in the modern world. We study both how the ancient Greeks and Romans understood their world and how modern societies have reconstructed it. Through the study of the languages, histories, cultures, and contexts of the ancient Mediterranean, our program emphasizes flexibility with diverse types of evidence through interdisciplinary approaches to knowledge, the development of critical and analytical skills, and an appreciation for how ancient and modern intersect in ways that show the continued influence of the Greco-Roman past on our lives today.

Faculty

Professor Rebecca Kennedy, Chair

Professors Timothy P. Hofmeister, Rebecca Kennedy; Associate Professor Craig Jendza; Assistant Professor Rhodora Vennarucci; Visiting Assistant Professors Max Goldman, Vicky Kostopoulou

Academic Administrative Assistant

Jackie Forshey

View faculty profiles and contact information (<https://denison.edu/academics/classical-studies/contacts/>)

The Classical Studies major and minor are eligible only to students who matriculated in the fall of 2021 or 2022. Students who matriculated in fall 2022 may select to follow the requirements for Classical Studies or Ancient Greek and Roman Studies. **Students who matriculated in the fall of 2023 or later will follow requirements for Ancient Greek and Roman Studies.** (<https://catalog.denison.edu/catalog/courses-of-study/ancient-greek-roman-studies/>)

Classical Studies Major

Students majoring in Classical Studies must complete a minimum of nine courses or 36 credits, including courses in Classical Studies (CLAS), in either Ancient Greek (GRK) or Latin (LAT), and other departments or programs. Specific requirements within the department include:

- three courses from 200-level CLAS courses
- one course from the 300-level CLAS courses
- two courses in either Ancient Greek (GRK) or Latin (LAT)
- and one semester of Senior Research (CLAS 451 or CLAS 452)

For the two courses outside of the department, students must select courses that contain a significant component related to the history, culture, or influences and traditions of classical antiquity; the Chair of the department must approve any course selected to meet this requirement.

Classical Studies Minor

For the minor in Classical Studies, students must complete a minimum of six courses or 24 credits.

- Within the department, students must take:
 - two courses from 200-level CLAS courses,
 - and one course from the 300-level CLAS courses;
 - and two courses in either Ancient Greek (GRK) or Latin (LAT).
- Outside of the department, students must select one course that contains a significant component related to the history, culture, or influences and traditions of classical antiquity; the Chair of the department must approve any course selected to meet this requirement.

Additional Points of Interest

Graduate Study

Students interested in pursuing graduate study in Classics should understand that such programs normally focus on the languages. Therefore, in addition to majoring in Classical Studies, students should also minor in both Ancient Greek and Latin, preferably taking a language course every semester as an undergraduate. A Ph.D. in Classics requires proficiency in both Ancient Greek and Latin. However, it is also possible to earn a Master's degree in only Ancient Greek or only Latin. Students should consult with the Chair of the department as early as possible if they are interested in graduate school in Classics or related fields, such as Classical Archaeology.

Archaeology Field Work

One of the most important things a student can do if they are interested in a career in Archaeology is attend a summer field school or archaeological dig. Students should consult with the Chair to discuss the possibilities and getting started, if interested.

Eta Sigma Phi

Classical Studies sponsors a chapter of the national honorary society in Classics, Eta Sigma Phi. Membership in our local chapter requires the completion of a minimum of one course in either Ancient Greek or Latin with a grade of B or better, a declared major or minor in the department (CLAS, GRK, or LAT), and a minimum GPA of 3.0 in the department.

Departmental Recognition

Majors in Classical Studies are eligible for Departmental Recognition of Senior Research, according to guidelines established by the college, including the completion of a yearlong senior research project. Students should consult with the Chair of the department and the Registrar for specific requirements and acknowledgments.

Departmental Fellows

Each year, the department appoints up to three Seniors as department Fellows, up to two majors, and one minor. Criteria for the selection of Fellows are as follows: 1. major GPA of 3.5 or higher; 2. completion of both semesters of the language requirement; 3. active contributions to the department community.

Directed Studies

Our current curriculum includes the possibility of a minor in Ancient Greek and/or Latin. For students finishing the 111-112 sequence of a classical language at Denison, or for those beyond the 111-112 sequence, the department offers a 211-level course in the fall semester only,

followed by a Directed or Independent Study. Faculty members in the department supervise Directed or Independent Studies, following a "tutorial" model. There is a syllabus for these courses (361-362-363-364) based on the author, topic, or genre being studied; to qualify as a course toward the minor, it must be taken for 4 credits. For Directed or Independent Studies in Ancient Greek or Latin, students must work with a faculty member in the department and receive permission from the department Chair, completing the appropriate form available on MyDenison's Registrar page (<https://my.denison.edu/campus-resources/registrar/directed-independent-work/>).

Ancient Greek Minor

Please visit the Greek Minor page. (<https://catalog.denison.edu/catalog/courses-of-study/greek/>)

Latin Minor

Please visit the LATIN Minor page. (<https://catalog.denison.edu/catalog/courses-of-study/latin/>)

Communication

Departmental Guidelines

The Communication Department offers a rigorous and robust curriculum that addresses three overarching areas of study: Relational Communication, Rhetoric, and Media Studies. In the tradition of the liberal arts, we encourage students to take courses from all three areas of study to appreciate the complexity of communication. It is our commitment to educate autonomous thinkers who use moral discernment when addressing the issues of our time through a curriculum that engages students in intersecting media, texts, and interactions when analyzing meaning-making in any given context.

Our curriculum emphasizes cognitive complexity in processes of inquiry, analysis, reflection, writing, and speaking.

- At the 100-level, courses introduce topics relevant to the study of communication and ways of thinking about communication in the world;
- 200-level courses introduce theoretical perspectives, assisting students in formulating and investigating questions appropriate to the discipline as taught at Denison;
- 300-level courses explore theory and research that helps students utilize the power of communication perspectives and methodologies on topics important to them and to society;
- 400-level courses engage students in developing proficiency in the study of communication and producing new knowledge that is socially significant, ethically informed, and fundamental to cultivating one's self as a life-long learner.

Throughout the curriculum we generate opportunities in many ways for students to practice what they are learning. Students practice the discipline through structured opportunities that promote original research in senior seminars, conference presentations, journal publications, and summer research. In terms of less traditional modes of practice students have multiple opportunities to address publics through speaking and writing, ethically engaging with other students from a variety of backgrounds and perspectives, using technology as agents rather than consumers, and interrogating and rethinking the performance of the self. Insofar as "practicing" the discipline involves mindful awareness and

reflection on the processes of communication that continually surround students, the department does this as a matter of course.

Mission Statement

A sympathetic affinity between the study of communication and the community, which keeps theory symmetrically aligned with praxis, is essential to the vitality of the discipline and thus to those who seek a degree within it. Therefore, the department sees its mission as educating students about communication within a framework that emphasizes social justice, ethical interaction, community involvement, and an understanding of the workings of power and privilege.

Among our goals—faculty and Communication students alike—are:

- To understand the role communication plays in the construction of knowledge;
- To critically analyze and evaluate communicative processes and actions;
- To study communication in order to make us more humane and create a community of understanding;
- To develop imagination and creativity in our approach to the study of communication;

We provide a range of resources and programs for students including academically rigorous classes, opportunities to work closely with professors on research, creative teaching that often includes service learning, regular research colloquia and guest speakers, a national honorary society, and more.

Faculty

Professor Jeffrey Kurtz, Chair

Professor Jeffrey Kurtz; Associate Professors Amanda M. Gunn, Alina Haliliuc, Sangeet Kumar, Laura Russell; Assistant Professor Christopher Cimaglio; Visiting Assistant Professors Laja Oriade, Craig Pinkerton, Jennifer Woody Collins

Academic Administrative Assistant

Jamie Haidet

View faculty profiles and contact information (<https://denison.edu/academics/communication/contacts/>)

Communication Major

A student majoring in Communication must complete a minimum of nine courses in the department.

- All students must declare Communication as their major prior to taking COMM 280 - Theorizing Communication and COMM 290 - Research in Communication.
- Both COMM 280 - Theorizing Communication and COMM 290 - Research in Communication must be taken by the end of the sophomore year and before taking upper-division (300- and 400-level) courses.
- In addition to completing these core requirements, students must complete one course at the 100 level, one course at the 200 level, three courses at the 300 level, one course at the 400 level, and one additional course at any level.

Communication Minor

A student minoring in Communication must complete a minimum of six courses in the department.

- Students must declare Communication as their minor prior to taking COMM 280 - Theorizing Communication and COMM 290 - Research in Communication.
- Both COMM 280 - Theorizing Communication and COMM 290 - Research in Communication must be taken by the end of the sophomore year and before taking upper-division (300- and 400-level) courses.
- In addition to completing COMM 280 and COMM 290, students must complete two courses at the 300-level, one course at the 400-level, and one additional course at the 100 or 200 level.

Courses

COMM 101 - Public Address (4 Credit Hours)

What role does speaking in public play in a liberal arts education? Is "public address"—the art of understanding, composing, and executing ethical oral communication—still relevant in an era of social media, political polarization, and contentious discourse? This course will teach students, through the framework of rhetorical history and theory, the concepts and skills needed to refine their efficacy as oral communicators in a variety of settings. Communication as a liberal art steeped in the traditions of rhetoric will be emphasized. This course largely covers the same material as the THTR course, Speaking as a Fine Art. Therefore, students may take either COMM 101 or Speaking as a Fine Art, but not both, for credit.

COMM 108 - Introduction to News Writing and Reporting (4 Credit Hours)

This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include storytelling and narrative, lead writing, point of view, information gathering, interviewing, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of print journalism.

COMM 122 - Argumentation (4 Credit Hours)

In this course students will explore the art of inquiry and advocacy known as argumentation. In order to become better audiences and practitioners of argument, students will consider the nature of argument, the building blocks of argument and the practice of argument in public debate.

COMM 125 - Relating Through Narrating (4 Credit Hours)

Social interactions saturate our everyday lives—from talking with close friends, family members and acquaintances to engaging in broader publics. Narrative threads tie these interactions together, shaping how individuals negotiate their identities, relational boundaries, expectations, and power differences. This course examines narrative's relational qualities, prompting questions such as: How is narrative embodied, conceived and enacted in our everyday interactions and relationships? Furthermore, how do the meanings constructed through narrative create conditions for cultivating meaningful connections with others? Course readings will explore theoretical understandings and practical implications of narrative across an assortment of relational settings. Assignments, involving both creative and critical practices, will entail introspective inquiry, relational analyses, and storied presentations.

COMM 126 - Media Structures (4 Credit Hours)

This course is designed to initiate students into critical and intelligent debates surrounding the issue of communication and its pertinence to mass, modern and postmodern societies. We consider specifically how mass communication has been defined from the 19th through to the beginning of the 21st Century and how this history is relevant to issues of mass society today. Given that almost every person in America is affected by mass culture and media, we will discuss through the lectures, discussions and exercises a number of controversial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students will be expected to understand these approaches and be able to both criticize and recognize the legitimacy of these models.

COMM 130 - Freedom of Speech (4 Credit Hours)

Freedom of Speech introduces students to the dimensions of oral discourse both as practiced in a community of citizens and theoretically viewed through various legal interpretations. We will examine how the first amendment rights have been defended and impinged within academic settings, throughout historical periods of political unrest and war, and in daily exchanges marked by hate, defamation and obscenity.

COMM 140 - The Politics of Popular Culture (4 Credit Hours)

The terrain of popular culture has historically been a site of contentious struggles and debates. For long (as is the case even today) one's cultural "taste" was a significant factor in determining one's standing in the social hierarchy. Debates about "high" vs "low" culture and about what cultural texts and practices must stand in to represent a community have involved some of the most well known intellectuals in history. Analyzing the trajectory of these debates over the years provides us with a lens through which to understand historical social changes. It also allows us to appreciate that several contemporary debates (for instance about the cultural meaning of Hip Hop or Reality TV) have historical precedents that inform and precede them. This introductory course seeks to trace those debates from their origins in middle century Europe to their culmination into contemporary battles over popular culture. In so doing it seeks to politicize popular culture and unravel the competing ideologies and worldviews embedded within it. We begin by reading some of the prominent theorists of "high" culture and then problematize their arguments by studying the challenges to them (most stridently posed by the Birmingham school of scholars). We will then use this historical debate to inform our understanding of the contemporary world of popular culture in America. In the process we will also learn various ways to analyze and critique objects of popular culture around us that we often unthinkingly consume.

COMM 199 - Introductory Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 211 - Thinking with Ethics (4 Credit Hours)

This course will help students discover how to better recognize ethical questions when they stumble across them and to explore how, when we do, we lean into them rather than turn away. What makes it possible for us to think, listen and speak with ethics? We will explore a range of public and private ethical questions that arise in the everyday lives of college students such as, for example: privacy & free speech, conformity & dissent, accountability & care, trust & truthfulness, propaganda & censorship, power & privilege, whistleblowing & secrecy, and alterity & responsibility.

COMM 219 - Environmental Communication (4 Credit Hours)

"The "green" and "organic" language that is marking everything from our magazine racks to our grocery shelves, the increasing number of farmers' markets throughout urban and rural areas, and the increasing local discussions of the dangers of "fracking" serve as evidence that the current discourses in and around environmental care are not a fad. Rather, environmental awareness and practices comprise a "central issue of our time" that is laden with cultural concerns of ideological and material differences, power, privilege and marginality. This course will begin with an in-depth exploration of the philosophy that communication is the means through which we construct, participate, and convey the cultures we are a part of and therefore, is central to the creation of the kind of world we want to live in. We will then turn our attention to an analysis of current social, organizational and political discourses on the environment and our responsibility, or not, in its protection."

COMM 221 - Theories of Group Communication (4 Credit Hours)

This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, verbal and nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects.

COMM 223 - Rhetoric (4 Credit Hours)

In this course, students examine the enchanted art of influence and advocacy known as persuasion. Students will survey this art from various theoretical, critical, and textual perspectives becoming better practitioners and receivers of persuasive discourse.

COMM 224 - Theories of Interpersonal Communication (4 Credit Hours)

This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will analyze interactional patterns of communication in personal and cultural mythology, in family communication, and in college students' culture.

COMM 227 - New Literacy Lab (4 Credit Hours)

Digital technology is merging traditional communication modalities of voice, text, and image into ever new forms of representation and interaction, changing many aspects of our lives profoundly, not only in terms of personal and business relationships, consumer habits, work environments, and civic engagement, but even in the ways we understand ourselves, relate to each other, and form identities. Students will explore the creative potential of these communication forms in a lab practicum closely tied to the exploration of their existential impact in theory readings and class discussions.

COMM 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media.

Crosslisting: QS 229 and WGST 229.

COMM 232 - Theories of Public and Private Performance (4 Credit Hours)

How do we perform our identities in everyday life? What role does everyday performativity play in constituting us as raced, gendered, and classed subjects? How do cultural performances (musical concerts, sporting events, or dance) help us better understand ourselves and our society? In this class we examine a range of theories that see private behaviors and public performances as rehearsed, audience-oriented, and creative acts. Theorists such as Erving Goffman, Judith Butler, Pierre Bourdieu, and Victor Turner will guide our examination of both "everyday" performativity (in regard to bodily stigma and identities of class, race, gender, and sexuality) and cultural performances (such as musical concerts, sporting events, and dance). Students will learn how to analyze their own behavior as a cultural text and to discern the textual, acoustic, and embodied dimensions of cultural performances. They will practice illuminating how performances can reinforce or disrupt the social order, while creating the self in community.

COMM 234 - Media Theory (4 Credit Hours)

In this course, we think critically about the political, economic, and cultural dimensions of media forms (e.g. television programs, viral videos) and practices (e.g. sending text messages, participating in social media networks). In readings, screenings, written assignments, and discussions you develop a working knowledge of different intellectual traditions used to study media. From the very start, the course pushes past simplistic, binary assessments of media consumption as being either "good" or "bad." Instead, we survey the complicated routes through which media forms and practices inform people's understandings of themselves and the world around them. Organized into three units, the course aims to provide you with conceptual frames for 1) understanding the relationship between media and culture, 2) identifying how media make claims to represent truth and authenticity, and 3) comprehending the role of media in ideological conflict. Throughout the term, you are asked to question many ideas and beliefs that people take for granted: that media are "bad" for children, that some television programming is "realistic," or that we could ever exist outside the web of mediated communication that informs our day-to-day lives, even if we wanted to do just that. The overarching aim of the course is nuance – a deeper understanding of media, and a refined critical lens of assessing its role in contemporary life.

COMM 244 - Theories of Intercultural Communication (4 Credit Hours)

This course examines the processes and politics of intercultural communication in both domestic and international contexts. Students will enhance their cross-cultural awareness by exploring differences in value orientations, thought patterns and (non)verbal behaviors, challenges of transition and adaptation across cultures, identity management in intercultural settings, intergroup relationship development and conflict resolution, and intercultural communication competence and ethics. Throughout the course, special considerations will be given to power and privilege issues in bridging differences and embracing diversity.

COMM 255 - Visual Communication (4 Credit Hours)

This course explores how we perceive and interpret the images and visual texts that we encounter. The course introduces perspectives from visual intelligence, media aesthetics, and visual rhetoric, while offering students opportunities to employ these perspectives in analyzing a range of visual mediums.

COMM 280 - Theorizing Communication (4 Credit Hours)

This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. This course is designed to both introduce and provide an overview of the discipline of communication studies. First-Year or sophomore standing or consent. Required of all majors and minors.

COMM 290 - Research in Communication (4 Credit Hours)

The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors.

COMM 299 - Intermediate Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 306 - Organizational Culture (4 Credit Hours)

This course is informed by the claim that communication is the means through which we construct, participate, and convey the cultures of which we are a part. The constitutive nature of communication is explored by investigating an existing organizational culture through an application of communication concepts and theories, cultural studies theories, and qualitative research methods.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 307 - Media Historiography (4 Credit Hours)

Media Historiography introduces students to the processes of conducting historical research in communication and media studies. Using mediated communication from past eras, the course will provide students with the analytical tools necessary to situate literature, film, television, and popular music in their historical milieus. Students will be encouraged to see media forms from prior eras as sites where meaning is contested, not just simple reflections of a period's prevailing politics. In written work, students will practice the methodologies used by communication and media scholars to interrogate these sorts of questions: archival research, ethnography, and formal analysis. Through these written assignments, as well as readings, screenings, and class discussions, students will consider mediated communication as evidence of the dynamic, disputed political, economic, and cultural forces at work in prior eras.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 313 - Listening, Thinking, Being (4 Credit Hours)

Although we know listening is central to communication, we rarely think about it. In this course we place listening at the center of communication and explore a range of sound environments and listening practices including auditory cultures, acoustic ecology, animal communication, film sound, music, human dialogue, and deaf cultures. Rather than focus on technical questions such as how to be a more effective listener the course asks the basic question of how we listen and explores the indissoluble relationships between listening, speaking, thinking, and being. Along the way, we will also consider the cultural, philosophical and ethical dimensions of listening.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 320 - Language, Culture, and Communication (4 Credit Hours)

This course is based on an understanding that culture is maintained through systems of meaning, and that communication is the sharing of meaning between people. This course explores the many ways in which language, culture, and communication interact with, influence, and manifest each other. It investigates the relationships between these three constructs using the tools of linguistic anthropology, semiotics, and cultural theory to gain a better and deeper understanding of the taken-for-granted influences of language on communication, social functions of language, cultural signs and codes, spoken language, dialects, bilingualism, and multiculturalism. This course is designed to encourage students to synthesize core course concepts and apply them to everyday lives in critical and creative ways.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 324 - The Rhetoric of Citizenship (4 Credit Hours)

This course explores the symbolic dimensions of the American public discourse about rights and citizenship. Students will undertake historical and rhetorical examinations of the key texts and issues that give these their tone and tenor.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 326 - Researching Self as a Cultural Participant: Autoethnography (4 Credit Hours)

Autoethnography as a methodology and a form of writing involves turning the "researcher's lens onto self." In this course we will read and discuss numerous autoethnographic examples, intrapersonal/interpersonal communication concepts, cultural studies theories and ethnographic methods so that you can conduct and write an autoethnography about your own social/political location. This course will require you to dig deep and explore your own lived experiences in the interest of developing insight into relevant cultural ideologies and practices.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 328 - Communication Law (4 Credit Hours)

Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair trial, regulation of telecommunications, advertising and the Internet.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 333 - Digital Technology and Cultural Change (4 Credit Hours)

The world of communication continues to change rapidly, and with it, the cultural landscape. New avenues of social connection, political action, and creative production are clashing with powerful financial, legal, and political forces, and the outcomes of these clashes are far from certain. This class explores the possibilities for cultural change that digital technology presents and the social and economic struggles over the future of our culture.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 335 - Fracturing Fictions of Fear (4 Credit Hours)

Fear pervades personal, relational, cultural and global dimensions of human experience. As such, fear is often framed as an obstacle to overcome in order to progress forward. But could these efforts to surpass fear be neglecting viable truths to persons' underlying experiences? What if fear was regarded as an invitation to look inward in search of some deeply rooted significance? From where does fear stem exactly and how may we render meanings to articulate the ways it (mis)informs and impacts our communal lives? These questions drive the premise of this course, which regards fear as a phenomenological experience and social construction. Through exploring philosophical texts, contemporary discourses, and lived experiences, we will question what dwells in the embodied underworld of fear. In doing so, we will engage in an assortment of critical self-reflections followed by dialogical practices for communicating constructively about fear with others.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 340 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: INTL 255 and WGST 341.

COMM 344 - Exploring Rhetorical Texts (4 Credit Hours)

This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students will learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics include the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in textual reading, and methods of rhetorical analysis.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 345 - Cultural Globalization and Identity (4 Credit Hours)

This course will critically engage with the phenomenon of the global circulation of culture. It will seek to understand the consequences of the process whereby texts, ideas and images that for long remained confined to their locations of origin are today increasingly mobile and de-territorialized. Objects of popular culture such as television, cinema and music, are circulating and being consumed around the world and are helping challenge the traditional markers of human identity such as nation, culture and language. While they are allowing individuals to imagine alternatives to existing realities they are also engendering a backlash against a perceived imposition of new ideas, values and culture. This course will seek to familiarize students with these ongoing changes and the conflicts over cultural and national identity that it has given rise to. We will begin with arguments that present a totalizing view of this process (the Cultural Imperialism thesis) and then over the course of the semester complicate and nuance those arguments by introducing agency and empowerment for the consumers of global culture. We will do this by closely studying actual case studies (from reality TV in Saudi Arabia or McDonalds in Japan) in order to understand the stakes involved in the struggle to define and "protect" national and cultural identity. At the end of this semester long course students should have gained a deep understanding of why the process of global flow of culture is a deeply contentious and political phenomenon. Understanding these conflicts through the lens of identity will help students complicate that term as well as interrogate their views about their own identity.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: QS 349 and WGST 349.

COMM 350 - Advanced Journalism (4 Credit Hours)

This course allows students to explore the planning, reporting, and writing of in-depth news stories. It also explores the ethical considerations of such projects. The organic and collaborative process provides students the opportunity to hone their writing skills by focusing on the importance of story structure and content.

Prerequisite(s): COMM 108 or COMM 280 or COMM 290, or consent.

COMM 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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COMM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

COMM 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

COMM 399 - Advanced Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 401 - Special Topics Seminar (4 Credit Hours)

These seminar courses focus intensively upon a particular aspect of communication. Recent examples include Visual Culture and Media and Cultural Policy.

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290, and at least one 300-level course, or have the consent of instructor.

COMM 403 - Culture and Communication (4 Credit Hours)

This seminar takes a historical and critical approach to understand the role communication plays in creating various cultural experiences. Topics include: How can we best understand and study the construction of "culture" through a communication lens? What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives?

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290, and at least one 300-level course, or have the consent of the instructor.

COMM 421 - Communication Research Seminar (4 Credit Hours)

This course is a seminar capstone that fulfills the Writing Intensive requirement for seniors. Topics will cover areas related to the Communication discipline and vary by instructor. As a W Communication Senior Seminar, this course requires substantial writing and research. By the end of the semester students will have written multiple developmental assignments that build upon one another leading to the creation of a coherent original argument based upon careful evidence-based analysis, accurate and succinct theoretical synthesis, and logical, cogently developed sub-arguments.

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290 and at least one 300-level course, or have the consent of the instructor.

COMM 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

COMM 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Computational Science (Concentration)

Computational Science Concentration

Computational Science is the field of study concerned with constructing mathematical models and numerical solution techniques, and using computer algorithms and simulation to analyze and solve scientific, social scientific, and engineering problems.

Computational Science Concentration

Code	Title
The Computational Science concentration consists of four core courses –	
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
CS 173	Intermediate Computer Science
or	
CS 181	Data Systems
One of	

CS 109	Discovering Computer Science
CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
CS 113	Discovering Computer Science: Physical Computing
CS 114	Discovering Computer Science: Computing for the Social Good

and an additional course which may be in another department, that must have a strong and persistent mathematical modeling or computing component and must be approved in advance by the Department of Computer Science.

In addition, students must take a two-semester sequence of courses in a department other than Mathematics or Computer Science. A written plan for completing the concentration must be approved by the Department of Computer Science before the end of the student's junior year of study and prior to enrollment in the elective courses. In particular, the elective course and cognate requirements specified above must be chosen consistently with a valid educational plan for the study of Computational Science (as defined above). Any mathematics major who wishes to complete this concentration must choose non-math courses as their elective courses. Any computer science major who wishes to complete this concentration must choose non-computer science courses for their elective courses. A double Mathematics and Computer Science major is not eligible for this concentration.

Courses

CS 109 - Discovering Computer Science (4 Credit Hours)

This course is an introduction to computational problem solving. In each instance of the course, students will develop their abilities to abstract and model problems drawn from a particular application domain and generate elegant and efficient solutions. Students will practice these skills by developing computer programs to solve these applied problems. The course will cover programming fundamentals, as well as the development of algorithms and data manipulation techniques related to the chosen application area. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 111 - Discovering Computer Science: Scientific Data and Dynamics (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract (or model) otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems motivated by research in the sciences. Additional topics may include Monte Carlo methods, data analysis, population dynamics, computational biology, genetic algorithms, cellular automata, networks, data mining, and fractals. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 112 - Discovering Computer Science: Markets, Polls, and Social Networks (4 Credit Hours)

This course is an introduction to computational problem-solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems that arise in the social sciences. Topics such as social networks, population modeling in economics, data collection via polling, voting systems, game theory, and Congressional polarization will be discussed in the context of computational problem-solving. Students may earn credit for at most one of the following courses: CS 109, CS 111, CS 112, CS 113, or CS 114. Absolutely no prior experience is necessary.

CS 113 - Discovering Computer Science: Physical Computing (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems related to physical devices that interact with the world, e.g., through sound, light, or motion. Topics may include working with microcontrollers, sensors, and actuators to process and/or transmit information. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 114 - Discovering Computer Science: Computing for the Social Good (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that address issues of social relevance. Topics such as pollution, aquifer depletion, climate change, police use of deadly force, solar energy deployment, and carbon sequestration will be discussed in the context of computational problem-solving. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 119 - Seminar: Programming Problems (1 Credit Hour)

Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as a preparation for programming contests.

Prerequisite(s): CS 173.

CS 173 - Intermediate Computer Science (4 Credit Hours)

A study of intermediate level computer science principles and programming techniques with an emphasis on abstract data types and software engineering. Topics include recursion, sorting, dynamic memory allocation, basic data structures, software engineering principles, and modularization.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 181 - Data Systems (4 Credit Hours)

This course provides a broad perspective on the access, structure, storage, and representation of data. It encompasses traditional database systems, but extends to other structured and unstructured repositories of data and their access/acquisition in a client-server model of Internet computing. Also developed are an understanding of data representations amenable to structured analysis, and the algorithms and techniques for transforming and restructuring data to allow such analysis.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: DA 210.

CS 199 - Introductory Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 200 - Topics in Computer Science (1 Credit Hour)

This is a mini-seminar devoted to a particular application or programming language. Topics have included: relational database and SQL, software engineering, Advanced C++, cryptography, and parallel programming.

Prerequisite(s): CS 173.

CS 234 - Mathematical Foundations of Computer Science (4 Credit Hours)

The goal of this course is to provide an understanding of the mathematical techniques that underlie the discipline of computer science. In this course, students learn mathematical proof techniques, such as induction and proof by contradiction, and how to write rigorous proofs. It also serves as an introduction to the fundamentals of the theory of computation. Models of computation, namely finite automata and Turing machines, are studied with the goal of understanding what tasks computers are and are not capable of performing.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145, and CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 271 - Data Structures (4 Credit Hours)

In this course, students study a variety of data organization methods, and implement and analyze the efficiency of basic algorithms that use these data structures. Course topics include lists, stacks, queues, binary search trees, heaps, priority queues, hash tables, and balanced trees. Students will also be introduced to basic functional programming in LISP. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Intermediate Computer Science (CS 173) and a grade of C or higher in Mathematical Foundations of Computer Science (CS 234).

Prerequisite(s): CS 173 and MATH 135 or MATH 145 and CS 234 or MATH 300.

CS 281 - Introduction to Computer Systems (4 Credit Hours)

The Introduction to Computer Systems course provides a perspective into how computer systems execute programs, store information, and communicate. It enables students to become better problem solvers, especially in dealing with issues of performance, portability and robustness. It also serves as a foundation for courses on operating systems, networks, and parallel computing, where a deeper understanding of systems-level issues is required. Topics covered include: basic digital logic design and computer organization, machine-level code and its generation by compilers, performance evaluation and optimization, representation and computer arithmetic, and memory organization and management.

Prerequisite(s): CS 173.

CS 299 - Intermediate Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 314 - Game Design (4 Credit Hours)

This course is about the computer science and theory of game design as well as practical game development. It covers computer science concepts such as 3D projection and transformation, rasterization, texture-mapping, shading, path-finding, and game theory, as well as game design topics such as mechanics, elements, theme, iteration, balance, documentation, and interest curves. A significant component of the course consists of prototyping computer games. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271.

CS 323 - Data Privacy (4 Credit Hours)

The explosion of data collection and advances in artificial intelligence and machine learning have motivated a robust economy around data-based services. While such services provide opportunities for a broad array of individuals and companies to leverage the power of modern data analytics and machine learning, this new economy also exposes new vulnerabilities and privacy risks. This course will explore the growing area of data privacy in modern computing systems including formal frameworks such as differential privacy and secure multiparty computation. Students will work to understand techniques, issues, and trade-offs related to data privacy in a computing context. In particular, students will study: definitions of data privacy, techniques for achieving privacy, limitations and trade-offs inherent in various settings, and the relationship between privacy policy and privacy technology. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271.

CS 333 - Big Data Algorithms (4 Credit Hours)

This course is about the design and analysis of big data algorithms, i.e. algorithms that compute on extremely large datasets. Two frameworks are required to understand big data algorithms: MapReduce algorithms for data stored on a cluster, and streaming algorithms for data too large to store. After introducing these frameworks, the course covers numerous examples of big data algorithms, including hashing, frequency moments, Google's PageRank algorithm, matching algorithms, clustering, the Netflix recommendation algorithm, algorithms on social network graphs, and dimensionality reduction. The analysis of such algorithms requires tools from probability theory and statistics, which will be introduced as needed.

Prerequisite(s): CS 181 or DA 210 and CS 271.

CS 334 - Theory of Computation (4 Credit Hours)

This course will continue from where CS 234 left off in studying computers as mathematical abstractions to understand the limits of computation. In this course, students will learn about topics in computability theory and complexity theory. Topics in computability theory include Turing machines and their variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving the decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes. The Department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 300 or CS 234 and CS 271.

Crosslisting: MATH 334.

CS 335 - Probability, Computing and Graph Theory (4 Credit Hours)

This course is about the design and analysis of randomized algorithms (i.e. algorithms that compute probabilistically). Such algorithms are often robust and fast, though there is a small probability that they return the wrong answer. Examples include Google's PageRank algorithm, load balancing in computer networks, coping with Big Data via random sampling, navigation of unknown terrains by autonomous mobile entities, and matching medical students to residencies. The analysis of such algorithms requires tools from probability theory, which will be introduced as needed. This course also covers the basics of graph theory, and several randomized algorithms on graphs. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social networks graphs, and computer networks. Lastly, this course demonstrates the powerful Probabilistic Method to non-constructively prove the existence of certain prescribed graph structures, how to turn such proofs into randomized algorithms, and how to derandomize such algorithms into deterministic algorithms. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271 or MATH 220 or DA 220, and MATH 300, and one from CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: MATH 427.

CS 337 - Operations Research (4 Credit Hours)

This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics may include: modeling, linear programming and the simplex method, the Karush-Kuhn Tucker conditions for optimality, duality, network optimization, and nonlinear programming.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213, and MATH 220 or DA 220.

Crosslisting: MATH 415.

CS 339 - Artificial Intelligence (4 Credit Hours)

A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 or MATH 213 or consent.

CS 349 - Software Engineering (4 Credit Hours)

Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CS 362 - Directed Study (1-4 Credit Hours)

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CS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CS 364 - Independent Study (1-4 Credit Hours)

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CS 371 - Algorithm Design and Analysis (4 Credit Hours)

In this course, students study in depth the design, analysis, and implementation of efficient algorithms to solve a variety of fundamental problems. The limits of tractable computation and techniques that can be used to deal with intractability are also covered. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271).

Prerequisite(s): CS 234, CS 271, and junior/senior status.

CS 372 - Operating Systems (4 Credit Hours)

A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 373 - Programming Languages (4 Credit Hours)

A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 374 - Compilers (4 Credit Hours)

A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler. An examination of compiler construction tools. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, CS 281, and CS 334.

CS 375 - Computer Networks (4 Credit Hours)

A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 377 - Database Systems (4 Credit Hours)

A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 391 - Robotics (4 Credit Hours)

An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 395 - Technical Communication I (1 Credit Hour)

This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will develop skills in presenting technical information to a non-technical audience. In particular, students will deliver several presentations during the semester on substantive, well-researched themes appropriate to their status in their major.

Prerequisite(s): MATH 300 or CS 271.

Corequisite(s): a 300-level or higher mathematics or computer science course.

Crosslisting: MATH 395.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 401 - Algorithms, Computations and Elections (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security, or other subjects of current interest. Fall 2025 Description: This course introduces students to the computational aspects of collective decision-making, i.e., computational social choice. Students will learn to study and design algorithms or prove the lack thereof, to tackle problems in tournaments, fairness in resource allocation, strategic/manipulative voting, electoral control (e.g., gerrymandering and voter suppression), bribery, and coalition formation, among other topics. Students may elect to take this course as a Theory or Applied elective.

Prerequisite(s): CS 271 or equivalent with instructor permission.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 495 - Technical Communication II (1 Credit Hour)

This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department.

Prerequisite(s): MATH/CS 395 and a 300-400 level computer science course or a 400-level mathematical course.

MATH 145 - Multivariable Calculus (4 Credit Hours)

A one-semester multivariable calculus course with an introduction to linear algebra. This class focuses on vectors, partial derivatives, gradients, optimization of functions of several variables, multiple integrals and their applications, and elementary linear algebra.

Prerequisite(s): Placement or MATH 135.

MATH 213 - Linear Algebra and Differential Equations (4 Credit Hours)

A continued study of Linear Algebra with applications to linear differential equations and mathematical models in the physical and social sciences. Topics include abstract vector spaces over the real and complex numbers, bases and dimension, change of basis, the Rank-Nullity Theorem, linear transformations, the matrix of a linear transformation, eigenvectors and eigenvalues, diagonalization, matrix exponential, linear differential equations of order n , linear systems of first order differential equations, and a continued study of infinite series, power series, and series solutions of linear differential equations.

Prerequisite(s): MATH 145.

Computer Science

Departmental Guidelines

Computer Science is the study of algorithmic problem solving in both theoretical and applied areas. The major in Computer Science is designed to enable students to become well-rounded in these areas, and well-prepared for either graduate study or work in a variety of fields. Emphasis

is placed on core concepts, analytical thinking, and problem solving throughout the curriculum.

In addition to a broad complement of introductory courses, the department regularly offers advanced courses in artificial intelligence and robotics, computer systems and networking, algorithm analysis and the theory of computation, software engineering, computer game design, and computational biology. Students have opportunities to conduct research through the Anderson Summer Research program and/or a senior research project.

Students interested in a Computer Science major should take:

Code	Title
An introductory course:	
CS 109	Discovering Computer Science
CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
Followed by:	
CS 173	Intermediate Computer Science (by the end of the first year.)
In rare circumstances, a student may complete this sequence during the sophomore year.	
Majors should also take:	
CS 234 & MATH 135	Mathematical Foundations of Computer Science and Single Variable Calculus (during their first year.)

Faculty

Professor Ashwin Lall, Chair

Professors Mikey Goldweber, Matt Kretchmar, Ashwin Lall; Assistant Professors Michael Chavrimootoo, Flannery Currin, David Kahn, Matt Law, Stacey Truex; Visiting Instructor Ali Miller.

Academic Administrative Assistant

Dee Ghiloni

Systems Administrator

Tony Silveira

View faculty profiles and contact information (<https://denison.edu/academics/computer-science/contacts/>)

Computer Science Major

Computer Science offers two degrees, a minor, and a concentration. The two majors both require the computer science core curriculum. The core courses in Computer Science are:

Code	Title
An introductory course	
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics

or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good
CS 173	Intermediate Computer Science
CS 181	Data Systems
CS 234	Mathematical Foundations of Computer Science
CS 271	Data Structures
CS 281	Introduction to Computer Systems
CS 371	Algorithm Design and Analysis
CS 395	Technical Communication I
MATH 135	Single Variable Calculus

Bachelor of Arts Degree

The minimum requirements for a Bachelor of Arts degree in Computer Science are the core courses plus two additional Computer Science courses at the 300 or 400 level (excluding 395/495, 361-362 and 363-364). One of the 300 or 400 level electives must be a Systems course and the other must either be a Theory or Applied elective.

Bachelor of Science Degree

The minimum requirements for a Bachelor of Science degree in Computer Science are the core courses, CS 372 - Operating Systems, and four additional Computer Science courses at the 300 or 400 level (excluding 395/495, 361-362, and 363-364). The electives must include at least one Theory elective and one Applied elective. Students may substitute MATH 220 - Applied Statistics for one of these additional courses. We recommend that Bachelor of Science candidates also take MATH 145 - Multivariable Calculus and MATH 300 - Introduction to Proofs, and one or more of MATH 213 - Linear Algebra and Differential Equations, MATH 220 - Applied Statistics and MATH 435 - Mathematical Modeling.

Students majoring in Mathematics or Computer Science may take up to two cross-listed mathematics or computer science courses to count as requirements in the intended major. These cross listed courses typically satisfy electives in the major. Courses pre-approved for this policy include Math/CS 334 Theory of Computation, Math 415/CS 337 Operations Research, and Math 427/CS 335 Probability, Computing, and Graph Theory. Math 220 (Applied Statistics) is also pre-approved as an elective for the computer science BS major. A year-long senior research project may count as one elective toward the major. Other math and computer science courses must be approved by the department prior to enrollment.

Electives

The three categories of Computer Science electives are Theory, Systems, and Applied courses.

- Theory electives are proof-based and feature a high level of mathematical content.
- Systems electives are concerned with the principles and practice of providing infrastructure that enables other software to be executed.
- Applied electives demonstrate applications of computer science to a variety of other disciplines.

Code Title

The Applied courses are

CS 314	Game Design
CS 337	Operations Research
CS 339	Artificial Intelligence
CS 349	Software Engineering
CS 391	Robotics

The Systems courses are

CS 372	Operating Systems
CS 373	Programming Languages
CS 374	Compilers
CS 375	Computer Networks
CS 377	Database Systems

The Theory courses are

CS 333	Big Data Algorithms
CS 334	Theory of Computation
CS 335	Probability, Computing and Graph Theory

Computer Science Minor

A minor in computer science consists of:

Code Title

An introductory course

CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good
CS 173	Intermediate Computer Science
CS 181	Data Systems
CS 234	Mathematical Foundations of Computer Science
CS 271	Data Structures
MATH 135	Single Variable Calculus

Computational Science Concentration

Computational Science is the field of study concerned with constructing mathematical models and numerical solution techniques, and using computer algorithms and simulation to analyze and solve scientific, social scientific, and engineering problems.

The Computational Science concentration consists of four core courses:

Code Title

MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
CS 173	Intermediate Computer Science
or CS 181	Data Systems
One of	
CS 109	Discovering Computer Science

CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
CS 113	Discovering Computer Science: Physical Computing
CS 114	Discovering Computer Science: Computing for the Social Good

and an additional course which may be in another department, that must have a strong and persistent mathematical modeling or computing component and must be approved in advance by the Department of Mathematics or the Department of Computer Science.

In addition, students must take a two-semester sequence of courses in a department other than Mathematics and Computer Science. A written plan for completing the concentration must be approved by the Department of Mathematics or the Department of Computer Science before the end of the student's junior year of study and prior to enrollment in the elective courses. In particular, the elective courses and cognate requirements specified above must be chosen consistently with a valid educational plan for the study of Computational Science (as defined above). Any mathematics major who wishes to complete this concentration must choose non-math courses as their elective courses. Any computer science major who wishes to complete this concentration must choose non-computer science courses for their elective courses. A double mathematics and computer science major is not eligible for this concentration.

Additional Points of Interest

Students who intend to continue with graduate study in Computer Science should pursue the Bachelor of Science degree.

Computer Science students should be adept at not only solving problems through the implementation of computer programs, but also in communicating those solutions to a wide variety of audiences. Students should learn the proper use of documentation to share their programs with users and other computer scientists, be prepared to compose proofs and analyses of their algorithms, and have opportunities to write formal papers.

Research at Denison

Denison offers a number of research opportunities, including funding for summer research projects. The Anderson Foundation and the Denison University Research Foundation (DURF) support qualified students conducting summer research. For off-campus research opportunities in Computer Science, see various National Science Foundation Research Experience for Undergraduates (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5049) experiences. Interested students should consult a faculty member as early as possible in the fall semester.

Off-Campus Study

The Department of Computer Science strongly encourages students to globalize their education by completing some portion of their undergraduate education abroad. A majority of Denison students spend a semester abroad during their junior year and many more spend a summer (or two) abroad. Denison offers a wide range of opportunities to study off-campus that are highly relevant to your Denison experience.

Going abroad allows students to enhance their knowledge while experiencing another culture and way of life. Students gain valuable

experience that will benefit future career goals and/or graduate school opportunities. Computer Science majors who are fluent in another language will have special advantages in the job market.

Students may take up to two classes outside the department to transfer towards the major at Denison. Additional courses taken outside Denison may accrue credit hours towards graduation, but will not contribute to requirements in the major. Courses taken outside the university must be **pre-approved** for acceptance towards major requirements. Students should provide the department chair syllabi for the intended courses for department approval. Students may petition the department chair for exceptions to this policy. In particular, transfer students may be eligible to transfer additional courses towards major requirements.

Courses

CS 109 - Discovering Computer Science (4 Credit Hours)

This course is an introduction to computational problem solving. In each instance of the course, students will develop their abilities to abstract and model problems drawn from a particular application domain and generate elegant and efficient solutions. Students will practice these skills by developing computer programs to solve these applied problems. The course will cover programming fundamentals, as well as the development of algorithms and data manipulation techniques related to the chosen application area. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 111 - Discovering Computer Science: Scientific Data and Dynamics (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract (or model) otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems motivated by research in the sciences. Additional topics may include Monte Carlo methods, data analysis, population dynamics, computational biology, genetic algorithms, cellular automata, networks, data mining, and fractals. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 112 - Discovering Computer Science: Markets, Polls, and Social Networks (4 Credit Hours)

This course is an introduction to computational problem-solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems that arise in the social sciences. Topics such as social networks, population modeling in economics, data collection via polling, voting systems, game theory, and Congressional polarization will be discussed in the context of computational problem-solving. Students may earn credit for at most one of the following courses: CS 109, CS 111, CS 112, CS 113, or CS 114. Absolutely no prior experience is necessary.

CS 113 - Discovering Computer Science: Physical Computing (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems related to physical devices that interact with the world, e.g., through sound, light, or motion. Topics may include working with microcontrollers, sensors, and actuators to process and/or transmit information. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 114 - Discovering Computer Science: Computing for the Social Good (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that address issues of social relevance. Topics such as pollution, aquifer depletion, climate change, police use of deadly force, solar energy deployment, and carbon sequestration will be discussed in the context of computational problem-solving. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 119 - Seminar: Programming Problems (1 Credit Hour)

Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as a preparation for programming contests.

Prerequisite(s): CS 173.

CS 173 - Intermediate Computer Science (4 Credit Hours)

A study of intermediate level computer science principles and programming techniques with an emphasis on abstract data types and software engineering. Topics include recursion, sorting, dynamic memory allocation, basic data structures, software engineering principles, and modularization.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 181 - Data Systems (4 Credit Hours)

This course provides a broad perspective on the access, structure, storage, and representation of data. It encompasses traditional database systems, but extends to other structured and unstructured repositories of data and their access/acquisition in a client-server model of Internet computing. Also developed are an understanding of data representations amenable to structured analysis, and the algorithms and techniques for transforming and restructuring data to allow such analysis.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: DA 210.

CS 199 - Introductory Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 200 - Topics in Computer Science (1 Credit Hour)

This is a mini-seminar devoted to a particular application or programming language. Topics have included: relational database and SQL, software engineering, Advanced C++, cryptography, and parallel programming.

Prerequisite(s): CS 173.

CS 234 - Mathematical Foundations of Computer Science (4 Credit Hours)

The goal of this course is to provide an understanding of the mathematical techniques that underlie the discipline of computer science. In this course, students learn mathematical proof techniques, such as induction and proof by contradiction, and how to write rigorous proofs. It also serves as an introduction to the fundamentals of the theory of computation. Models of computation, namely finite automata and Turing machines, are studied with the goal of understanding what tasks computers are and are not capable of performing.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145, and CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 271 - Data Structures (4 Credit Hours)

In this course, students study a variety of data organization methods, and implement and analyze the efficiency of basic algorithms that use these data structures. Course topics include lists, stacks, queues, binary search trees, heaps, priority queues, hash tables, and balanced trees. Students will also be introduced to basic functional programming in LISP. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Intermediate Computer Science (CS 173) and a grade of C or higher in Mathematical Foundations of Computer Science (CS 234).

Prerequisite(s): CS 173 and MATH 135 or MATH 145 and CS 234 or MATH 300.

CS 281 - Introduction to Computer Systems (4 Credit Hours)

The Introduction to Computer Systems course provides a perspective into how computer systems execute programs, store information, and communicate. It enables students to become better problem solvers, especially in dealing with issues of performance, portability and robustness. It also serves as a foundation for courses on operating systems, networks, and parallel computing, where a deeper understanding of systems-level issues is required. Topics covered include: basic digital logic design and computer organization, machine-level code and its generation by compilers, performance evaluation and optimization, representation and computer arithmetic, and memory organization and management.

Prerequisite(s): CS 173.

CS 299 - Intermediate Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 314 - Game Design (4 Credit Hours)

This course is about the computer science and theory of game design as well as practical game development. It covers computer science concepts such as 3D projection and transformation, rasterization, texture-mapping, shading, path-finding, and game theory, as well as game design topics such as mechanics, elements, theme, iteration, balance, documentation, and interest curves. A significant component of the course consists of prototyping computer games. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271.

CS 323 - Data Privacy (4 Credit Hours)

The explosion of data collection and advances in artificial intelligence and machine learning have motivated a robust economy around data-based services. While such services provide opportunities for a broad array of individuals and companies to leverage the power of modern data analytics and machine learning, this new economy also exposes new vulnerabilities and privacy risks. This course will explore the growing area of data privacy in modern computing systems including formal frameworks such as differential privacy and secure multiparty computation. Students will work to understand techniques, issues, and trade-offs related to data privacy in a computing context. In particular, students will study: definitions of data privacy, techniques for achieving privacy, limitations and trade-offs inherent in various settings, and the relationship between privacy policy and privacy technology. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271.

CS 333 - Big Data Algorithms (4 Credit Hours)

This course is about the design and analysis of big data algorithms, i.e. algorithms that compute on extremely large datasets. Two frameworks are required to understand big data algorithms: MapReduce algorithms for data stored on a cluster, and streaming algorithms for data too large to store. After introducing these frameworks, the course covers numerous examples of big data algorithms, including hashing, frequency moments, Google's PageRank algorithm, matching algorithms, clustering, the Netflix recommendation algorithm, algorithms on social network graphs, and dimensionality reduction. The analysis of such algorithms requires tools from probability theory and statistics, which will be introduced as needed.

Prerequisite(s): CS 181 or DA 210 and CS 271.

CS 334 - Theory of Computation (4 Credit Hours)

This course will continue from where CS 234 left off in studying computers as mathematical abstractions to understand the limits of computation. In this course, students will learn about topics in computability theory and complexity theory. Topics in computability theory include Turing machines and their variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving the decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes. The Department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 300 or CS 234 and CS 271.

Crosslisting: MATH 334.

CS 335 - Probability, Computing and Graph Theory (4 Credit Hours)

This course is about the design and analysis of randomized algorithms (i.e. algorithms that compute probabilistically). Such algorithms are often robust and fast, though there is a small probability that they return the wrong answer. Examples include Google's PageRank algorithm, load balancing in computer networks, coping with Big Data via random sampling, navigation of unknown terrains by autonomous mobile entities, and matching medical students to residencies. The analysis of such algorithms requires tools from probability theory, which will be introduced as needed. This course also covers the basics of graph theory, and several randomized algorithms on graphs. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social networks graphs, and computer networks. Lastly, this course demonstrates the powerful Probabilistic Method to non-constructively prove the existence of certain prescribed graph structures, how to turn such proofs into randomized algorithms, and how to derandomize such algorithms into deterministic algorithms. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271 or MATH 220 or DA 220, and MATH 300, and one from CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: MATH 427.

CS 337 - Operations Research (4 Credit Hours)

This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics may include: modeling, linear programming and the simplex method, the Karush-Kuhn Tucker conditions for optimality, duality, network optimization, and nonlinear programming.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213, and MATH 220 or DA 220.

Crosslisting: MATH 415.

CS 339 - Artificial Intelligence (4 Credit Hours)

A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 or MATH 213 or consent.

CS 349 - Software Engineering (4 Credit Hours)

Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CS 371 - Algorithm Design and Analysis (4 Credit Hours)

In this course, students study in depth the design, analysis, and implementation of efficient algorithms to solve a variety of fundamental problems. The limits of tractable computation and techniques that can be used to deal with intractability are also covered. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271).

Prerequisite(s): CS 234, CS 271, and junior/senior status.

CS 372 - Operating Systems (4 Credit Hours)

A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 373 - Programming Languages (4 Credit Hours)

A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 374 - Compilers (4 Credit Hours)

A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler. An examination of compiler construction tools. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, CS 281, and CS 334.

CS 375 - Computer Networks (4 Credit Hours)

A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 377 - Database Systems (4 Credit Hours)

A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 391 - Robotics (4 Credit Hours)

An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 395 - Technical Communication I (1 Credit Hour)

This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will develop skills in presenting technical information to a non-technical audience. In particular, students will deliver several presentations during the semester on substantive, well-researched themes appropriate to their status in their major.

Prerequisite(s): MATH 300 or CS 271.

Corequisite(s): a 300-level or higher mathematics or computer science course.

Crosslisting: MATH 395.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 401 - Algorithms, Computations and Elections (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security, or other subjects of current interest. Fall 2025 Description: This course introduces students to the computational aspects of collective decision-making, i.e., computational social choice. Students will learn to study and design algorithms or prove the lack thereof, to tackle problems in tournaments, fairness in resource allocation, strategic/manipulative voting, electoral control (e.g., gerrymandering and voter suppression), bribery, and coalition formation, among other topics. Students may elect to take this course as a Theory or Applied elective.

Prerequisite(s): CS 271 or equivalent with instructor permission.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 495 - Technical Communication II (1 Credit Hour)

This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department.

Prerequisite(s): MATH/CS 395 and a 300-400 level computer science course or a 400-level mathematical course.

Dance

Mission Statement

We believe that vital dance artists and scholars develop from independent thinkers who are committed to cultivating a personal aesthetic and artistic focus, and who resourcefully engage in original research and commit to the construction of knowledge. Our mission supports the development of student artists/scholars who are informed citizens and responsible agents of positive change in a world where the moving arts are essential. Our goal of exposing students to cutting edge and experimental dance practices from diverse cultures and with global perspectives is embedded in our curriculum and ideology. The focus of our movement practices intentionally centralizes Contemporary Dance and African/African-Diasporan forms. The integration of embodied practices with scholarly inquiry is integral to our mission.

Writing within the Major. Both dance scholars and dance artists come to better understand their ideas and those of others through writing. We focus our teaching of writing on experiential and conceptual ideas prompted by and about the body to generate precise description and sophisticated analysis. Our aim is to hone students' observation and reflection skills, and ability to document these intelligently and concisely through writing.

Student Learning Goals

Students will be able to:

- Broaden perspectives through risk taking, embracing ambiguity, and exposure to a range of choreography and performance.
- Synthesize knowledge and generate new, independent and original theoretical and creative projects.
- Demonstrate multifaceted practical, analytical, and reflexive understanding of languages, history, and the cultural significance of dance's various bodily-kinesthetic forms.
- Employ various methods for describing, discerning, analyzing, labeling, and categorizing human movement.
- Be proficient movers in a combination of aspects of embodied movement practices, at the intermediate level, at a minimum.
- Demonstrate a fluency in disciplinary vocabularies both orally and written that is evident across coursework and utilized within the body of student's senior research.
- Use basic 21st century technology including digital equipment and software applications in order to access and document artwork, and to use it appropriately to market or create within those media.

Faculty and Staff

Chair: Associate Professor Mark Evans Bryan

Associate Chair: Associate Professor Ojeya Cruz Banks

Associate Professor Ojeya Cruz Banks; Assistant Professor Marion Ramirez; Visiting Assistant Professor Mollie Wolf

Academic Program Coordinator

Kristi Mathews

Academic Administrative Assistant

Cristina Dorda Soriano

View faculty profiles and contact information (<https://denison.edu/academics/dance/contacts/>)

Requirements for the Major in Dance (B.A. Degree)

The Bachelor of Arts degree in Dance reflects a philosophy that integrates principles of theory and practice resulting in the discovery of an original voice. "Movement Practice" courses engage students in dance technique and performance work, and in learning and applying physical skills to the creation and reconstruction of African/Diasporan and Contemporary dance. "Dance Studies" courses emphasize creating, moving, recording, reading and writing, exposing the fundamental patterns of skilled movement acquisition, generating close textual analysis of specific movement forms, practicing dance making, and culturally contextualizing the diversity of dance forms. "Advanced Studies" courses provide opportunities to deepen and integrate primarily through independent research. In all courses, the boundaries between practice and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory model.

Further, studying dance abroad allows students to experience another culture and way of life through the lens of movement and dance studies. Study abroad opportunities integrate the department's mission and make possible a deepening understanding and expansive perspective on movement in a global context. We encourage students to visit the Global Study office to explore options.

36 credits minimum

Students build a wide range of professional skills in performance, choreography, production, scientific thinking, dance film, and more. They gain cutting-edge dance practices, diverse movement techniques, and experiences that integrate health and cultural perspectives, preparing them to be dance artists, visionaries, advocates, and leaders.

Note: Majors may not include any 100-level courses in the fulfillment of the requirements and must enroll in courses from at least three of the four categories of inquiry.

Movement practices

All dance majors must take courses in Movement Practices, combining coursework in any combination. Possibilities include:

African/Diasporan Level II or III

Code	Title
DANC 222	African/Diasporan Dance II
DANC 422	Performance: African/Diaspora

Contemporary Level II or III

Code	Title
DANC 232	Modern/Postmodern Dance II
DANC 432	Performance: Modern/Postmodern
DANC 434	Performance: Modern/Postmodern (Student)

Areas of Inquiry

All dance majors must take at least one course (4 credits per course) in three separate areas of inquiry, comprising a minimum of 12 credits. The dance department offers four areas of inquiry. Possibilities include:

1. Critical Historical and Cultural Inquiries: Recent examples include Black Dance and Popular Culture; Global Hip Hop; The Body in Performance; and African/American Aesthetics.
2. Compositional Studies: Choreographic Investigations; African Movement Aesthetics; Improvisation and Performance; Site-Based Work
3. Human Movement Investigations: Somatics I; Somatics II

Code	Title
DANC 374	Somatics I
DANC 384	Laban Movement Analysis
DANC 386	Reconstruction

Code	Title
DANC 384	Laban Movement Analysis
DANC 386	Reconstruction

Advanced Studies

All dance majors must also enroll in a minimum of 12 additional credit hours. Those should be comprised of any courses that deepen a student's experience and/or knowledge in a chosen area of interest. Possibilities include:

- A series of Movement Practices at the 200-level or above that total 4 credit hours
- Additional courses in Dance Studies at the 200-level or above

Senior Research

Proposal: Thesis and Methodology and Execution: Investigation and Presentation

Code	Title
DANC 451 & DANC 452	Senior Research and Senior Research

Requirements for the Minor in Dance

24 credits minimum The Dance minor is designed to encourage those new to dance to access this course of study and avail those interested in a narrow study of dance to design a minor that suits their interests.

- Minors may include any 100-level courses for fulfillment of the requirements.
- Minors may select any course in the categories of inquiry regardless of distribution.
- Minors are not required to complete a senior research project.

Movement Practices

All dance minors must take any combination of 12 credits in Movement Practices (any genre at any level). Possibilities include:

African/Diasporan Level I, II or III:

Code	Title
DANC 122	African/Diaspora Dance Level I
DANC 222	African/Diasporan Dance II
DANC 422	Performance: African/Diaspora

Contemporary Dance Level I, II or III:

Code	Title
DANC 132	Modern/Postmodern Dance I
DANC 232	Modern/Postmodern Dance II
DANC 332	Modern/Postmodern Dance III
DANC 432	Performance: Modern/Postmodern
DANC 434	Performance: Modern/Postmodern (Student)

All dance minors must take any three courses, resulting in 12 credits in dance studies (selected from any area).

- Critical Historical Inquiries: Dance as an Art Form; Black Dance and Popular Culture; Global Hip Hop; The Body in Performance; African/American Aesthetics.
- Compositional Studies; Choreographic Investigations; African Movement Aesthetics; Improvisation and Performance; Site-Based Work
- Human Movement Investigations: Somatics I; Somatics II
- Movement Analysis: Introduction to Laban Analysis; Introduction to Labanotation; Reconstruction for Performance

Additional Points of Interest

Denison's distributional General Education (G.E.) requirements include two 4 credit-hour courses in two different departments in the Fine Arts Division. All Movement Practices courses may accumulate credit toward fulfilling a G.E. Fine Arts requirement. Any Dance Studies course fulfills one G.E. Fine Arts requirement.

When registering, please follow these general guidelines:

- All 100 level courses assume no previous experience with Movement Practices or Dance Studies.
- All 200-level courses assume a review of the fundamentals of the languages and practices of the sub-discipline will be necessary, including a review of library searches and basic digital technology. Level II Movement Practices courses are appropriate for students with previous experience in dance training, even if not in the genre being offered.
- All 300-level courses require independent thinking and processing. Level III Movement Practices courses require two semesters at the 200-level in the same genre, or permission of the instructor.
- All 400-level Movement Practices courses are by audition or invitation only.
- It is expected that a student will enroll in the same level movement practice course for two or more semesters. This repetition is permissible by the University and Registrar.
- Performance courses will not accrue additional fees from the University, even if the student is already at the limit of credit hours for that semester.

Courses

DANC 122 - African/Diaspora Dance Level I (2 Credit Hours)

African/Diaspora Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, African American vernacular, Hip-Hop, Contemporary African, etc.). Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and complex embodied rhythms. Concert attendance, short written critical responses, and weekly written journals are examples of outside work that is required. No previous dance experience is expected.

Crosslisting: BLST 122.

DANC 132 - Contemporary Dance I (2 Credit Hours)

Contemporary Dance I is intended for students with minimal or no formal dance training. This is a full-participation movement experience requiring a commitment to attend each class session. Students will develop increased self-awareness through sensitivity to movement dynamics, choreographic.

DANC 174 - Dance as Art (4 Credit Hours)

Dance as Art is open to students interested in dance as a performing art, a physical practice, and a field of embodied inquiry. It serves to introduce students to many of the disciplines, methodologies, and theoretical approaches within the field of dance. Students will engage with methods for viewing, analyzing, and discussing dance as a performing art—in both its formal and socio-cultural dimensions; will gain experience with dance as a movement practice; and will have the opportunity to generate their own choreography as a mode of aesthetic production and compositional reasoning. No previous dance experience is necessary. This course fulfills a Fine Arts general education requirement.

DANC 199 - Introductory Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 210 - Seminar in Production (4 Credit Hours)

Seminar in Production focuses on many aspects of dance concert production. Topics covered include budgeting, marketing, graphic design, costume design/construction, lighting design for dance, box office and house management, video documentation, scheduling and backstage production. Professionals/faculty will guest lecture in the various subfields. Students will collaborate in the production of major department-sponsored events, working as technical crew for evening events. This course demands hands-on real-life learning. Limited readings are assigned. A portfolio of completed work is required.

DANC 222 - African Diaspora Dance Level II (2 Credit Hours)

African/Diaspora Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora.

DANC 232 - Contemporary Dance II (2 Credit Hours)

Contemporary Dance II is intended for students with some formal dance training and expects students to be working at an intermediate level. This is a full-participation movement experience requiring a commitment to attend each class session. Students will develop and advance their self-awareness as movers through sensitivity to dynamics, choreographic phasing clear spatial intention, and articulate, expressive gestures. This class emphasizes clear bodily alignment movement efficiency and flow, whole-body connectivity, flexibility and strength; and the use of breath, momentum, and especially release into gravity to foster ease, expression, and delight in motion. Improvisation is used in partnership with instructor-taught, choreographed material. Attendance at Departmental concerts, short written responses, and 30-minutes of weekly self-directed studio time are required outside of class. Level II is open to students with previous dance experience in any genre. Students are encouraged to consult with the instructor prior to enrollment to determine their experience level.

Prerequisite(s): 100-level movement course(s).

DANC 274 - Cultural Studies (4 Credit Hours)

This course frames dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students may simultaneously be exposed to poststructuralist epistemology, feminist theory, and power & justice ideologies while they are meeting a survey of historical works from a selected cultural context. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in many cultures from multiple perspectives. Students will be expected to engage in movement activities as a method toward an embodied understanding of theory, but will not be evaluated on their movement performance or ability. No dance experience necessary. This course may be crosslisted depending on the specific course content.

DANC 284 - The Art of Dance-Making (4 Credit Hours)

This course focuses on the creation and presentation of assigned short movement studies that focus on principles of dance composition for the concert stage. Past focus has been on the relationship of movement to sound, interrogating the use of music in modern dance history. Through solo, duet and group forms students learn about the compositional elements of space, time, dynamics, flow and shape, discover their own unique movement style, become familiar with how the body works and how it can be expressive, and expand their own definitions of dance. Three fundamental aspects of creative work in movement will be emphasized: movement invention, compositional structure, and creating meaning. A desire to take risks and be transformed, a willingness to use the body as an expressive tool, an eagerness to learn, and willingness to question personal choices are essential for success in this class. An interest, ability and a desire to be physically challenged to work toward expressive clarity in movement, is assumed. This course will explore a range of different topics of choreographic investigation and may be taken more than once for credit.

Prerequisite(s): DANC 122 or DANC 132 or consent of instructor.

DANC 299 - Intermediate Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 332 - Contemporary Dance Level III (2 Credit Hours)

Contemporary Dance III is designed for students with significant experience in modern, postmodern, or contemporary dance training. This course provides the student with the rigorous training required for performance, demands an attitude that anticipates professionalism, and will continue to develop strength, flexibility, endurance, and sensitivity to gravity, momentum and phrasing. A willingness to think broadly about movement, to be open to new perspectives and possibilities and to take risks and be fully engaged without knowing exactly what you are doing will be essential and encouraged. This class will focus on process and will ask students to consider how they move and why. Students will be challenged to discover their own movement potential and methods for accomplishing physical tasks.

Prerequisite(s): One year or two semesters of DANC 232 or consent of instructor.

DANC 361 - Directed Study (1-4 Credit Hours)

Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply.

DANC 362 - Directed Study (1-4 Credit Hours)

Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply.

DANC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DANC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DANC 374 - Somatics I (4 Credit Hours)

Through various approaches to learning (memorizing factual information, sharing autoethnographic body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students are introduced to anatomy and kinesiology in their own bodies. The course materials approach the body primarily from a first-person stance through different kinds of movement activities in relation to reflexes and developmental material through skeletal, muscular, and neurological systems. Students are required to keep weekly journals, work in small study groups in and out of class, and create and document a "personal practice" (sometimes referred to as a series of personal bodywork sessions) to illustrate their commitment to self-as-home, command of anatomical and kinesiological principles and reasoning, and the application of those processes on self-identified movement inquiries.

DANC 384 - Laban Movement Analysis (4 Credit Hours)

Students explore aspects of Effort, Shape, Space, and Body as defined in the Laban tradition. Materials focus on observing, analyzing, and recording any kind of human movement practice. All students should expect to create movement studies and to motif their work as part of this inquiry. Interest in creating and observing qualities of movement practice is essential. Dance experience is helpful, but not required.

DANC 386 - Reconstruction (4 Credit Hours)

This course functions like a performance course, reconstructing dance movement from a score for inclusion in a public performance. The 4-credit course is distinguished from a 2-credit performance course in that students will be responsible for the reconstruction of the choreography. The work can be performed publicly only with permission of the copyright holder of the dance. Students will meet for the standard 4 hours per week (56 contact hours) as well as be responsible 4 hours/week in rehearsal with other student dancers and work 4 hours/week on assignments. The standard commitment of 12 hours/week in and out-of-class may be "loaded" into Weeks #2-#12 of the semester, allowing the course to end before the semester concludes. Only offered occasionally.

DANC 399 - Advanced Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 422 - Performance: African/Diaspora (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in African/Diaspora dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only. Auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. Crosslisted with BLST 422.

DANC 432 - Performance: Contemporary Dance (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in modern/postmodern dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

DANC 434 - Performance: Contemporary Dance (Student Project) (0.5 Credit Hours)

Participation as a cast member in the choreographic research process of new and reconstructed works in Modern/Postmodern forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student-generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer, often during the first two weeks of each semester.

DANC 436 - Denison Dance Company (2 Credit Hours)

This four-credit advanced-level studio course in Dance is a hybrid of technique class and rigorous ensemble laboratory for the development of an original piece of choreography by faculty and/or invited guests, created with collaborative input by dancers. The course is designed for students who want: a) to deepen their understanding and embodiment of intermediate-advanced and advanced Contemporary Dance technique, and b) to apply that learning and their evolving physical, expressive, and artistic expertise to participating in the creation and performance of a new dance work. This new work or works will be performed publicly during, or at the end of, the semester. The creative approach in this course emphasizes whole-self engagement—body, mind, and spirit—through a movement vocabulary characterized by spirals, flow, and articulate gesture. In the four-day per week format, dancers will delve into a focused dance practice that blends active movement learning and repetition, ensemble building, and body care for dancers. Outside work is minimal, however students are expected to schedule one-hour of solo or small group studio time to review, practice and advance their capacity to self-coach. Additionally, students will be expected to carve out time for 1-3 special weekend rehearsals with faculty and any designers or guests (costume, lighting, etc.) plus all required technical and dress rehearsals, and Department of Dance Fall or Spring Concert showtimes.

Prerequisite(s): DANC 122 or DANC 132 or DANC 222 or DANC 232 or consent of instructor.

DANC 442 - Performance: Ballet (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in ballet are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

DANC 444 - Performance: Ballet (Student Project) (0.5 Credit Hours)

Participation as a cast member in the choreographic research process of new and reconstructed works in Ballet forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student-generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer, often during the first two weeks of each semester.

DANC 451 - Senior Research (4 Credit Hours)

This course, offered every fall, is designed to address the research and methodological needs of all senior dance majors and those minors choosing to undertake independent research in this or another department. The integration of movement and analytical course work through the intensive examination of a specific interest is the foundation for the senior dance major's own research. This investigation includes methodologies from books like *Researching Dance* by Hanstein and Fraleigh and *Contemporary Choreography* by Butterworth and Wildschut. This investigation, serving as preparation for DANC 452, is closely guided by the faculty. All students in the course conclude by writing a substantial prospectus or grant proposal including a focused artist or research statement and review of the relevant literature. All majors are required to take both semesters of Senior Research (DANC 451 and 452).

DANC 452 - Senior Research (4 Credit Hours)

This course, offered every spring, is required of all dance majors. This course focuses on the completion of a senior research project and integrates movement and analytical course work through the intensive examination of a specific interest. This course is the foundation for the senior dance major's own research. During the course of the semester's work, each student will write up a significant dance research experiment, produce several excerpts of historical works in concert, create and produce an original choreographic work, or comment on a period in dance's history or a sociological movement in dance, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Open to dance majors only.

Prerequisite(s): DANC 451.

Data Analytics

Program Guidelines

Global connectivity and innovative technologies generate vast amounts of information that contribute to our understanding and evaluation of nature, human behavior, institutions, society, and beyond. This explosion of evidence to present and address problems is informing major decisions in academe, government, and the private sector. Those with an ability to work with quantitative and qualitative data, big and small, to identify puzzles, consider probing questions, evaluate claims, make inferences, and posit answers will be well positioned to expand knowledge, influence policy, and to be decision makers of the future.

The major in data analytics will provide you with a solid core of mathematics and computer science, followed by specially designed data analytics courses. All of these courses are project-based, employing analytic methods, as well as ethics and interdisciplinary research skills, practiced in a variety of application domains. In addition, you will take the skills learned in the classroom and practice them in a research experience or internship in a professional setting, and then pursue a capstone project informed by this experience.

Mission Statement

The Data Analytics Program prepares students to connect quantitative creative problem solving with the ability to disseminate results effectively and ethically. They learn how to acquire and handle various forms of data, to develop models that employ modern methods and algorithms to analyze and predict outcomes in data-rich environments that cover the myriad of disciplines in the liberal arts, and to communicate results through written, oral, and visual techniques to both professional and non-technical audiences. By engaging in active learning on interdisciplinary

projects with an emphasis on problem solving, communication, and teamwork our students learn how to be good citizens in a rapidly changing, data-centric world. Our emphasis is on applying data analytics techniques to domain-specific data while recognizing the value of cultural knowledge and empathy that is best learned through broad exposure to the liberal arts.

Faculty

Director: Professor Daniel Homan (Physics & Astronomy)

Associate Professors: Anthony Bonifonte, Sarah Supp

Assistant Professors: Matthew Lavin, Alexandre Scarcioffolo, Mason Shero, Zhe Wang

Associate Director: Matthew Miller

Additional Committee Members: Anjali Fernandes (Earth and Environmental Science), Zarrina Juraqulova (Economics), Matt Kretchmar (Computer Science), Nestor Matthews (Psychology), Andrew C. McCall (Biology), Matthew Neal (Mathematics), Lindsey Schwartz (Philosophy)

Other Affiliated Faculty: Jessica Bean (Economics), Paul A. Djupe (Data for Political Research), Sangeet Kumar (Communication), Ashwin Lall (Computer Science), Adam Waterbury (Mathematics), David White (Mathematics), Lina Yoo (Biology)

Academic Administrative Assistant

Debbie Boissy

View faculty profiles and contact information (<https://denison.edu/academics/data-analytics/contacts/>)

Requirements Overview

1. Complete Core Coursework
2. Complete Data Analytics Summer Experience
3. Select and Complete Data Analytics Domain

The detailed requirements for both BA and BS degrees are organized as follows:

Bachelor of Arts

The Bachelor of Arts in Data Analytics (DA) requires a minimum of 46 credits of coursework.

- 1) Students must complete the following 34 credits of core coursework:

Code	Title
DA 101	Introduction to Data Analytics
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good
MATH 135	Single Variable Calculus
or MATH 145	Multivariable Calculus
DA 200	Data Analytics Colloquium (Sophomore, 1 credit)

DA 200	Data Analytics Colloquium (Junior or Senior, 1 credit)
DA 210/CS 181	Data Systems
DA/MATH 220	Applied Statistics
DA 301	Practicum in Data Analytics
DA 351	Advanced Descriptive Methods in Data Analytics
or DA 352	Advanced Predictive Methods in Data Analytics
or DA 353	Advanced Prescriptive Methods in Data Analytics
DA 401	Seminar in Data Analytics

2) Students must complete a DA 030 (summer internship or research project). This experience must be approved by the Data Analytics Program Committee and is normally undertaken during the summer before the senior year.

3) Students must acquire some depth in a domain of Data Analytics. See 'Domains in Data Analytics' for more information.

Bachelor of Science

Students who wish to acquire deeper methodological skills in data analytics and/or better prepare for graduate study may pursue a Bachelor of Science in Data Analytics. Students looking for added methodological depth and foundation, or to further strengthen their graduate school readiness, may also wish to pursue a minor or second major in Computer Science, Mathematics, or Applied Mathematics, or in another related quantitative field.

- 1) Students must complete the following 40 credits of core coursework:

Code	Title
DA 101	Introduction to Data Analytics
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations (recommendation: take by the end of Sophomore year.)
DA 200	Data Analytics Colloquium (once as a sophomore and once as a junior or senior, 2 credits total)
DA 210/CS 181	Data Systems
DA/MATH 220	Applied Statistics
DA 301	Practicum in Data Analytics
Complete two advanced methods in data analytics courses (DA 35X).	
DA 351	Advanced Descriptive Methods in Data Analytics
or DA 352	Advanced Predictive Methods in Data Analytics
or DA 353	Advanced Prescriptive Methods in Data Analytics
DA 401	Seminar in Data Analytics

2) Students must complete an additional methods-based elective course approved by the Data Analytics program. To avoid double-counting elective courses, a course used to satisfy another degree program's major or minor elective requirement cannot be counted as the

methods elective for the Bachelor of Science in Data Analytics. Likewise, a course that is used to satisfy a student's Data Analytics Domain cannot be counted as the methods elective for the Bachelor of Science in Data Analytics. A full list of currently offered electives that meet this requirement is maintained by the Data Analytics program. Examples include:

Code	Title
DA 271	Theory and Practice of Data Visualization
CS 271	Data Structures
CS 339	Artificial Intelligence
CS 337/MATH 415	Operations Research
CS 377	Database Systems
ECON 467	Econometrics II
MATH 420	Statistical Modeling
MATH 422	Time Series Analysis
MATH 435	Mathematical Modeling

3) Students must complete a DA 030 (summer internship or research project). This experience must be approved by the Data Analytics Program Committee and is normally undertaken during the summer before the senior year.

4) Students must acquire some depth in a domain of Data Analytics. See 'Domains in Data Analytics' for more information.

Domains in Data Analytics

Students pursuing BA or BS in Data Analytics must acquire some depth in a domain of Data Analytics. They will then carry this disciplinary knowledge into their summer experience and senior seminar. Students may satisfy this requirement in one of two ways.

1. They may choose to take the designated set of courses from a specific department (see table below).
2. They may submit an individualized 3-4 course domain elective plan, which must include at least one analytics-intensive course, to be considered for approval by the Data Analytics Program Committee. A successful one-page proposal will clearly describe the student's desired learning goals and how the proposed courses together achieve these goals. The proposal should also demonstrate the feasibility of completing the proposed courses in the time remaining before graduation. Proposals must be submitted before the end of the sophomore year.

Code	Title
Biology (4 courses)	
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution
and one of the following:	
BIOL 345	Eukaryotic Cell Biology (Dr. Yoo only)
BIOL 350	Genomics
BIOL 356	Special Topics (Biostatistics)
Economics (4 courses)	
ECON 101	Introductory Macroeconomics

ECON 102	Introductory Microeconomics
ECON 302	Intermediate Microeconomic Analysis
ECON 307	Introductory Econometrics
Earth and Environmental Sciences (4 courses)	
EESC 111	Planet Earth
Either	
EESC 234	Applied GIS for Earth and Environmental Sciences
Or	
EESC 222 & EESC 223	Geographic Information Systems I and Geographic Information Systems II
And one of the following:	
EESC 200	Environmental Geology
EESC 210	Historical Geology
EESC 211	Rocks, Minerals & Soils
And one of the following:	
EESC 300	Geomorphology
EESC 310	Global Biogeochemical Cycles
EESC 311	Structural Geology
EESC 313	Environmental Hydrology
EESC 314	Sedimentology & Stratigraphy
EESC 333	Stable Isotopes in the Environment
Sustainability & Environmental Studies (4 courses)	
SES 100	Introduction to Sustainability and Environmental Studies
SES 200	Environmental Analysis
And one of the following:	
SES 215	Renewable Energy Systems
EESC 234	Applied GIS for Earth and Environmental Sciences
SES 222 & SES 223	Geographic Information Systems I and Geographic Information Systems II
SES 240	Environmental Politics and Decision-Making
SES 274	Ecosystem Management
And one of the following:	
SES 256	Farmscape: Visual Immersion in the Food System
SES 262	Environmental Dispute Resolution
SES 264	Environmental Planning and Design
SES 334	Sustainable Agriculture and Food Systems
Philosophy (3 courses)	
PHIL 121 or PHIL 126	Ethics: Philosophical Considerations of Morality and Social and Political Philosophy
PHIL 205	Logic
PHIL 210	Philosophy of Science
Physics (3 courses)	
Either:	
PHYS 121 & PHYS 122	General Physics I and General Physics II
Or	
PHYS 125 & PHYS 126 & PHYS 127	Physics I: Quarks to Cosmos and Physics II: Mechanics, Fluids, and Heat and Physics III: Electricity, Magnetism, Waves, and Optics
PHYS 312	Experimental Physics
Psychology (3 courses)	

PSYC 100	Introduction to Psychology
PSYC 200	Research Methods and Statistics
PSYC 2XX/3XX	Psychology elective (except research courses, 370, 410, 361-364, 451-452)

Additional Points of Interest

Data Analytics majors wishing to study abroad should do so in the spring semester of their junior year. Data Analytics courses are not normally taken at other institutions, although on rare occasions, a suitable substitute may be found for DA 351/2/3 - Advanced Methods for Data Analytics.

If a student uses AP credit to skip a course in their chosen domain area, that course must be replaced with a suitable substitute, determined in cooperation with the appropriate department.

Courses

DA 030 - Data Analytics Internship (0 Credit Hours)

This 0-credit course, summer internship, or experience, is required for all DA majors. This experience must be approved by the Data Analytics Program Committee and is normally undertaken during the summer before the senior year.

DA 101 - Introduction to Data Analytics (4 Credit Hours)

Many of the most pressing problems in the world can be addressed with data. We are awash in data and modern citizenship demands that we become literate in how to interpret data, what assumptions and processes are necessary to analyze data, as well as how we might participate in generating our own analyses and presentations of data. Consequently, data analytics is an emerging field with skills applicable to a wide variety of disciplines. This course introduces analysis, computation, and presentation concerns through the investigation of data driven puzzles in wide array of fields – political, economic, historical, social, biological, and others. No previous experience is required.

DA 199 - Introductory Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 200 - Data Analytics Colloquium (1 Credit Hour)

The Data Analytics colloquium involves three central learning components. 1) regular engagement with guest presentations and community activities in data analytics, 2) group discussion featuring critical analysis and connection of themes found in the guest presentations and in related data analytics topics, and 3) preparation and refinement of professional communication skills necessary for the required internship component of the data analytics major. This course provides an opportunity for students to connect on data analytics ideas and applications, using a range of perspectives that may or may not be normally encountered in a traditional course. Students will develop the knowledge, skills, and methods they need to progress to more advanced learning, while also creating bridges with members of the data analytics community within and outside of Denison. The course must be taken twice by majors: once as a sophomore, and again as either a junior or senior.

Prerequisite(s): DA 101 (may be taken concurrently).

DA 210 - Data Systems (4 Credit Hours)

This course provides a broad perspective on the access, structure, storage, and representation of data. It encompasses traditional database systems, but extends to other structured and unstructured repositories of data and their access/acquisition in a client-server model of Internet computing. Also developed are an understanding of data representations amenable to structured analysis, and the algorithms and techniques for transforming and restructuring data to allow such analysis.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: CS 181.

DA 220 - Applied Statistics (4 Credit Hours)

Statistics is the science of reasoning from data. This course will introduce the fundamental concepts and methods of statistics using calculus-based probability. Topics include a basic study of probability models, sampling distributions, confidence intervals, hypothesis testing, categorical data analysis, ANOVA, multivariate regression analysis, logistic regression, and other statistical methods. Scopes of conclusion, model building and validation principles, and common methodological errors are stressed throughout.

Prerequisite(s): Either MATH 145 or both MATH 135 and DA 101.

Crosslisting: MATH 220.

DA 245 - Topics in Data Analytics (4 Credit Hours)

This course provides a venue to explore intermediate topics in Data.

Topics courses will vary in content according to the interests of the faculty offering the course and possibly to introduce new classes into the curriculum. Courses at this level should be appropriate for students with introductory work in DA and/or related courses.

DA 271 - Theory and Practice of Data Visualization (4 Credit Hours)

Data visualization turns data and analysis into something people can see, and something they can comprehend. The practice of data visualization is built on the science of perception and the art of visual metaphors.

While data visualization is a skillset demanded of any role involving data and analytics, there is also a field of study and discipline dedicated to the design and creation of graphical representations of data. This course introduces the discipline of data visualization, design principles and theory, and the way data visualization is used in a variety of fields. As part of this course, you will create and refine your own portfolio of dashboards and infographics, and learn to evaluate data visualization through workshops involving peer-to-peer feedback.

Prerequisite(s): DA 101.

DA 272 - Ethics of Data and Information (4 Credit Hours)

This course is a problem-driven, technically informed engagement with the ethics of data and information as well as an investigation of the moral dimensions of collecting, analyzing, and protecting data. It aims to equip students with the ethical frameworks and philosophical tools necessary to effectively engage with the urgent questions posed by data-driven technology in its various forms. Students will hone their understanding of the ethics of surveillance, scientific research, algorithmic bias, and policy decision-making. We will also investigate how familiar moral notions like privacy, property, fairness, and equality are challenged or illuminated by computational tools and the advent of novel possibilities for data collection and analysis. Projects in the course will seek to put into practice the ethical principles and moral theories in hopes of tackling data-driven decisions prudently and permissibly.

DA 281 - Analyzing Linguistic Data (4 Credit Hours)

Analyzing Linguistic Data is a course for students interested in analytical approaches (both quantitative and qualitative) to language. The goals are effectively twofold: to introduce students to the subdisciplines of Linguistics and to give students the tools to approach the analysis of those subfields. To further these goals, students will become familiar with RStudio, PRAAT (program for phonetic analysis), online syntactic corpora (in the Penn family), and other related programs/web resources. This will be accomplished with a weekly laboratory session, where students will use the aforementioned programs to understand linguistic problems. Part of these laboratory assignments will involve a creative production component in which students will be asked to creatively display the data that they work with. Additionally, with each laboratory assignment, students are expected to reflect on what the laboratory assignment entailed and to express in words how the laboratory assignment provides insight into the study of language and what potential consequences might be for those interested in the study of language.

Crosslisting: DH 281.

DA 299 - Intermediate Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 301 - Practicum in Data Analytics (4 Credit Hours)

Utilizing Denison as a model of society, this practicum will explore questions of collective import through the analysis of new and existing sources of data. A problem-driven approach will lead to the acquisition of new, appropriate data analytic skills, set in an ethical context that carefully considers the implications of data display and policy recommendations on community members. A significant component of the course is working in teams to collect and analyze new data to address a puzzle or problem for a real client. Groups or organizations that serve as clients may come from the campus community, local non-profits, or businesses and groups across the region or country. The practicum also develops exposure to policymaking, implementing data driven insights, program management theory, interacting with leaders and professionals, and developing presentation skills appropriate for professional communication with the public. Though a significant learning opportunity itself, this course should also be seen as a prelude to a community internship or research experience in the post-junior year summer. Students should be aware that some off-campus travel may be necessary to meet with specific clients as necessary. Final presentations to the client, in lieu of a scheduled exam, requires flexibility and scheduling outside of the exam schedule.

Prerequisite(s): DA 101, DA 210 and DA 220, or consent of instructor.

DA 345 - Advanced Topics in Data Analytics (4 Credit Hours)

This course provides a venue to explore advanced topics in Data. Topics courses will vary in content according to the interests of the faculty offering the course and possibly to introduce new classes into the curriculum. Courses at this level should be appropriate for students with significant work in DA and/or related courses and may require other prerequisites.

DA 350 - Advanced Methods for Data Analytics (4 Credit Hours)

This course is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. These methods can learn from existing data to make and evaluate predictions. The course will examine both supervised and unsupervised methods and will include topics such as dimensionality reduction, machine learning techniques, handling missing data, and prescriptive analytics.

Prerequisite(s): DA 210 and DA 220 or consent of instructor.

DA 351 - Advanced Descriptive Methods in Data Analytics (4 Credit Hours)

Advanced Descriptive Methods (DA 351), in parallel with DA 352 and 353, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, descriptive analytics emphasizes using natural language processing (NLP) methods to work with text as data, modeling for interpretability, and designing and deploying computer vision systems. In DA 351 students will examine both supervised and unsupervised methods, including topics such as advanced regression, K nearest neighbors, hierarchical clustering, ranked cosine similarity, and deep learning.

Prerequisite(s): DA 210 or CS 181 and MATH 220 or DA 220.

DA 352 - Advanced Predictive Methods in Data Analytics (4 Credit Hours)

Advanced Predictive Methods (DA 352), in parallel with DA 351 and 353, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, predictive methods emphasize learning from existing data to make predictions about new data. In DA 352 students will examine both supervised and unsupervised methods and will include topics such as clustering, classification, and network analysis.

Prerequisite(s): DA 210 or CS 181 and DA 220 or MATH 220.

DA 353 - Advanced Prescriptive Methods in Data Analytics (4 Credit Hours)

Advanced Prescriptive Methods (DA 353), in parallel with DA 351 and 352, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, prescriptive analytics emphasizes formulating decision criteria, using data to identify optimal actions, and balancing benefits and tradeoffs of different solutions. In DA 353 students will examine both supervised and unsupervised methods and will include topics such as optimization and linear programming, reinforcement learning, simulation, and decision analysis.

Prerequisite(s): DA 210/CS 181; DA 220/MATH 220.

DA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DA 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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DA 399 - Advanced Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 401 - Seminar in Data Analytics (4 Credit Hours)

This is a capstone seminar for the Data Analytics major in which students work on independent research projects in a collaborative seminar setting. Problems may derive from internship experiences, courses of study at Denison, or another source subject to instructor approval. Heavy emphasis will be placed on providing ongoing research reports and collective problem solving and review.

DA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DA 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Data for Political Research (Minor)

Mission Statement

The scope of the world's social and political problems is simply too great to rely on personal observation as a route to understanding. We need systematic observation of unbiased data to accurately diagnose, understand, and treat them. The DPR minor aims to foster a problem-centric, quantitative approach to understanding the interactions of people, society, and their governing institutions. Students in the minor will receive training in how to design research for social impact, how to analyze data for more certain conclusions, and how to visualize data and

results for clarity and persuasion in service of understanding politics in its many contexts. Together, design, analysis, and visualization enable researchers to contribute their own answers to pressing social and political questions with opportunities for oral and written translation of that expertise to public audiences. In this way, DPR students are encouraged to consider how they can use quantitative social science tools of design, analysis, and visualization to serve and inform the public consistent with the Denison mission.

Departmental Guidelines

DPR students are interested in why and how people and policies act in the way they do. Coming to understand human political behavior and policy impact hinges on 1) research design to turn theory into questions and 2) analysis and visualization of data generated by those research designs to reach confident conclusions. Compatible with any major, the minor offers desirable skills in any organizational, academic, or government setting: comprehension of social science research methods, writing with data for public audiences, and conducting original quantitative research.

DPR is the also home of the onetwentyseven.blog (<http://onetwentyseven.blog/>), dedicated to addressing questions with evidence to offer reflection with data on Denison and Denisonians. Over the past five years, we have published hundreds of data-driven posts by authors from all sorts of academic backgrounds, including political science, sociology, economics, data analytics, and more.

Faculty

Professor Paul Djupe, Chair

Associate Professors Shiri Noy, Sociology; Zarrina Juraqulova, Economics

Visiting Assistant Professor Miles Williams

View faculty profiles and contact information (<https://denison.edu/academics/data-for-political-research/faculty-staff/>)

Requirements

The minor consists of 6 courses – 3 courses from the 100s and 200s (one 100 and two 200-levels) followed by three upper-level, quantitative explorations in various contexts. One 100-level course should be taken before taking a 200-level course; it is recommended that 101 be taken before 201 and 250. DPR courses often cross-list with several majors. All DPR courses are social science courses for the purpose of assigning GE credit.

Three Course Skills Sequence (one 100-level and 2 200s):

Code	Title
DPR 101	Data Visualization for Political Research
DPR 201	Design and Data Analysis for Social Impact
DPR 250	Writing with Data in the Public Interest
DPR 190	War, Wealth, & World Politics
DPR 290	Intermediate Special Topics

Choice of Three Upper-Level Course Offerings:

Code	Title
DPR 310	Doing Democracy Differently
DPR 311	Political Organizations in the U.S
DPR 312	Religion and Politics in U.S.
DPR 313	American Political Behavior
DPR 314	Power and Gender
ECON 307	Introductory Econometrics
DPR 361	Directed Study
DPR 362	Directed Study
DPR 363	Independent Study
DPR 364	Independent Study
DPR 390	Workshop: Evaluating Civil Discourse at Denison

Courses

DPR 101 - Data Visualization for Political Research (4 Credit Hours)

We are awash in data from all kinds of generating processes. When people vote, data are generated. When members of parliament open their mouths, we have data. Court rulings, polling, protests, passing legislation, raising money – all provide us with data. This course will help you understand political data and what to do with it. That means we will confront all sorts of data, gain techniques to wrangle it, and then explore the wide variety of visualization techniques available. By the end of the course, you will have essential data manipulation skills and have a sizable data visualization toolkit. In addition, you will be able to articulate theories of visualization to explain why you chose certain options and will work toward written communication that is as striking and clear as your data viz.

DPR 190 - War, Wealth, & World Politics (4 Credit Hours)

In “War, Wealth, and World Politics” we’ll explore the complex relationships between economic interests, political power, and war in international relations. The course will examine the role of states, international and domestic institutions, and nongovernmental organizations in shaping the interplay between war, wealth, and world politics. We’ll take a problem centric approach, using the theoretical and analytical tools used by social scientists studying international relations. The course will also introduce students to the ways researchers use data to test theories and solve tangible problems in world politics.

DPR 199 - Introductory Topics in Data for Political Research (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DPR 201 - Design and Data Analysis for Social Impact (4 Credit Hours)

There are so many areas of political life that are governed by intuition and conventional wisdom. But is the conventional wisdom true? In order to confidently make progress solving social problems we need to know how people work and whether interventions have the intended impacts. The course has three goals. While reading research on a wide range of interesting questions about our political world, we will continually discuss problems of causal inference – the degree to which we have confidence that x causes y. We’ll learn about various approaches to causal research, covering a range of research designs in the social sciences. And, third, we’ll practice analyzing data from these research designs using modeling techniques appropriate for each. You will leave this course with the training needed to critique research but also to conduct your own research, offering appropriate caveats about how much we can confidently know.

DPR 250 - Writing with Data in the Public Interest (4 Credit Hours)

This course addresses a critical goal that is often neglected in the sciences – the translation of scientific results for the public. Even if the goal of science is to make progress in the public interest, a key way that the public knows about scientific results as well as maintains support for scientific projects is through communication. Thus, the primary goal is to develop skills of written communication with scientific content that is appropriate for general public consumption. The course covers a concern for narrative, translating scientific jargon without loss of meaning, providing detail to convey appropriate levels of certainty, addressing audience needs, and packing considerable material into short passages, while respecting the ethics of reporting to the public. Integration with the onetwentyseven.blog is emphasized.

Crosslisting: JOUR 251.

DPR 290 - Intermediate Special Topics (4 Credit Hours)

Intermediate topics in Data for Political Research.

DPR 299 - Intermediate Topics in Data for Political Research (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DPR 310 - Doing Democracy Differently (4 Credit Hours)

Democracy is often assumed to mean ‘electoral democracy’ such as that practiced in the United States. However, there are many democratic deficits of electoral democracy and alternate models are available. We will spend the semester exploring these alternate models that emphasize citizen deliberation. Special emphasis is placed on empirical assessments of the many dimensions of process and outcome, as well as application to the many organizational environments in which we are enmeshed. The course is meant to be paired with the innovative Student Advisory Board program implemented by DCGA to inject direct citizen deliberative input in their legislative process.

Prerequisite(s): DPR 201 or consent of instructor.

DPR 311 - Political Organizations in the U.S (4 Credit Hours)

Democracy is unthinkable save in terms of the parties.” Yet, some, including the Founding Fathers, have been less sure of Schattschneider’s truism, warning of the mischiefs of faction. Political organization, however, by most accounts has been the engine and structure of American democracy throughout its two centuries. Parties, interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organizations, the effectiveness and representative nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media, technology and money. Organizations considered may include: the Republican, Democratic, and third parties; major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women’s, civil rights, and Christian conservative movements.

DPR 312 - Religion and Politics in U.S. (4 Credit Hours)

This course offers an intensive analysis of the many connections between the American religious and political systems. Questions considered include whether religion is fulfilling its democratic responsibilities, the constitutional bounds of the relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, and religious interest group activity.

DPR 313 - American Political Behavior (4 Credit Hours)

This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior.

DPR 314 - Power and Gender (4 Credit Hours)

Despite considerable progress, gender remains an essential dividing line in politics. Gender gaps in opinion, the double-bound treatment of public officials, the exercise of power, political opportunities, and imbalances in role models, not to mention differences in socialization and psychology all shape what amounts to the political "gender system." In this course, we will dig into how political power is sought and utilized through a gendered lens that lays bare essential questions of equality in developed societies. To gain an appreciation for equal representation and our role in achieving it, we need to understand the nature of bias and the individual, social, and institutional forces that contribute to and help alleviate that bias. Students will conduct a range of original empirical research to contribute to these important debates.

DPR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DPR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DPR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DPR 364 - Independent Study (1-4 Credit Hours)

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DPR 390 - Workshop: Evaluating Civil Discourse at Denison (4 Credit Hours)

One of the major challenges of our polarized time is maintaining the ability to talk across lines of difference. Denison is not immune and is part of a nationwide effort to combat polarization and boost civic capacity. As a class, we will insert ourselves in that process in multiple ways. We will learn about civil discourse initiatives and help run some of those efforts. But we will also engage in original, data-driven research by taking an inventory of civic capacity and dispositions toward civil discourse, evaluating the effectiveness of discourse initiatives, and conducting other research following student interests. For each component, we will aim to produce reports for public consumption.

DPR 399 - Advanced Topics in Data for Political Research (1-4 Credit Hours)**DPR 451 - Senior Research (4 Credit Hours)**

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DPR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Denison Seminars

Program Guidelines

Denison Seminars are innovative, specially designed courses offered each semester focusing on topics that integrate and transcend traditional departmental, programmatic, and/or divisional boundaries. Denison Seminars are liberal arts courses that are directed toward a broad and diverse audience. Students earn 4-credit hours in Denison Seminars, and they have no prerequisites. Enrollment in Denison Seminars is limited to juniors and sophomores. Courses are capped at 16 students.

Many Denison Seminars include a travel component. Students are normally charged a fee of \$945 for a course with a travel component outside of North America, and \$555 for a course with travel within North America. Fees are automatically waived for those students with significant financial need as determined by the Financial Aid Office. Due to the unique nature of Denison Seminars, students normally may take no more than one (see Additional Points of Interest).

Denison Short-Term Seminars are typically 2-credit courses (credit applied in the fall semester following completion of a summer or break experience). The short-term seminars are advertised in the fall semester and are enrolled via an application process. Students pay all costs

unless they are determined by the Financial Aid Office to have significant financial need. Students with significant need will pay a deposit fee, based on travel seminar costs, to enroll in the experience.

Every effort is made to make Denison Seminars, Denison Short-Term Seminars, and other faculty-led travel seminar opportunities affordable for every student.

Special Enrollment Conditions

- Enrollment: Preference is given to sophomore and junior students who have not had a prior Denison Seminar and are not concurrently enrolled in a Denison Seminar. Students who have already taken a Denison Seminar or are enrolled in one may take a second or subsequent seminar if there are seats available in it after the close of the registration period. In addition, students may petition the Academic Standing Board to request that they be given, as an exception, the same preference in registration as those students who have not had a seminar even if the petitioner has taken a seminar before.
- Add and Drop Deadlines for Denison Seminars with a Travel Component: The add/drop dates for Denison Seminars are adjusted in order to manage travel arrangements. The add and drop deadlines may be up to four to six weeks in advance of the semester in which the seminar is being offered.

Courses

DS 100 - Short Term Travel Seminar (1-2 Credit Hours)

DS 200 - Denison Seminar (4 Credit Hours)

Denison Seminars are classes that engage 8 - 16 highly motivated sophomore and junior students in interdisciplinary, extradisciplinary, or integrative topic(s) that transcend traditional departmental, programmatic, and/or divisional boundaries. Denison Seminars are liberal arts courses that are directed to a broad and diverse students audience. These classes require no prerequisites and have no other structural limitations. Each Denison Seminar satisfies a divisional GE requirement based on the instructor's home division.

DS 251 - Denison Seminar (4 Credit Hours)

Denison Seminars are classes that engage 8 - 16 highly motivated sophomore and junior students in interdisciplinary, extradisciplinary, or integrative topic(s) that transcend traditional departmental, programmatic, and/or divisional boundaries. Denison Seminars are liberal arts courses that are directed to a broad and diverse students audience. These classes require no prerequisites and have no other structural limitations. Each Denison Seminar satisfies a divisional GE requirement based on the instructor's home division. DS 251 also counts toward major/minor requirement in the instructor's home Department.

Digital Humanities (Minor)

Departmental Guidelines

The Digital Humanities Program seeks to bridge the human and the digital to provide students new, exciting pathways through their Denison career and beyond. The minor serves to empower students to develop technological capabilities and humanistic problem-solving skills by creating Digital Humanities projects. The emphasis is on the making, doing, and presenting of Digital Humanities knowledge.

The Digital Humanities minor applies digital tools and methodologies to humanistic problem solving and research design, and it uses digital tools to curate and exhibit humanities research in ways that allow

different forms of accessibility, structure, navigability, and engagement. In doing so, it explores the history, forms of representation, networks of information, ethics, and structures of power in our increasingly digital culture, and it explores how new technologies are shaping the human condition in ways so ubiquitous that they have become invisible. In short, DH applies humanistic methodologies to analyze and critique the practical and theoretical challenges of a digitized world.

DH students can use digital tools to create new objects of study for the humanities. For example, social networking algorithms can help humanists understand the complex relationships between historical actors and/or events; or characters within a book/ movie. See, for examples, these visualizations of the intellectual network of Sir Francis Bacon [Six Degrees of Francis Bacon (<http://www.sixdegreesoffrancisbacon.com/>)] or characters from the Star Wars Universe [Star Wars Social Networks (<http://evelinag.com/blog/2015/12-15-star-wars-social-network/>)].

DH students use digital tools to analyze humanistic data in different ways. For example, textual analysis algorithms allow humanists to “read” large bodies of texts and synthesize the information in those texts differently to make compelling arguments. See, for example, this discussion of a study on Gender Bias in Economics (<https://www.bloomberg.com/opinion/articles/2017-08-23/economics-has-a-sexism-problem/>) (by an undergraduate) or gender bias in the Harry Potter novels (<https://medium.com/agatha-codes/a-bossy-sort-of-voice-3c3a18de3093/>).

DH students can use digital tools to create new narratives out of data. For example, mapping technology enables humanists to locate spatial relationships in an effort to understand social, political, cultural, and historical relationships in different ways. The maps created by mapping technologies are new narratives, new texts, new objects of study, and they offer non-linear methods of analysis to emerge. See this Interactive map of eighteenth-century Jamaican Slave Revolts (<http://revolt.axismaps.com/map/>).

Faculty

Chair

Professor Frank T. Proctor III

Committee

Associate Professors Regina Martin, Francisco J. López-Martín

Digital Humanities Minor

Digital Humanities (4 courses):

Code	Title
DH 101	Introduction to Digital Humanities
DH 200	Digital Humanities Practicum (DH Practica (x2) -Cross-listed DH courses offered in Humanities Departments or standalone courses)
DH 400	Senior Seminar - Texts, Maps, and Networks

Computational Methods (2 courses):

Code	Title
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

and one of the following:

DA 101	Introduction to Data Analytics
or CS 181	Data Systems
or EESC 215	Special Topics in Earth & Environmental Sciences
or SES 222	Geographic Information Systems I
& SES 223	and Geographic Information Systems II
or MATH 120	Elements of Statistics
or MATH 220	Applied Statistics

Experiential Component:

Required DH 050 - Internship/Summer Research Experience.

DH 050 - Internship/Summer Research Experience (0 Credit Hours)

Required Internship or Summer Research Experience for all DH minors.

DH 101 - Introduction to Digital Humanities (4 Credit Hours)

Digital technology increasingly shapes how we communicate; how we form, maintain, and end relationships; how we construct communities; how we store, retrieve, and analyze information; how we organize our time...the list can go on and on. For students in the humanities, these revolutionary changes have made new kinds of study possible by opening up myriad new avenues for creativity, scholarship, and global engagement. This class is an opportunity for students to learn and play in these new spaces between traditional humanities inquiry and the digital.

DH 199 - Introductory Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 200 - Digital Humanities Practicum (4 Credit Hours)

These courses are opportunities for students to apply computer-based problem-solving to humanities-based research problems and questions and/or share humanities knowledge in digital forms. Students will make and do digitally-based humanities research projects. These cross-listed classes from departments across the Humanities division will combine high levels of engagement with digital tools and established humanities-based learning modes within a specific disciplinary context.

DH 209 - Old Books in New Media (4 Credit Hours)

This class will recreate three classic pieces of British literature as twenty-first-century stories told in new media. The class will (1) reimagine the medieval pilgrimage narrative, *The Canterbury Tales*, as a series of podcasts, (2) map out a contemporary picaresque novel inspired by the eighteenth-century novel *Moll Flanders*, and (3) rewrite and illustrate the early-twentieth-century poem *The Waste Land* using generative AI. In each case, teams of 3-4 students will study the form and medium of the old book as well as its historical and cultural context, and then use that knowledge to imagine what a parallel story or poem might be in our own time and in new media forms. In doing so, students will learn how history, culture, form, and media shape imaginative storytelling, and they will become better storytellers themselves. They will also develop teamwork and collaboration skills as they learn to distribute work and hold each other accountable for realizing a shared vision. This course fulfills an oral competency (R) general education requirement, so students will offer several presentations over the course of the semester.

Crosslisting: ENGL 210.

DH 215 - Shopping and Markets in Ancient Rome (4 Credit Hours)

Evidence from ancient Rome suggests that a sophisticated retail system developed in urban centers during the Republic so that by the Early Imperial period, many Roman towns were characterized by busy commercial streets and districts where people consumed time and space alongside ready-made goods and services. The shop became a place of leisure and a locus of sociability where status and identity were forged, negotiated, and performed. It also became a potentially subversive space where information was exchanged, and status and power could be challenged and temporarily overturned. This course explores the questions of where, how, and why ancient Romans shopped, focusing on such important aspects as: distribution networks, the evolution of the retail trade, Roman attitudes toward various forms of retailing, analysis of commercial art and architecture, evidence for marketing strategies, shopping behaviors, and consumption practices.

Crosslisting: AGRS 351.

DH 221 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in their pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicating those insights in clear and innovative ways.

DH 229 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: HIST 289 and BLST 229.

DH 230 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling.

Crosslisting: ENGL 386 and JOUR 201.

DH 281 - Analyzing Linguistic Data (4 Credit Hours)

Analyzing Linguistic Data is a course for students interested in analytical approaches (both quantitative and qualitative) to language. The goals are effectively twofold: to introduce students to the subdisciplines of Linguistics and to give students the tools to approach the analysis of those subfields. To further these goals, students will become familiar with RStudio, PRAAT (program for phonetic analysis), online syntactic corpora (in the Penn family), and other related programs/web resources. This will be accomplished with a weekly laboratory session, where students will use the aforementioned programs to understand linguistic problems. Part of these laboratory assignments will involve a creative production component in which students will be asked to creatively display the data that they work with. Additionally, with each laboratory assignment, students are expected to reflect on what the laboratory assignment entailed and to express in words how the laboratory assignment provides insight into the study of language and what potential consequences might be for those interested in the study of language.

Crosslisting: DA 281.

DH 283 - Bad Girls in Hispanic Cinema (4 Credit Hours)

This course investigates representations of 'bad girls' in Spanish and Latin American cinema. It examines how these films depict women who defy cultural gender norms, using feminist and queer theory to analyze the complex interplay of gender and power. Students will enhance their film analysis and research skills through presentations, discussions, and multimedia projects that meet the ACTFL intermediate-mid/intermediate-high level standards. Conducted in Spanish. Please note: Fridays will be dedicated only to mandatory film viewings.

Prerequisite(s): SPAN 215.

Crosslisting: SPAN 384.

DH 299 - Intermediate Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DH 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DH 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DH 399 - Advanced Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 400 - Senior Seminar - Texts, Maps, and Networks (4 Credit Hours)

This course serves as the capstone experience for DH minors. It will provide students with a significant design and research experience culminating with a significant, team-based, multinodal, digital humanities project. The public presentation of their work will also be an important element of the course. DH 400 is required for all Digital Humanities minors.

DH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DH 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Earth and Environmental Sciences

Mission Statement

In Earth and Environmental Sciences, we investigate the *Earth* and the *Environment*, understood in the broadest terms, from a *natural science perspective*. We seek to understand how they have evolved and continue to evolve, how Earth systems—including human agents—interact to produce the environment in which we live, and how present and future changes may impact the habitability of Earth. The central goal of the department is to educate students about the nature and history of

the Earth, the processes that shape the Earth, and the impacts those processes have on humans, other organisms, and the environment.

An understanding of the Earth is an essential component of global citizenship. Humanity faces many critical environmental issues, including global climate change, water shortages, loss of arable land, natural hazards such as earthquakes and flooding, and the dwindling access to energy resources; furthermore, vulnerability to these issues is disproportionate across humanity. Citizens and professionals with training in the Earth and Environmental Sciences will contribute to addressing these and other problems, while increasing opportunities for humans to live sustainably and equitably on the Earth.

The Department of Earth and Environmental Sciences strives to foster an environment of inclusion and equity. Innovative, effective, and equitable stewardship of Earth's resources requires a diversity of perspectives and influences; we strive to empower a future generation of socially responsible scientific leaders who represent a cross-section of human society. We are committed to excellence in teaching and learning and affirm the value of our community members regardless of race, ethnicity, gender, social class, or sexual identity.

Broadly speaking, the Department of Earth and Environmental Sciences provides the tools to be successful in any field. Whether their goal is employment in the field or graduate school, EESC majors and minors develop a strong background in the Earth and Environmental Sciences. The department provides non-majors with a broad and deep knowledge of the Earth and its environment that will serve their needs as citizens and future community leaders.

Learning Goals

The Department of Earth and Environmental Sciences is committed to helping students become productive, informed, and influential citizens. To that end, we have developed a clear set of learning goals that reside within three broad categories:

Content Knowledge.—Mastery of modern disciplinary content is paramount in the EESC program. EESC faculty are committed to staying apprised of the most recent developments and best practices within our individual specialties. Therefore, EESC students will encounter up-to-date concepts and methods. EESC Faculty are also keenly aware of the importance of the allied foundational sciences (i.e., Biology, Chemistry, Mathematics, Computer Science, Data Analytics, and Physics). Accordingly, students are encouraged to learn deeply in the allied disciplines. Ultimately, we recognize that modern earth and environmental science is rooted in a broad understanding of foundational skills and core disciplinary knowledge. By the end of their EESC major, students will master the disciplinary knowledge needed to comprehend, apply, analyze, synthesize, evaluate, and integrate new information into their ever-developing understanding of the earth and its environment.

Quantitative Literacy.—The ability to reason using numbers is an essential skill for any informed member of the citizenry. We believe students should be empowered, not intimidated, by data. That said, we recognize that interpreting data is not always a straightforward exercise. Accordingly, quantitative exercises are integrated into all levels of the EESC curriculum. These learning opportunities in EESC are designed to promote operational proficiency with data beyond college, even when confronted with incomplete and/or contradictory information. EESC graduates should be able to evaluate, analyze,

and interpret quantitative information, not simply to find an answer but rather, to help interpret the earth and environment around them.

Communication.—The ability to communicate effectively is a core learning outcome of any undergraduate education. The Department of Earth and Environmental Sciences recognizes the importance of both oral communication skills (public speaking) and written communication (expository writing). Both skill sets are emphasized at all levels of the EESC curriculum. Upon the completion of an EESC major, students should be able to construct, apply, and evaluate effective oral and written communication strategies for both specialized and general audiences.

The Department of Earth and Environmental Science employs a comprehensive exam to evaluate student learning. This multi-day exam uses oral and written components to evaluate individual student mastery of core EESC knowledge. Special emphasis is placed on student performance with novel data sets. The comprehensive exam serves two important functions. First, it provides valuable feedback to the EESC faculty on teaching effectiveness across multiple dimensions of the curriculum. Second, in providing students with an experience similar to what they might expect on the job, or in graduate school, it provides a unique opportunity for self-evaluation. The comprehensive exam is administered early in the spring semester of a student's senior year. Successful completion of the EESC Comprehensive Exam is required from all EESC majors.

Faculty

Professor Erik W. Klemetti, Chair

Professor David H. Goodwin; Associate Professor Anjali M. Fernandes, Matthew C. Jungers; Assistant Professor Tyler Grambling; Visiting Assistant Professor Stacy Porter

Program Coordinator

Mary Lucas-Miller

View faculty profiles and contact information (<https://denison.edu/academics/geosciences/contacts/>)

Earth & Environmental Sciences Program

There are **three possible paths** to the bachelor's degree in Earth & Environmental Sciences: a Bachelor of Science in anticipation of advanced study in Earth Science or a Bachelor of Science in anticipation of advanced study in Environmental Science, or a Bachelor of Arts in Earth Science for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Earth Science, although admission to some graduate programs may require completion of additional science and mathematics courses.

DEGREE REQUIREMENTS BELOW:

Bachelor of Arts in Earth Science

Students are required to take 10 four-credit courses and 1 one-credit course.

Code

Title

(a) *Students must take one (1) Introductory Course:*

100-Level EESC Course

(b) *Students must take the following three (3) EESC Foundation Courses:*

EESC 200

Environmental Geology

EESC 210	Historical Geology
EESC 211	Rocks, Minerals & Soils
<i>(c) Students must take at least three (3) of the following Earth Science Core Electives:</i>	
EESC 300	Geomorphology
EESC 308	Biodiversity Through Time
EESC 311	Structural Geology
EESC 312	Petrology and Volcanology
EESC 314	Sedimentology & Stratigraphy
<i>(d) Students must take three (3) additional Earth Science Electives (200-level or above). One Earth Science elective can be replaced by a natural science cognate course (see section 2e).</i>	
<i>(e) Students must take EESC 380: Senior Seminar (1 credit) in their senior year. This course is open to all sophomore, junior and senior EESC students.</i>	
EESC 380	Earth & Environmental Sciences Senior Seminar

Bachelor of Science in Earth Science

Students are required to take 14 four-credit courses, 1 one-credit course and a Field Course.

Code	Title
<i>(a) Students must take one (1) Introductory Course:</i>	
100-Level EESC Course	
<i>(b) Students must take the following three (3) EESC Foundation Courses:</i>	
EESC 200	Environmental Geology
EESC 210	Historical Geology
EESC 211	Rocks, Minerals & Soils
<i>(c) Students must take at least three (3) of the following Earth Science Core Electives:</i>	
EESC 300	Geomorphology
EESC 308	Biodiversity Through Time
EESC 311	Structural Geology
EESC 312	Petrology and Volcanology
EESC 314	Sedimentology & Stratigraphy
<i>(d) Students must take three (3) additional Earth Science Electives (200-level or above).</i>	
<i>(e) Students must take four (4) Natural Science Cognate Courses:</i>	
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution
CHEM 131	Atoms and Molecules: Structure and Dynamics
CHEM 132	Organic Structure and Reactivity
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or DA 101	Introduction to Data Analytics
MATH 135	Single Variable Calculus
MATH 145	Multivariable Calculus
MATH 220	Applied Statistics
PHYS 121	General Physics I
PHYS 122	General Physics II

(f) Students must take EESC 380: Senior Seminar (1 credit) in their senior year. This course is open to all sophomore, junior and senior EESC students.

EESC 380	Earth & Environmental Sciences Senior Seminar
<i>(g) Students must take a Field Course also known as "Field Camp". This is a four to six credit course taught at other institutions, generally during the summer.</i>	
EESC 400	Field Course

Bachelor of Science in Environmental Science

Students are required to take 14 four-credit courses and 1 one-credit course.

Code	Title
<i>(a) Students must take one (1) Introductory Course:</i>	
100-Level EESC Course	
<i>(b) Students must take the following three (3) EESC Foundation Courses:</i>	
EESC 200	Environmental Geology
EESC 210	Historical Geology
EESC 211	Rocks, Minerals & Soils
<i>(c) Students must take the two (2) Environmental Science Core Courses:</i>	
BIOL 230	Ecology and Evolution
CHEM 131	Atoms and Molecules: Structure and Dynamics
<i>(d) Students must take three (3) of the following Environmental Science Core Electives:</i>	
EESC 234	Applied GIS for Earth and Environmental Sciences
or SES 222	Geographic Information Systems I
& SES 223	and Geographic Information Systems II
EESC 240	Earth Resources
EESC 270	Oceanography
EESC 300	Geomorphology
EESC 310	Global Biogeochemical Cycles
EESC 313	Environmental Hydrology
EESC 314	Sedimentology & Stratigraphy
EESC 333	Stable Isotopes in the Environment
<i>(e) Students must complete a five (5) course Environmental Science Concentration (ESC). Developed in consultation with a member of the EESC faculty or a departmentally approved affiliate, the ESC must include four (4) Environmental Science Electives and one (1) Human Environment Elective selected from the approved list (see below). One semester of Senior Research may be substituted for a single science elective. The ESC must be approved by the EESC faculty no later than the end of the sophomore year.</i>	
Environmental Science Electives	
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 321	Plant Ecology
CHEM 132	Organic Structure and Reactivity
CHEM 331	Intermediate Analytical Chemistry
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or DA 101	Introduction to Data Analytics

SES 215	Renewable Energy Systems
SES 310	Wetland Ecology
SES 274	Ecosystem Management
SES 310	Wetland Ecology
MATH 220	Applied Statistics
Human Environment Electives	
ECON 202	Microecon Analysis Lec
PHIL 210	Philosophy of Science
PHIL 260	Environmental Philosophy
SES 240	Environmental Politics and Decision-Making
SES 334	Sustainable Agriculture and Food Systems
SES 264	Environmental Planning and Design
SES 274	Ecosystem Management
<i>(f) Students must take a Senior Seminar (1 credit) in their senior year. This course is open to all sophomore, junior and senior EESC students.</i>	
EESC 380	Earth & Environmental Sciences Senior Seminar
<i>(g) Environmental Field Camp is recommended but not required.</i>	

Students who want to pursue graduate study in the Earth & Environmental Sciences are strongly encouraged to take additional math and science courses beyond this minimum requirement.

Both B.S. and B.A. students are required to pass a comprehensive exam, administered early in the second semester of the senior year.

Note that most upper level EESC courses are offered in alternate years. Therefore careful schedule planning is important, especially if one pursues a semester of off-campus study.

Minor in Earth & Environmental Sciences

(6 four-credit courses)

Code	Title
<i>(a) Students must take one (1) Introductory Course:</i>	
100-Level EESC Course	
<i>(b) Students must take the following three (3) EESC Foundation Courses:</i>	
EESC 200	Environmental Geology
EESC 210	Historical Geology
EESC 211	Rocks, Minerals & Soils
<i>(c) Students must take two (2) Additional EESC courses at the 200-level or above.</i>	

Additional Points of Interest

Earth & Environmental Sciences has a long tradition of field trips during the fall and spring semester. Recent trips include Hawaii, coastal Maine, Arizona & Utah, the Bahamas, Death Valley, the Great Smoky Mountains and the Adirondacks.

Abundant student research opportunities are available, including working with faculty in the field or laboratory. Student employment opportunities within the department include working as teaching and laboratory assistants, and assisting in developing and maintaining departmental collections.

The C.L. Herrick Geological Society is an active, student-run organization, which coordinates guest lectures and social events throughout the academic year.

Courses

EESC 111 - Planet Earth (4 Credit Hours)

An introduction to the study of the Earth and its environment. This includes how it formed, how it evolved, how Earth systems interact to produce the environment in which we live, how Earth scientists interpret the materials of the planet and how humans use Earth resources. Laboratory exercises include learning to identify and interpret minerals and rocks, using maps and imagery to understand landscape processes, quantifying water resources to understand future use and examining natural hazards and mitigation. This course is designed as an introductory course in Earth & Environmental Sciences for both science and non-science majors. Fulfills the Q (Quantitative Reasoning) GE requirement.

EESC 112 - Special Topics in Earth & Environmental Science (4 Credit Hours)

What does it take to build a planet that harbors intelligent life? Are habitable planets common in the Universe, or is Earth the only one? In this course we will examine the development of planet Earth in light of the hypothesis that conditions necessary for a habitable planet are extremely rare in the universe. While emphasizing geology, this examination will involve us in aspects of biology and paleontology, astronomy and astrogeology, philosophy and even theology. Laboratory exercises will allow hands-on investigation of rocks, fossils, geologic maps, and other data important to our understanding of the development of planet Earth. This course is designed as an introductory course in the Earth & Environmental Sciences for both science and non-science major. Fulfills the R (Oral Communication) GE requirement.

EESC 114 - Special Topics in Earth & Environmental Science (4 Credit Hours)

Cool Science on a Hot Topic. Global warming constitutes one of the most controversial issues you, and society at large, will face in the future. At the center of this debate lies the question, "Are we responsible for the recent increase in global temperature, or is this trend part of the natural variability in the climate system?" To evaluate these possibilities, we will examine the geologic record of climate change and the processes responsible for these variations. While the majority of our discussions will focus on geology, we will also touch on elements of oceanography, meteorology, biology, paleontology, as well as policy and politics. By the end of this course you will be able to make informed decisions about the climate change issues we are certain to face in the future. This course is designed as an introductory course in the Earth & Environmental Sciences for both science and non-science majors and to fulfill the Q (Quantitative Reasoning) GE requirement.

EESC 115 - Special Topics in Earth & Environmental Science (4 Credit Hours)

This course provides a venue to explore different topics in Earth & Environmental Sciences at the introductory level.

EESC 119 - Rocks, People and Legends: The Story of Human History through Earth and Environmental Sciences (4 Credit Hours)

Geology, history and archeology: they all unravel that planet's past. We'll explore how the earth & environmental sciences can be used to understand events across human history, both in methods and process. Beyond empirical evidence found in geology and archeology, many cultures have mythologies based on real geologic events in the Earth's past. In this class, we will learn the skills of reading the Earth's record and apply them to archeologic, historic and geologic problems. Topics to be covered include human evolution, remote sensing and geophysics, mythology, stone tools, climate, dating techniques, taphonomy and more. Finally, we will explore some of the remarkable archeological sites of Ohio, potentially including the Newark Earthworks, Flint Ridge and Serpent Mound. This course is designed for majors, potential majors and non-majors. Fulfills the Y requirement. Field trips outside scheduled class hours may be required.

Prerequisite(s): None.

EESC 180 - Introduction to Environmental Science (4 Credit Hours)

An introduction to environmental science, including how the natural world works, how the environment affects people, and how people affect the environment. The course introduces the basic physical, chemical, and biological components of the environmental system. Topics include weather and climate, water, soils, vegetation, and wildlife. Examination of human and environment interactions focuses on population dynamics, natural resources, pollution, and climate change. Laboratory experiences introduce students to the tools and methods used by environmental scientists to study Earth's environmental system. This introductory course is designed for all Earth & Environmental Science tracts as well as non-science majors.

EESC 199 - Introductory Topics in Earth & Environmental Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 200 - Environmental Geology (4 Credit Hours)

A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the geologic environment. Topics include geologic hazards, such as earthquakes, landslides, and flooding; global water supply and water quality issues, especially groundwater contamination and remediation; and global environmental change, emphasizing climate change and global warming. This course fulfills the W overlay requirement.

Prerequisite(s): A 100-level EESC course or consent of instructor.

EESC 210 - Historical Geology (4 Credit Hours)

A survey of the geologic history of planet Earth. Major topics include global climate history, paleogeography, history of life, and tectonic development and evolution of the North America continent. Lab exercises focus on description and interpretation of sedimentary rocks and environments, and the history of biological evolution.

Prerequisite(s): A 100-level EESC course or consent of instructor.

EESC 211 - Rocks, Minerals & Soils (4 Credit Hours)

An introduction to the minerals, rocks and soils that make up the Earth and how those materials influence and are influenced by the processes that operate within and on the surface of the planet. This course is part of the foundation in the Earth & Environmental Sciences for understanding our planet. The course provides a geological, chemical and physical basis for understanding the composition and physical properties of minerals, rocks and soils, and emphasizes the interplay between Earth materials, Earth systems, society and the environment.

Prerequisite(s): A 100-level course or ENVS 102 or consent of instructor.

EESC 215 - Special Topics in Earth & Environmental Sciences (4 Credit Hours)

This course provides a venue to explore different topics in Earth & Environmental Sciences at the intermediate level".

EESC 222 - Geographic Information Systems I (2 Credit Hours)

This course is an introduction to the concepts and uses of Geographic Information Systems (GIS) with particular application to environmental issues. The course consists of laboratory exercises on GIS data structures and sources of data, on the use of specific GIS tools, and on practical applications of GIS to real-world tasks. The student will gain skills in spatial data analysis, map generation, and data presentation using ArcGIS software. After successful completion of this course, students who wish to develop advanced GIS skills may enroll in EESC 223.

Crosslisting: SES 222.

EESC 223 - Geographic Information Systems II (2 Credit Hours)

A sequel to SES/EESC 222, this course is intended to give the student experience with advanced GIS applications. The focus will be on novel analyses of spatially explicit data pertaining to real-world issues. We will explore GIS as a tool for posing scientific applications involving spatial hypotheses. These will include questions of distribution, proximity, suitability, spatial pattern, and spatial and temporal change.

Prerequisite(s): EESC 222 or SES 222.

Crosslisting: SES 223.

EESC 234 - Applied GIS for Earth and Environmental Sciences (4 Credit Hours)

Geographic Information Systems (GIS) allow the organization, analysis, and display of large and varied collections of spatial information. Earth and environmental scientists are increasingly relying on the tools and methodologies of GIS to solve complex problems ranging from the intersection of rising sea level with coastal communities to the mapping and mitigation of landslide hazards in mountain communities. In this course, we will conduct a series of applied projects investigating Earth systems and environmental problems. Each project will include hands-on downloading of data, data processing, developing workflows in ArcGIS, mapmaking and data visualization, and communicating results in written reports. By the end of the term, students will apply the skills learned over the semester in an independent research project.

EESC 240 - Earth Resources (4 Credit Hours)

This course examines the Earth resources that humans exploit, including (but not limited to) energy, metals, and soil, from both geologic and societal perspectives. We will study: (1) the geologic processes that form these deposits and control their distribution; (2) the methods used to extract the resources and; (3) environmental impact of extraction and resource use. We will also scrutinize the effect on society of the resource, including conflict, labor, sustainability and class issues. The course will combine lab activities, scientific discussion and readings from academic literature, popular media, and activist propaganda. The end result will be the ability to bring together the science of Earth resources with the broader human context of resource exploitation. This course fulfills the P (Power & Justice) GE requirement.

Prerequisite(s): A 100 level or consent of instructor.

EESC 270 - Oceanography (4 Credit Hours)

This course will provide students with an introduction to the world's oceans. Topics will include: the sea floor and its sediments; the physical properties and chemistry of seawater; ocean circulation; waves and tides; life in the seas; and environmental issues and concerns facing the oceans today. By the end of this course students will have explored many of the basic concepts in modern oceanography, and should be able to integrate new concepts and data into their developing knowledge of the Earth.

EESC 275 - Geology of the Solar System (4 Credit Hours)

In this course, you will discover the wide variety of geologic processes at work across the planets, moons, asteroids and comets of our solar system. We will examine the missions and instruments used to observe extraterrestrial objects, the data collected and how to use it to unravel the geologic history of distant areas and what conditions are needed to support life outside Earth. In the end, you will design your own mission to investigate another piece of the solar system. This course will be a mix of class lecture and activities, labs and presentations/discussions with readings from academic publications, popular media and books. Fulfills the R (Oral Communication) GE requirement.

Prerequisite(s): A 100-level course or ENVS 102 or consent of instructor.

EESC 280 - Introduction to Meteorology (4 Credit Hours)

This course will introduce students to the science of weather and the atmosphere, focusing on understanding weather on a day-to-day basis through the collection and analysis of meteorological data. Students will explore various aspects of meteorology including solar radiation, global circulation, winds, cloud formation, stability, precipitation processes, weather systems, and severe weather. These basic physical principles and processes are important for understanding the world and have broad implications for students interested in global environmental change and other environmental-adjacent disciplines.

Prerequisite(s): EESC 111 or EESC 112 or EESC 114 or EESC 115 or EESC 119 or consent of instructor.

EESC 299 - Intermediate Topics in Earth & Environmental Sciences (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 300 - Geomorphology (4 Credit Hours)

We will investigate how Earth's topography reflects the response of surface processes to shifts in tectonic, climatic, and human influences. Our study of landscape evolution will focus primarily on hillslopes (creeping soil to catastrophic landslides), rivers (gullies to bedrock gorges), and glaciers (alpine cirques to Midwest moraines) always with a focus on quantifying how the shapes of landforms reflect process. Labs and class activities will require a blend of fieldwork, introductory mapping and data analysis using ArcGIS, and simple numerical modeling. Frequent, short critical writing responses to primary literature will refine both writing skills and our engagement with the forefront of process geomorphology. This course fulfills the W overlay requirement.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 308 - Biodiversity Through Time (4 Credit Hours)

An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record.

Prerequisite(s): EESC 210 or BIOL 230.

EESC 310 - Global Biogeochemical Cycles (4 Credit Hours)

Global Biogeochemical Cycles explores the physical, chemical, biological, and geological processes that govern the composition of, and changes to, Earth's surface environment. This course will focus on the global cycles of carbon, nitrogen, phosphorous, and sulfur and their interactions with organisms and earth materials as they move through the atmosphere, hydrosphere, biosphere, and lithosphere. This multidisciplinary course is intended for students curious about life's influence on the planetary system. It will cover aspects of biology, geology, hydrology, meteorology, oceanography, and soil science. That said, no specific disciplinary background is required other than a fundamental understanding of elemental chemistry.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 311 - Structural Geology (4 Credit Hours)

Study of the deformation of the Earth's crust. How and why rocks deform; geometry and interpretation of folds, faults, and rock fabrics; regional tectonics and mountain building. Labs emphasize interpretations of geologic structures in hand specimens, outcrops and geologic maps; and includes opportunities for geologic field mapping and a weekend field trip to the Appalachian fold and thrust belt.

Prerequisite(s): EESC 210 or EESC 211 or consent of instructor.

EESC 312 - Petrology and Volcanology (4 Credit Hours)

This course examines the processes that produce magma and metamorphic at high temperature. It also explores volcanism and the hazards produced by eruptions. We will employ the reasoning and approaches used to understand petrology including petrography, geochemistry, data analysis and modeling. Key topics include high-temperature isotopes and thermodynamics, formation of magmas in different tectonic settings, the physical processes of volcanism, hazards posed by volcanic activity and using metamorphic reactions to assess the tectonic history of rocks. We will explore petrology and volcanology through labs, primary literature, research projects and group assignments.

Prerequisite(s): EESC 211 or consent of instructor.

EESC 313 - Environmental Hydrology (4 Credit Hours)

This course explores the processes that transfer water between the various reservoirs of the hydrologic cycle. Working mostly at the watershed scale, we will study the balance between precipitation, evapotranspiration, and runoff by drawing on both field methods and the analysis of hydrologic datasets using Geographic Information Systems (GIS). We will study the flow of surface water through natural and engineered rivers, and the flow of groundwater through shallow soils and deep aquifers. Throughout the course, we will strive for an applied approach to Hydrology that explicitly links key concepts to the management of water resources.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 314 - Sedimentology & Stratigraphy (4 Credit Hours)

This course is an introduction to sedimentary processes and sedimentary rocks. The course will cover three major areas: (1) physical sedimentology (how sedimentary rocks are formed); (2) depositional systems (where sedimentary rocks are formed and how they differ from place to place); and (3) stratigraphy (how sedimentary rocks are used to solve geological problems). Labs will expose students to sedimentary rocks under the microscope, in hand sample, and in the field.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 333 - Stable Isotopes in the Environment (4 Credit Hours)

Light stable isotope analysis has become a nearly ubiquitous component of (paleo)environmental research. Stable isotopes of Hydrogen, Carbon, Nitrogen, Oxygen, and Sulfur have been used to integrate, indicate, record, and trace important physical and biological processes operating at or near Earth's surface. This course will focus on how stable isotope systems can be used to study (paleo)climatology and (paleo)oceanography, hydrology, pollution, biogeochemical cycling, metabolism, photosynthesis, and (paleo)ecology.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EESC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EESC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EESC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EESC 370 - Global Tectonics (4 Credit Hours)

A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic theory and development, topography and geology of the sea floor, plate geometries and processes at plate margins, volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on earth history.

Prerequisite(s): EESC 210 or EESC 211 or consent of instructor.

EESC 380 - Earth & Environmental Sciences Senior Seminar (1 Credit Hour)

This course is designed to help majors apply what they have learned throughout their undergraduate careers to a real-world issue or topic in the geosciences. The seminar will meet weekly with all members of the Geoscience faculty. The seminar topic will be selected by the entire geosciences faculty. Both students and faculty will be responsible for presenting summaries of weekly readings, although the majority will be presented by students. The course will be organized and administered by the department chair. Sophomore, Junior or Senior Earth & Environmental Science majors.

EESC 399 - Advanced Topics in Earth & Environmental Sciences (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 400 - Field Course (4-8 Credit Hours)

A B.S. major in Earth and Environmental Sciences must register for an approved summer field course offered by any one of a number of universities. Upon the successful completion of the course, the student receives credit transferable to their record at Denison.

EESC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison.

Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EESC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison.

Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

East Asian Studies

Departmental Guidelines

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses selected from a variety of departments, focusing on the East Asian region (normally defined as China, Japan, and Korea). Study in China or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors.

Mission Statement

To prepare students to meet the challenges of an increasingly interrelated world, the East Asian Studies Program promotes the teaching and research on fundamental concepts, developments and trends in history, language, art and culture in East Asia, and offers students opportunities to build their language competency in Chinese or Japanese. The program

is committed to the development of students' comparative understanding of the traditional values of East Asia as well as the contemporary challenges it faces. Students can be expected to use their knowledge about East Asian culture and their proficiency in East Asian languages and literature in a broad range of professions, including business, government service, and academia.

Faculty

Shao-yun Yang, Chair

John Davis, (Anthropology), Zachary Joachim (Philosophy), Leksa Lee (Global Commerce), Xinda Lian (Chinese), Rohit Singh (Religion), Anne Sokolsky (Modern Languages), Catherine Stuer (Art History and Visual Culture), Taku Suzuki (International Studies), Michael Tangeman (Japanese), Shao-yun Yang (History), Man Yao (Women's and Gender Studies)

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/east-asian-studies/contacts/>)

East Asian Studies Major

Majors will choose courses in consultation with a faculty advisor. In their senior year, students will apply the methodologies of East Asian Studies to a research topic, normally focusing on China, Japan, Korea, or their interaction. The major requires:

1. Two semesters of intermediate Chinese or Japanese
2. Two core survey courses, one from 2.i. and one from 2. ii
3. Five area studies courses with a maximum of two from 3. ii and 3. iii combined, and
4. A senior research project, which, in conjunction with the other requirements, will total forty credit hours.

Advisors can help the student select which courses in approved study-abroad programs will meet the requirements below:

1. Language requirement: two semesters of intermediate Chinese or Japanese coursework, or the equivalent. Majors are encouraged to begin their language work at Denison during their first year.
2. Two Core Courses surveying both:
 - i. Traditional East Asia

Code	Title
EAST/HIST 141	Traditional East Asian Civilization
EAST/CHIN 206	Dream and Fantasy in East Asian Literature
EAST/AHVC 231	Art of Japan
and	
EAST/AHVC 232	Art of China

¹ Students who take both "Art of Japan" and "Art of China" will fulfill their traditional core course requirement and satisfy one of the five Area Studies (3.i.) requirements. Note that students choosing this option must take both EAST 231 - Art of Japan/AHVC 231 - Art of Japan and EAST 232 - Art of

China/AHVC 232 - Art of China to meet the traditional core requirement.

ii. Modern East Asia

Code	Title
EAST/HIST 142	Modern East Asian Civilization
EAST/JAPN 219	Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945)
EAST/JAPN 235	Introduction to Modern Chinese and Japanese Literature

3. Five East Asian area studies courses, which may include the following:

i. East Asian Area Studies

Code	Title
EAST/JAPN 129	Japanese Stories: Retelling Culture in Film, Drama, and Fiction
EAST/AHVC 131	Asian Art and Visual Culture
EAST/CHIN 206	Dream and Fantasy in East Asian Literature
EAST/HIST 211	Modern East Asia at War
EAST/AHVC 231	Art of Japan
EAST/AHVC 232	Art of China
EAST/JAPN 235	Introduction to Modern Chinese and Japanese Literature
EAST/JAPN 239	Introduction to Japanese Genre Fiction
EAST/AHVC 263	World Views: Spatial Imagination in East Asia
EAST/JAPN 273	Modern Japan in Film and Literature
EAST/PHIL 288	Ancient Chinese Philosophy
EAST/JAPN 309	Japan's Modern Canon
EAST/AHVC 333	Art and Revolution in 20th Century China
EAST 342/HIST 312	China's Golden Age? The Tang Dynasty

ii. Independent and Directed Study (maximum of two from ii and iii combined) - Examples:

Code	Title
CHIN 361	Directed Study
CHIN 362	Directed Study
JAPN 361	Directed Study
JAPN 362	Directed Study
EAST 361	Directed Study
EAST 362	Directed Study
EAST 363	Independent Study
EAST 364	Independent Study

iii. Comparative Courses (Maximum of two from ii and iii combined):

Code	Title
EAST/AHVC 131	Asian Art and Visual Culture

ECON 412	Economics of the Developing World
ECON 423	International Trade
EAST/REL 105	Buddhism

Various special topics courses (typically numbered as EAST 280 through EAST 289) may also be counted as either area studies or comparative courses, depending on their content.

4. Senior Research Project

Code	Title
EAST 451	Senior Research
or EAST 452	Senior Research

Working closely with the project advisor of the student's own choice, the student chooses a topic in East Asian Studies and analyzes that topic in a major research paper. The student is allowed, but not required, to choose a secondary advisor from the East Asian Studies faculty, or outside experts from the topic-related disciplines. This research project culminates the major and can be proposed for either semester of the senior year. The student signing up must get signatures from the project advisor in the course registration period preceding the semester when the project will be written.

East Asian Studies Minor

The twenty-eight credits to fulfill the East Asian Studies minor include:

- Two semesters of intermediate Chinese or Japanese
- The two core courses and three additional courses chosen from East Asian area studies courses chosen from category 3 (see above).
- Only one independent study course or one comparative course will count towards the minor.

Additional Points of Interest

Study Abroad

Approved programs of study in the People's Republic of China include programs in Beijing, Nanjing, Shanghai, and Xian. In Japan, students may study in programs in Tokyo, Osaka, Kyoto, and Nagasaki. The availability of semester-long, year-long or summer courses depends on the respective program.

Summer Research Through Denison's Young Scholar Awards

No separate East Asian awards exist. Guidelines are on the Lisska Center's homepage under student research. The research must culminate in a written or artistic project and a presentation to other summer scholars. Student scholars will live on Denison's campus and receive a student stipend. Dormitory housing is provided. Meals are excluded. Applications: Submit by late January for the coming summer.

Summer Internships

There are no special grants for East Asian Studies internships. However, the Center for Career Exploration can be a resource for students interested in searching and applying for internships. There are also internship stipend programs meant to support students in their respective internship experiences. Contact the Austin E. Knowlton Center for Career Exploration by phone (740-587-6656) or email

(career@denison.edu) to learn more about Denison internship resources and how stipend funding works.

Courses

EAST 105 - Buddhism (4 Credit Hours)

A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the way in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America.

Crosslisting: REL 105.

EAST 129 - Japanese Stories: Retelling Culture in Film, Drama, and Fiction (4 Credit Hours)

This course introduces students to 1000 years of Japanese storytelling tradition in diverse mediums: epic tales, drama (bunraku/kabuki, and noh), fiction, and film. Students will engage with such representations of Japanese culture as: - Imperial court life of the 10th century, the role of spirit possession as women's "weapon," and a 20th-century novel that builds on these traditions. - A war between two clans in the 12th century that is the setting for a key duel between unevenly matched opponents retold over the centuries in three different mediums: epic tale, bunraku/kabuki theater, and noh drama. - In the same war, the tragic defeat of one of the clans is reimagined as the source of a famous ghost story written in the 19th century...by a European with connections to Cincinnati! - Postwar short stories that retell Japanese fairy tales to situate them in a Japan struggling to cope with the devastation of the Pacific War. - A mystery novel about government corruption, and a master director's film from the same period that treats the same subject - The possibilities – and horrors – of dreams as depicted by a 20th-century novelist, a master director, and an animator.

Crosslisting: JAPN 129.

EAST 131 - Asian Art and Visual Culture (4 Credit Hours)

An introduction to the art and visual culture of India, China, Japan, and Southeast Asia, focusing on historical, religious, and social issues and the function of both art and visual culture.

Crosslisting: AHVC 131.

EAST 141 - Traditional East Asian Civilization (4 Credit Hours)

A survey of 1,800 years of premodern East Asian history, beginning with the rise and fall of the Han dynasty (202 BCE–220 CE) in China and ending with the devastating Japanese invasions of Korea in 1592–1598 CE, a conflict recently dubbed "the first Great East Asian War. Topics include: Buddhism's spread in East Asia and its influence on politics and culture; the origins of Japan's samurai warrior class; the rise of the Mongol world empire and its impact on East Asia; and the beginnings of European commercial and missionary activity in East Asia.

Crosslisting: HIST 111.

EAST 142 - Modern East Asian Civilization (4 Credit Hours)

A survey of the history of China, Korea, and Japan from 1600 to the early twenty-first century. We begin with the last two centuries of the early modern era, during which East Asian states managed relations with the rest of the world on terms of their own choosing. We then move on to East Asia's traumatic nineteenth-century confrontation with the newly industrialized and seemingly invincible Western powers, who now insisted on dictating new, "modern" terms of interaction. The sweeping political, cultural, social, and economic changes that sprang from that encounter have dramatically shaped East Asia's fortunes in the twentieth and early twenty-first centuries. Topics covered will include early modern and modern empire-building; nationalist and Communist revolutions; the Sino-Japanese, Pacific, and Korean wars; globalization and economic miracles; and movements for democracy and human rights.

Crosslisting: HIST 112.

EAST 199 - Elementary Topics in East Asian Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EAST 205 - Spontaneity: Taoism and Chinese Literature (4 Credit Hours)

This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

Crosslisting: CHIN 205.

EAST 206 - Dream and Fantasy in East Asian Literature (4 Credit Hours)

Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions.

Crosslisting: CHIN 206.

EAST 211 - Modern East Asia at War (4 Credit Hours)

This seminar covers in depth the history of East Asia in 1937–1953, a period characterized by violence, upheaval, suffering, and death on an almost unimaginable scale. The Japanese empire's cataclysmic clash with the Republic of China and (eventually) the United States left Japan in ruins and under American occupation, China on the verge of a Communist revolution, and Korea divided between American and Soviet spheres of influence. The consequences of these events led to America's war in Vietnam and still define and bedevil East Asia's geopolitics today. Our readings will include some of the most significant recent scholarship on four conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, and the Korean War. Although we will read much about politics, diplomacy, and military campaigns, our focus will just as often be on the experiences and stories of ordinary people caught in extraordinarily harrowing times.

Crosslisting: HIST 211.

EAST 219 - Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945) (4 Credit Hours)

This course provides students an introduction to the written cultural products (available in translation) from Japan, and two countries – China and Korea – occupied by Japan during the Pacific War (1931-1945). Although Japan's occupation of Korea began in 1910, this course will begin its consideration of this topic in 1890 because the Japanese political and social mechanisms that led to fascist militarist control in the 1930s have their origins at least as far back as 1890. This course fulfills the Modern Core requirement for the East Asian Studies major/minor.

Crosslisting: JAPN 219.

EAST 221 - Contemporary Japan (4 Credit Hours)

Japan often conjures images steeped in tradition such as samurai warriors, sumo wrestlers, and geisha clad in kimono. At the same time, however, contemporary Japan is just as easily associated with businessmen, anime, automobiles, and high technology. How have "tradition" and "change" fueled competing visions of Japan what it means to be "Japanese"? How does one go about reconciling these conflicting views? How have these debates evolved over time? How have variously situated individuals and groups in society negotiated shifting circumstances? These questions will be at the heart of this seminar as we consider case studies from different segments of Japanese society. A range of material will be treated as "texts" for analysis and discussion including anime, manga, literary works, and films as well as ethnographic scholarship on Japanese society.

Crosslisting: ANTH 221.

EAST 231 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: AHVC 231 and INTL 261.

EAST 232 - Art of China (4 Credit Hours)

This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such as a ritual, gender, imperial patronage, literary ideals, and political icons.

EAST 235 - Introduction to Modern Chinese and Japanese Literature (4 Credit Hours)

This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries.

Crosslisting: JAPN 235.

EAST 239 - Introduction to Japanese Genre Fiction (4 Credit Hours)

Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined, or less literary. Postmodern thinkers have demonstrated, however, that popular fiction can serve as a fascinating lens through which to read place (society, race, gender, etc.) and time (historical period). This class will serve as an introduction to Japan's long, rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed, we will consider representative works, primarily by twentieth-century authors, in three genres: historical/period fiction, mystery/detective fiction, and horror fiction. This course is taught in English. No Japanese language required.

Crosslisting: JAPN 239.

EAST 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)

This course engages the question: 'How are images used to imagine our place in the world?' Students are invited to study fascinating practices of spatial image-making in East Asia from the inside out, by exploring these world-views from the perspective of their makers. You will be asked to pay special attention to how social and economic power structures inflect these representations: to envision and decode spatial imagery as a site of imagination, control, and resistance. Artists and patrons in China, Japan, and Korea have for centuries produced elaborate maps and landscape imagery, photographs, and film to imagine the world in a variety of ways. This course invites you to approach modern and contemporary representations of space in East Asia both in theoretically and historically informed ways. In the first part of the course, students build a frame of reference for their analysis of post-war case studies, by reading core texts in spatial theory and exploring important visual representations of space from pre-modern East Asia. In the second part of the course, students apply these theoretical and historical approaches to select cases that exemplify more recent struggles over space and its imagination in East Asia.

Crosslisting: AHVC 263 and SES 263.

EAST 273 - Modern Japan in Film and Literature (4 Credit Hours)

This course uses film and modern literature to consider responses to political, economic, and sociological changes in Japanese society over the course of the twentieth century. This course is taught in English.

Crosslisting: JAPN 273.

EAST 280 - Yoga, Magic, & Meditation (4 Credit Hours)

This course explores both historical and contemporary traditions of Tantric Buddhism, focusing on the theories and practices of yoga, meditation, and magic. We will examine how these interconnected practices operate within the social, political, and cultural landscapes of India, Tibet, and Japan. Our captivating journey will involve the study of religious manuscripts, esoteric artwork, and modern films. As we delve into the worlds of yoga, magic, and meditation, we will explore how these traditions have transformed across time and cultures.

Crosslisting: REL 380.

EAST 288 - Ancient Chinese Philosophy (4 Credit Hours)

This course surveys the philosophical texts at the foundation of two millennia of Chinese thought and of East Asia as a global region. The core concern of these texts is the 'way' (dao): the way to live, the way to rule, the way to know, and the way for words to guide us. We will read the books of Confucius, Mozi, Mencius, Laozi, Zhuangzi, and Xunzi (among others), and critically assess their most unique and groundbreaking ideas.

Crosslisting: PHIL 288.

EAST 309 - Japan's Modern Canon (4 Credit Hours)

In this course we will read extensively from the works of the four twentieth-century Japanese authors who have been elevated to the status of canonized writers, that is, whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course is taught in English.

Crosslisting: JAPN 309.

EAST 316 - Religion in Contemporary China (4 Credit Hours)

In this course, we will together examine the beliefs, practices, and discourse that consist of the Chinese religious landscape from the early 20th century to the present day. Our journey starts with a review of the religious heritage in pre-modern China, and moves on to the twentieth century, a formative age where a new country tries to establish itself on a long history of a religiously pluralistic society, by carefully negotiating the ways of its ancient civilization and the challenges presented by a new age of global conversation and conflicts. We will pay particular attention to the relationship between the many religious institutions and traditions, between religious institutions and the state, and between the ideologies, practices, and traditions past and present.

Crosslisting: REL 316.

EAST 333 - Art and Revolution in 20th Century China (4 Credit Hours)

This course explores how art has engaged social transformation in China. You will be guided to take an inside look at how the notion of revolution stands front and center in art making during China's long 20th century. We think deeply about two interrelated questions: how can art have social and critical agency, and how has it been related to social change in China? We approach these questions historically to become sensitive to the different contexts and experiences of the artists we study but also to how their struggles and creative interventions connect across time. In the process, you will build a framework of reference for understanding social and creative life in 20th century China, and its enduring connections to the global world.

Crosslisting: AHVC 333.

EAST 342 - China's Golden Age? The Tang Dynasty (4 Credit Hours)

This course is an in-depth introduction to the history and culture of the Tang empire (618–907), widely regarded as China's "golden age." Modern Chinese historical memory idealizes the Tang as an age of great military conquests, exotically "cosmopolitan" tastes in art and music, religious tolerance and cultural diversity, brilliant poets, and free-spirited, polo-playing women. A primary goal of the class is to enable students to take an informed and critical perspective on this romanticized popular image by studying a wide range of historical scholarship and translated primary sources, which they will use to write a major research paper on a topic of their choice.

Crosslisting: HIST 312.

EAST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EAST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EAST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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EAST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EAST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Economics

Departmental Guidelines

The purpose of the economics curriculum is to educate students in the nature and uses of economic reasoning. We are an economics department that values diverse theoretical and methodological perspectives on economic analysis and its application. We are cognizant of the importance of the other social and natural sciences, the arts, and the humanities to a more complete understanding of human society. Our curriculum introduces students to a core body of economic knowledge and to research skills, integrating disciplinary education with the liberal arts mission of the university. Economics majors develop the ability to think analytically and creatively about complex economic issues and policy choices facing our global society.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The 200-level electives give students an opportunity early in their careers to use introductory theory to better understand their world. The 400-level electives give students an opportunity to study in

depth, a particular field of economics through application of the requisite basic skills, and appropriate theoretical models and empirical methods. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

Good economic writing represents good economic thinking. The Economics Department encourages students to cultivate the habits of good economic writing by requiring students to take one elective course that satisfies the department's writing requirement. Students are expected to use the vocabulary and theories of economics to make cogent evidence-based arguments.

The Department of Economics supports students who globalize their education by completing some portion of their undergraduate education abroad. We encourage students to visit the Off-Campus Study Office to explore their options. If a student studies abroad then: (1) Only one economics course can transfer in to satisfy major requirements. (2) That course must have economics prerequisites. If Economics 101 and Economics 102 are prerequisites, then the course transfers in as a 200-level elective. If the prerequisite is Economics 301 or Economics 302, then it transfers in as a 400-level elective. (3) The course must be an economics course, not a business or similar course. (4) Economics 301, 302, and 307 may not be taken abroad.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, law and others.

Mission Statement

We are an economics department that values diverse theoretical and methodological perspectives on economic analysis and its application. We also believe the purpose of the economics curriculum is to educate students in the nature and uses of economic reasoning. We are cognizant of the importance of the other social and natural sciences, the arts, and the humanities to a more complete understanding of human society. Our curriculum introduces students to a core body of economic knowledge and to research skills, integrating disciplinary education with the liberal arts mission of the university. Economics majors develop the ability to think analytically and creatively about complex economic issues and policy choices facing our global society.

Faculty

Associate Professor Jessica S. Bean, Chair

Professors Theodore Burczak, Quentin Duroy, Andrea Ziegert; Associate Professors Jessica Bean, Zarrina Juraqulova, Fadhel Kaboub, Emily Marshall, Hyun Woong Park, Luis Villanueva; Assistant Professors Ngwinui Belinda Azenui, Pedro Cadenas, Johnathan Conzelmann, Botir Okhunjanov, Katherine Snipes, Tyler Wake, Adam Walke; Visiting Assistant Professor Jessica Merkle; Visiting Instructor Patrick McGonagle

Academic Administrative Assistant

Kelly VanBuskirk

View faculty profiles and contact information (<https://denison.edu/academics/economics/contacts/>)

Economics Major

The major must satisfy the following requirements:

Core Requirements

Code	Title
ECON 101	Introductory Macroeconomics (4 credits)
ECON 102	Introductory Microeconomics (4 credits)
MATH 130	Essentials of Calculus
or MATH 135	Single Variable Calculus
ECON 301	Intermediate Macroeconomic Analysis (4 credits)
ECON 302	Intermediate Microeconomic Analysis (4 credits)
ECON 307	Introductory Econometrics (4 credits)

Students who want to major in economics should complete the above courses by the end of their junior year.

Advanced Course Requirements

In addition to the above, all students must take at least four additional courses from the Economics 201-440 or 460-470 sequence, up to two of which can be a 200-level course. At least one of these elective courses must satisfy the department's writing requirement.

Economics with a Financial Economics Concentration

Students interested in the financial sector of the economy and who wish to pursue advanced degrees in business or finance, or a career in the financial sector of the economy, which require knowledge of financial principles and a strong mathematics background, may pursue an Economics major with a Financial Economics concentration. Requirements are fourteen courses distributed as follows:

Code	Title
ECON 149	Accounting Survey
ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics
ECON 301	Intermediate Macroeconomic Analysis
ECON 302	Intermediate Microeconomic Analysis
ECON 307	Introductory Econometrics
ECON 429	Financial Economics I
ECON 430	Financial Economics II

and two additional Economics electives. At least one elective must be a designated writing course in Economics; Mathematics 135, 145, 225, and 220.

Economics Minor

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Students interested in minoring in economics must take the following courses:

Code	Title
ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics

MATH 130	Essentials of Calculus
or MATH 135	Single Variable Calculus

One of the following three courses:

ECON 301	Intermediate Macroeconomic Analysis
ECON 302	Intermediate Microeconomic Analysis
ECON 307	Introductory Econometrics

and two additional electives, at least one must be at the 400-level.

Additional Points of Interest

Philosophy, Politics and Economics

The Economics Department participates in the PPE (p. 203) interdepartmental major.

Courses

ECON 101 - Introductory Macroeconomics (4 Credit Hours)

An introduction to the study of the economic problem, the nature and method of economics, the operation of markets, and of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade.

ECON 102 - Introductory Microeconomics (4 Credit Hours)

An introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy and the role of government in a market economy.

Prerequisite(s): ECON 101.

ECON 149 - Introduction to Financial Accounting (4 Credit Hours)

A survey designed specifically for liberal arts students interested in Business, Economics, Law and Government. The meanings, purpose and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries and preparation of financial statements. Other topics include internal control, inventory methods, depreciation and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics unless with the finance concentration.

ECON 199 - Introductory Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 201 - Economic Justice (4 Credit Hours)

This course investigates the various normative yardsticks that economists use when assessing public policy and the appropriate role for government in the economy. We will be concerned with questions like: What is economic freedom? Are individual property rights absolute? What are the differences, in terms of questions of justice, among slave labor, wage labor, and the work of an independent or cooperative partner? What is a fair distribution of economic resources? Is economic justice fulfilled by: any distribution of income and wealth produced by market processes; an equal distribution of income and wealth; or a partially adjusted market distribution? The definitions of economic justice and fairness are perhaps the most controversial questions in political economy, and this course is designed for you to gain some insight into the contending perspectives that economists have advocated. We will examine natural rights theories, the contested meaning of equality of opportunity, and the potential trade-off between economic efficiency and the redistribution of income and wealth. We will examine perspectives ranging from libertarian to socialist.

Prerequisite(s): ECON 101 and ECON 102.

ECON 202 - Economic Growth and Environmental Sustainability (4 Credit Hours)

Economic growth is traditionally perceived as the solution to the socioeconomic ills of poverty, unemployment, and more generally underdevelopment. However, economic growth is also accompanied by increased pressure on and, over time, deterioration of the natural environment. The objective of this course is to explore the relationship between economic growth and the natural environment. While economic growth occupies a central place in economic policy-making, we will discuss whether economic growth is compatible with the sustainable development worldview adopted by the UN and many other global and local economic actors. Sustainable development emphasizes the need to embark upon a development path that considers the environmental, social, and economic needs of the present generation and those of future generations.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 202.

ECON 204 - Income Inequality (4 Credit Hours)

The substantive goal of this course is to facilitate an understanding of changes in the distribution of income in the United States, from 1945 to the present. The first part of the course studies the measurement and context of American income inequality. We will end the first section of the course with an analysis of economic mobility in the US. The second section of the course will look at a variety of explanations for increasing income inequality. We will examine how the key themes of technical change, de-industrialization, immigration and globalization shaped the American economy over the last several decades. The primary focus of the first two sections will be upon income inequalities arising from changes in the ideological, demographic, macroeconomic and institutional context. In addition, we will investigate the impact of these trends on the middle class and different segments of the labor force. Finally, we will discuss why inequality might matter and how the trends discussed in the course could shape America's future and discuss whether and what policy changes might be needed.

Prerequisite(s): ECON 101 and ECON 102.

ECON 205 - Gender and Globalization (4 Credit Hours)

The rapid integration of global markets that has taken place since the 1980s is the outcome of a common set of economic policies implemented in both developed and developing countries. This course examines the contradictory impacts of these policies on gender relations and asks: what challenges do global economic trends pose for gender equality and equity in both developed and developing countries? To answer this question, we begin with an introduction to alternative approaches to economics, focusing on the differences between neoclassical and feminist economics, and history and economic dimension of globalization. This will be followed by an exploration of the impacts of economic development policy on gender relations in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor; the gendered impacts of economic restructuring and financial crisis; the feminization of the labor force in the formal and informal sectors of the global economy; care penalty and the gendered impacts of COVID-19. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development. This course satisfies the economics writing requirement, and the college W GE requirement, and as such the course will help to develop your writing and research skills within the economics discipline.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: INTL 250 and WGST 205.

ECON 206 - Global Green New Deal (4 Credit Hours)

This course engages with the theoretical and policy literature on what might be termed a Global Green New Deal (Global GND), which is an attempt to simultaneously address global inequality, socio-economic exclusion, and the negative impact of climate change on overall quality of life. The course takes an interdisciplinary approach drawing from the literature on Modern Monetary Theory (MMT), decolonization, economic development, structural reparations, ecological economics, international law, and climate science to assess the case for a global network of truth and reconciliation commissions on colonial and climate reparations. The course pays particular attention to the structural differences between developed and developing countries, and highlights the importance of South-South cooperation and South-North solidarity as the economic and geopolitical prerequisites for building systemic resilience to the inevitable consequences of climate change.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 206.

ECON 240 - General Topics in Intermediate Economics (4 Credit Hours)

These courses will be offered in a variety of applied economic fields.

Prerequisite(s): ECON 101 and ECON 102.

ECON 280 - Economics of Education (4 Credit Hours)

This course provides students with a first look at using economics to study education systems and policies. Students will learn about the most commonly used empirical techniques, foundational economic models, and important institutional specifics, which aid the interpretation of empirical and theoretical results. Topics include the basic human capital model, returns to education, the education production function, and teacher labor markets. This is a special topics course.

ECON 281 - Philosophy of Economics (4 Credit Hours)

This course delves into the methodological and ethical foundations of contemporary economics, exploring the deeper questions behind economic models and theories. We'll go beyond equations and graphs to examine how theories contribute to the generation of economic knowledge, how they align with empirical findings, and what are some of the limitations or problems in some of the assumptions they entail. Students will tackle questions like: What makes an economic decision "rational"? How do ethical considerations influence economic outcomes? And how does economics, as a science, compare to disciplines like physics or biology? By engaging with classic texts and contemporary debates, the course connects abstract philosophical concepts with real-world economic issues. Key applied topics include the logic of rational choice, well-being, and welfare economics, efficient market hypothesis and behavioral finance, and the challenges of economic prediction and policy-making. Designed for students with an interest in economics, philosophy, or the broader impact of ideas on society, this course invites participants to critically assess how economic knowledge is developed, validated, and used in practice. This is a special topics course.

ECON 284 - Macroeconomic Policy (4 Credit Hours)

This course provides a hands-on approach to macroeconomic policymaking. Students will engage in a systematic process, beginning with the analysis of key macroeconomic indicators (GDP, inflation, unemployment, etc.) and structural factors (income inequality, infrastructure, institutional quality) to identify pressing economic challenges. The course then explores the theoretical and practical application of fiscal, monetary, trade, and tax policies, culminating in the utilization of macroeconomic models. Through lectures, discussions, and hands-on exercises, students will gain a comprehensive understanding of the complexities and nuances of macroeconomic policy. Since an important goal of this course is for students to become informed consumers of economic news, the issues discussed in this course draw heavily from current events and real-world examples. This course is ideal for students who are passionate about understanding and shaping economic policy. Prerequisite: ECON 101 and ECON 102.

ECON 299 - Intermediate Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 301 - Intermediate Macroeconomic Analysis (4 Credit Hours)

An examination of the determinants of Gross Domestic Product, the unemployment rate and the price level. The components of aggregate spending consumption, investment, foreign trade and government will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends.

Prerequisite(s): ECON 101 and ECON 102.

ECON 302 - Intermediate Microeconomic Analysis (4 Credit Hours)

An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. Calculus and mathematical modeling can be used to provide insights not available with the tools of introductory theory.

Prerequisite(s): ECON 101 and ECON 102, and MATH 121 or 130, MATH 123 or 135, or MATH 124 or 145.

ECON 307 - Introductory Econometrics (4 Credit Hours)

An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypothesis, estimating magnitudes and prediction.

Prerequisite(s): ECON 302 or concurrently.

ECON 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ECON 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ECON 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ECON 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ECON 399 - Advanced Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 401 - History of Economic Thought I (4 Credit Hours)

A critical inquiry into the methodological and ideological foundations of modern economics through the study of development of economic thought from the 16th century to the "Keynesian Revolution." It is an attempt to understand economic theorizing in response to the existing social conditions, and to become familiar with the foundations of the main strands of contemporary economic thought. In a study of mercantilism, classical liberalism, socialism, and institutionalism, the development of the concepts of wealth, value, and distribution and the methodological and ideological vantage points of different schools of thought, and intellectual giants such as Smith, Ricardo, Malthus, Marx, Jevons, Marshall, and Veblen will be examined.

Prerequisite(s): ECON 301.

ECON 402 - History of Economic Thought II (4 Credit Hours)

This course will focus on some of the important developments in modern economic thought after the "marginalist revolution" in the late 19th century. Topics may include the ideas of John Maynard Keynes and the evolution of contemporary macroeconomics, the socialist calculation debate and the possibility of centrally planned socialism, and contending perspectives about the role of government in the creation and protection of property rights and in the regulation of the macro-economy. The course may also examine the ideas of economists who have criticized the marginalist orientation of economic theory and instead advocated a more social and institutionalist approach to understanding economic phenomena and behavior.

Prerequisite(s): ECON 301.

ECON 406 - Population Economics (4 Credit Hours)

The world is rapidly and constantly changing due to population dynamics. Therefore, it is essential to study the economic causes, consequences and implications of population change. Broadly, this course will investigate the economics of family formation, demographic change, and human migration. The course uses the tools of economics to investigate the socio-economic causes, consequences, and implications of population change, including the economic impact of below replacement fertility, population aging, and immigration, from an international perspective. Specific topics to be discussed include population distribution across the world, the effect of population growth on economic growth and the environment, technology for replacing human labor and immigration, the growing pension burden as population ages and birth rates decline, and demographic dividends in developing countries. The course will also examine the economic determinants of population change and demographic behavior such as fertility and marriage, comparing trends in developed and developing countries.

Prerequisite(s): ECON 301.

ECON 411 - Monetary Theory (4 Credit Hours)

The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity. The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight about the best policy options for achieving full employment, price stability, and financial stability. The course also addresses the various economic challenges faced by central banks around the world, including Japan, China, the European Union, and developing countries.

ECON 412 - Economics of the Developing World (4 Credit Hours)

The current context of globalization and regionalization is characterized by various patterns of development; most developing countries have been increasingly engaged in the liberalization of their economies; however, some of these countries have been experiencing fast economic growth, while other developing countries have been stagnating economically. This course is designed to survey and explain the economic successes and failures of developing countries over the past couple of decades in light of contemporary economic theory and through the use of case studies of specific developing regions.

Prerequisite(s): ECON 301.

ECON 413 - International Finance (4 Credit Hours)

This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows.

Prerequisite(s): ECON 301.

ECON 414 - International Labor Migration in a Globalized Economy (4 Credit Hours)

This course revolves around two questions; How can we explain the main international migration flows in the past 50 years? And what are the political, economic, and socio-cultural consequences of the recent international migrations on receiving and sending countries? To provide well-informed answers to these questions, this course is divided into three parts. The first part provides the basic concepts and theories to study international labor migration issues. The second part takes a historical and international approach and studies some major international labor migration flows since the late 19th century. The third part discusses the political, economic, and socio-cultural consequences of the recent international migrations on receiving and sending countries. This study will also include an examination of some of the related public policy issues and controversies. The course incorporates institutional and historical contexts, socio-political dimensions, and power relations in examinations of the complexities of international labor migration. During the course, students will work in teams and use various data sources to study some recent migration issues and provide well-informed answers to research questions assigned to each team. The results of this teamwork will be shared with the class in a presentation at the end of the semester.

Prerequisite(s): ECON 301.

ECON 415 - Political Economy of the Middle East (4 Credit Hours)

A study of the general features of the economic development experience of the Middle East and North Africa. We will study the structural transformation of these economies and the dynamics of their colonial and post-colonial structures. This course examines the different stages of economic development starting with the early post-colonial period, followed by the period of import substitution industrialization of the 1960s, export-led growth of the 1970s, the debt crisis of the 1980s, the structural adjustment programs of the 1990s, and the Arab uprisings of 2011. We will examine the political economy of the region as it relates to unemployment, poverty, inequality, migration, food insecurity, water stress, climate change, class conflict, gender dynamics, cultural norms, as well as regional and global geopolitical power struggles over the control of key markets such as oil and natural gas.

Prerequisite(s): ECON 301.

Crosslisting: MENA 415.

ECON 417 - The Eurozone: Optimal Currency Area or Incomplete Monetary Union? (4 Credit Hours)

Before 2010, the Eurozone was hailed as the first successful multi-national, large-scale model of monetary and currency union. Several countries in many regions of the world (such as South America, the Middle East, West Africa) have been considering following in the steps of the European Union (EU) by creating similar currency areas in the near future. However, the financial crisis of the late 2000s followed by the sovereign debt crisis of the 2010s have challenged the perception of the Eurozone has a fully functioning currency area. In this class we will seek to place the creation of the Eurozone in the context of the broader evolution of the EU as a cosmopolitan project. We will examine the socio-economic theories and political ideologies behind the creation of the Eurozone. This will require an understanding of the macroeconomic models which underlie the concept of 'optimal currency area' and an investigation of the degree to which the Eurozone is a fully completed project. In particular the solutions provided by EU leaders and institutions to the economic crisis in Greece (and other countries in the Eurozone) will give us a chance to reflect upon the future of the Eurozone and to discuss the intellectual and practical implications of two alternatives that member-states may face as they look towards the future of the EU: 1. the pursuit of further EU integration through the creation of a supranational fiscal and political union or 2. the beginning of a process of political and economic devolution towards smaller scale European projects.

Prerequisite(s): ECON 301.

ECON 418 - Personal Finance (4 Credit Hours)

This course focuses upon the application of economic theory to major issues faced by consumers in our modern economy. The course will combine economic theory, practical skills drawn from finance and Internet search strategies to empower students to make informed and rational decisions. The first half of the course will focus on buying and borrowing. The second half of the course will deal with investing and the risk versus expected reward tradeoff. The goal is not to learn what decisions to make, but rather to understand how economic theory can allow one to make better choices.

Prerequisite(s): ECON 301.

ECON 419 - Advanced Topics in Macroeconomics (4 Credit Hours)

This course will consider advanced topics in macroeconomics, such as investment theory, consumption theory, the theory of economic growth, and dynamic stochastic general equilibrium models. It will apply calculus tools to topics that may have been previously covered in Intermediate Macroeconomics. The course is designed to be a stepping stone to graduate school.

Prerequisite(s): ECON 301 and MATH 130 or MATH 135 or MATH 145.

ECON 421 - Public Economics (4 Credit Hours)

This course examines the economic rationale for government to better understand the role of the public sector in a market economy. The theory and practice of Federal budgeting and taxation is examined to investigate the impact of taxation and government spending on the economy. Topics studied may include social insurance, healthcare finance, welfare and education policy.

Prerequisite(s): ECON 302.

ECON 422 - Industrial Organization and Antitrust Economics (4 Credit Hours)

This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory.

Prerequisite(s): ECON 302.

ECON 423 - International Trade (4 Credit Hours)

This course is anchored in the following key questions: 1) What determines the pattern of international trade? 2) What are the effects of foreign trade on the key parameters of a country's social and economic well-being such as growth, employment and income distribution? 3) What is the role of policies in a contemporary globalized economy? The learning objectives of this course are threefold. First, students will learn various analytical tools to study international trade and trade related issues. Second, in addition to factor endowments, students will understand the importance of history, socioeconomic structures, international social and power relations, and international politics in international trade. Third, students will develop the abilities to critically assess some important past and present trade policies.

Prerequisite(s): ECON 302.

ECON 425 - Race and Ethnicity and the U.S. Economy (4 Credit Hours)

Race and ethnicity play important roles in our economy. They serve as social signals, group identities, political factions and community delineations around which the forces of inequality, poverty and growth carve their path. How can we analyze and come to understand the roles that race and ethnicity play in our society? Economics and economic history, along with a diverse set of interdisciplinary tools, allow us to look into the past, at the inception and development of racial and ethnic identities, and further our understanding of the hierarchies of power embedded in the notions of race and ethnicity.

Prerequisite(s): ECON 302 or consent.

ECON 426 - Behavioral Economics (4 Credit Hours)

This course surveys recent developments in the field of behavioral economics, which introduces insights from psychology into economic modeling, and explores features of human behavior which are largely ignored in the neoclassical economic model of decision making: bounded rationality, self-interest, and willpower. Bounded rationality implies that individuals have limited ability to process information and simplify decisions by using simple rules of thumb known as heuristics. The use of heuristics can lead to overconfidence, loss aversion, the endowment effect, status quo bias, and other behaviors that influence economic outcomes. Bounded self-interest implies that individual preferences have a social dimension such that concerns about fairness influence labor market outcomes and concerns about trust affects the gains from trade. People exhibit bounded willpower when they make short-term decisions that are inconsistent with their long-term goals and well-being. Examples of bounded willpower include procrastination, drug and alcohol abuse, failure to eat right and exercise, etc. Behavioral economics aims to design better public policy to limit environmental degradation, to reduce poverty, promote macroeconomic stability, and to create more realistic models of human behavior. Behavioral economists typically test theories of behavior by conducting experiments in the laboratory or in the field. This course introduces students to experimental methods used by behavioral economists and requires students to design a unique experiment using these methods.

Prerequisite(s): ECON 302.

ECON 427 - Environmental Economics (4 Credit Hours)

This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist to understand those factors that may mitigate against economic solutions. The course fulfills the SES Social Science requirement.

Prerequisite(s): ECON 302.

Crosslisting: SES 427.

ECON 428 - Financial Instability and Economic Crises (4 Credit Hours)

Throughout the history of market economies, financial markets have periodically experienced rapid changes in the prices of financial assets, i.e., booms and crashes. These periods of instability are often connected to rising unemployment, fall in production, and painful economic crises. In spite of this, an influential contingent of economists - sometimes referred to as "free market" economists - continue to argue that all markets are stable and that government regulations are at best unnecessary and at worst counterproductive. This course studies the historical development of the "free market" ideology and explores many of the serious challenges to this ideology that come from both economic theory and economic history.

Prerequisite(s): ECON 302.

ECON 429 - Financial Economics I (4 Credit Hours)

Financial markets play an important role in allocating resources, managing risks and promoting or threatening macroeconomic growth and stability. This course introduces students to the institutional structure and economic reasoning for understanding investment theory and practice, security analysis, and financial intermediation.

Prerequisite(s): ECON 302.

ECON 430 - Financial Economics II (4 Credit Hours)

The goal of this course is to learn the principles associated with the investment, financing and dividend decisions needed to manage organizations, particularly the corporation. The course covers valuations of assets, capital budgeting, cost of capital, capital asset pricing model, capital structure, payout policy, agency problems and corporate governance.

Prerequisite(s): ECON 149 and ECON 429.

ECON 431 - Advanced topics in Microeconomics (4 Credit Hours)

This course explores the mathematical foundations of microeconomics. Constrained and unconstrained optimization are employed to generate the results of consumer theory, producer theory and market structure. The course is particularly well suited for those students contemplating graduate study in economics or business.

Prerequisite(s): ECON 302.

ECON 440 - Topical Seminars in Economics (4 Credit Hours)

Open to advanced students, these courses will typically involve the preparation of a research paper and be offered in a variety of applied economic fields.

ECON 441 - Game Theory (4 Credit Hours)

Game Theory analyzes the strategic behavior of firms, consumers, political parties, and individuals in their everyday interactions. This course provides a set of tools to examine the interaction of multiple strategic agents in which the payoff of one agent depends not only on its own actions but also on the actions of other agents. The focus of the course will mainly be applied, although some basic general principles will be discussed to address these strategic situations more rigorously. Different examples, ranging from business and industrial organization to politics, international trade, law, and biology, will be used, showing the importance and usefulness of the concepts discussed. This is a special topics course.

ECON 442 - Tale of Two Recessions: 2008 and 2020 (4 Credit Hours)

This course compares the two most recent recessions in the United States: The Great Recession of 2007-09 and the Covid-19 recession of 2020. Special attention is paid to the housing bubble that preceded the Great Recession and how the housing sector crisis spread to the rest of the economy. The responses of monetary, fiscal, and regulatory policies are explored in depth for both recessions. The disappointing rate of recovery after the official end of the Great Recession and the persistently high unemployment rate due to the COVID-19 recession are also studied. This course focuses on refining students' quantitative theoretical and empirical skills and applying them to recent macroeconomic events. Both recessions are extraordinarily complex. Concepts and methodologies from diverse areas including macroeconomics, microeconomics, law, finance, political science, and other disciplines contribute to understanding these phenomena. Students will write a research paper that draws on existing tools-based knowledge from prerequisite courses and examines a topic related to the Great Recession and/or the COVID-19 recession that the course does not cover in detail.

ECON 443 - Philosophy of Economics (4 Credit Hours)

This course delves into the methodological and ethical foundations of contemporary economics, exploring the deeper questions behind economic models and theories. We'll go beyond equations and graphs to examine how theories contribute to the generation of economic knowledge, how they align with empirical findings, and what are some of the limitations or problems in some of the assumptions they entail. Students will tackle questions like: What makes an economic decision "rational"? How do ethical considerations influence economic outcomes? And how does economics, as a science, compare to disciplines like physics or biology? By engaging with classic texts and contemporary debates, the course connects abstract philosophical concepts with real-world economic issues. Key applied topics include the logic of rational choice, well-being, and welfare economics, efficient market hypothesis and behavioral finance, and the challenges of economic prediction and policy-making. Designed for students with an interest in economics, philosophy, or the broader impact of ideas on society, this course invites participants to critically assess how economic knowledge is developed, validated, and used in practice.

ECON 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ECON 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ECON 462 - Health Economics (4 Credit Hours)

This course introduces health economics by putting its contemporary definition, determinants and direction as a field into a broad global context. In this course, students learn how to evaluate issues pertaining to health, health disparities, public health and policies concerning health outcomes, insurance and markets. By the end of the course, students will be able to explain various health care and insurance models, and differences between universal and private healthcare delivery systems.

Prerequisite(s): ECON 307.

ECON 464 - Labor Economics (4 Credit Hours)

This course develops the basic theories of labor supply and labor demand. Using these theories, we examine the influence that human capital investments, institutional forces, and government policies have on wages and hours worked. A focus of this course will be on empirically testing theoretical models using real-world data.

Prerequisite(s): ECON 307 or ECON 302 and DA 101.

ECON 465 - Forensic Economics (4 Credit Hours)

After an untimely death or a wrenching divorce, forensic economists are often called upon to estimate the economic worth of a human life or a family business. To make such estimations requires that students have a firm understanding of the underlying micro- and macroeconomic aspects of economic theory, of the relevant demographic and economic data that is available, and of the process of calculating net discounted present value. There are generally accepted ways of calculating economic worth, but there are also grey areas where judgments are made. The latter requires a subtle understanding of the issues behind why one assumption may be better than another and its impact on the final value of economic worth. Students will role-play a movie forensic economist who is a member of a well-respected law firm specializing in wrongful death and divorce.

Prerequisite(s): ECON 301 and ECON 302.

ECON 466 - Evolution of the Western Economy (4 Credit Hours)

This course examines the path of economic growth and its consequences in the major Western economies from pre-industrial times through the late nineteenth century. We will spend the first part of the semester exploring the causes and consequences of the Industrial Revolution in Britain, and then conclude with an examination of the integration of the world economy in the late-19th-century wave of globalization. We will examine major historical developments in the structure of the economy and evaluate the related contributions to the economic history literature. The main objectives of the course are to introduce you to the methods and approaches of economic historians, and for you to develop your analytical and critical thinking skills by engaging with some of the major ongoing debates within the field of economic history.

Prerequisite(s): ECON 301 and ECON 302.

ECON 467 - Econometrics II (4 Credit Hours)

Econometrics II builds upon the foundation of Introductory Econometrics. Among its goals are: to expand each student's proficiency in estimating and interpreting economic models, to enhance each student's ability to do economic research, to increase each student's ability to read the research literature and to better prepare those students desiring to go to graduate school in economics.

Prerequisite(s): ECON 307 or ECON 302 and MATH 220.

ECON 468 - Topics in Twentieth Century Economic History (4 Credit Hours)

This course examines major developments in the economic history of the 20th century, with a primary focus on the U.S. and Western Europe. Topics will include the implementation of progressive-era social policy, the Great Depression, and the economic consequences of the two world wars, including the post-WWII economic boom, rise in female labor force participation, and development of European welfare states. The course will be seminar style, reading- and writing-intensive, and the focus will be on how economic historians have interpreted the causes and consequences of the major economic events of the 20th century.

Prerequisite(s): ECON 301 and ECON 302.

Educational Studies

Departmental Guidelines

The Department of Education emphasizes the study of education as a social institution and analysis of teaching and learning in interdisciplinary terms. The Educational Studies major is designed for students who wish to prepare for a career in education in elementary or secondary schools, or in the broader community. The curriculum introduces students to learning theory and the social foundations of education, and it allows for experiential learning in diverse settings through course placements and a required summer internship. This study fits well into a broader liberal arts education and allows time for students to complete a major in an additional field of study, for example, in an area of interest or the discipline one intends to teach. The Educational Studies major does not lead directly to licensure; however, faculty in the Department of Education assist students in creating individually designed plans for obtaining licensure after graduation through a range of graduate and other programs.

Educational Studies students will have multiple opportunities to communicate original thinking through writing, to explore various genres, to address diverse audiences through course assignments, and to design lesson plans. Students will learn how to develop a focused, well-supported essay. Also, they will acquire the skills to blend written language with other modes to communicate a message, and how to navigate various formatting guidelines informing the field of education. During their senior year, students will reflect upon their intellectual work produced in previous courses in the major through a capstone, ePortfolio project. The project invites them to assess the themes, areas of growth and quality, and to witness their engagement in writing as a process.

Educational Studies students are encouraged to consider taking a semester off-campus. This option allows for comparative study of education and often, extended apprenticeships in schools. Educational Studies students have studied, for instance, in Chile, England, Denmark, Northern Ireland, Spain, New Zealand, South Africa, and The Philadelphia Center. In addition, students can take advantage of applying for our collaborative learning initiative with Turku University, Finland. Please contact an Educational Studies faculty member for more details.

Mission Statement

The mission of the Denison University Department of Education is to provide a foundation for:

1. Thinking critically about teaching and learning in the context of contemporary society;
2. Critical analysis of important educational issues in our society. The department is committed to developing in students an appreciation of the power of learning to transform people and society, in the sense that individuals have the potential for constant growth and in the sense that education can be a force toward improvement in the life of the community and society at large.
3. Careers or service in education, for teaching and other leadership in schools or working in non-school settings such as social work, counseling, nonprofit organizations, educational publishing, leadership development, and business-related teaching.

We see ourselves acting in concert with the Denison University mission statement that emphasizes autonomous thought, moral agency, and active citizenship for all Denison students. Each student in the college, and therefore also in the Department of Education, is to become informed broadly by the liberal arts, grounded in one or more chosen disciplines, and capable of thinking across disciplines. The department's focus on active learning and engagement in the liberal arts grows out of a profound belief in the transformative power of education.

The program emphasizes the development of habits associated with praxis, a concept in which reflection grows out of experience and is prelude and catalyst to action, particularly action that shares power and challenges injustice. Toward this end, we explore the strengths of human diversity as represented in the various facets of our identities: ethnicity, race, culture, language, religion, socio-economic location, ability, sexuality, and gender identity. Our purpose is that our graduates continue to develop powers of analysis concerning both the individual learner and the many institutions within which education takes place.

Our commitment is to thinking and acting ethically concerning social equality, educational equity, justice, freedom of thought, peacemaking, and fair distribution of resources and opportunities.

Faculty

Associate Professor Emily Nemeth, Chair

Assistant Professor Andrew Frankel; Assistant Professor Natalie Wang.

Academic Administrative Assistant

Brenda Franks

Program Manager/Community Liaison

Dana Grandmaison-Gilligan '02

View faculty profiles and contact information (<https://denison.edu/academics/educational-studies/contacts/>)

Educational Studies Major

The Educational Studies major consists of nine courses:

Code	Title
PSYC 100	Introduction to Psychology
EDUC 213	The U.S. Education System
EDUC 249	The Learner and the Teacher: Childhood
or EDUC 250	The Learner and the Teacher: Adolescence

PSYC 200	Research Methods and Statistics
or EDUC 290	Qualitative Inquiry
EDUC 312	Literacy and Learning: Theory and Practice
EDUC 390	Critical Pedagogies: Gender, Race and Class in U.S. Education
EDUC 421	Senior Seminar (or two semesters of Senior Research)

And two Education electives, one of which must be cross-listed with Black Studies, Queer Studies, or Women's and Gender Studies.

Please note these prerequisites:

Code	Title
PSYC 200	Research Methods and Statistics (Prerequisite PSYC 100)
EDUC 300	Philosophy of Education (Prerequisite EDUC 213)
EDUC 312	Literacy and Learning: Theory and Practice (Prerequisite EDUC 249 or EDUC 250)
EDUC 330	LGBTQ+ Identities In and Beyond Schools (Prerequisite EDUC 213 or QS 101)
EDUC 360	History of African American Education (Prerequisite EDUC 213 or BLST 101 or BLST 235)
EDUC 390	Critical Pedagogies: Gender, Race and Class in U.S. Education (Prerequisite EDUC 213)
EDUC 421	Senior Seminar (Prerequisite Senior Standing)

Students should complete a course trajectory plan and interview with department faculty before declaring the major; optimally, this should occur by the end of the sophomore year. In addition, students must complete an approved internship in schools or other educational settings.

Educational Studies Minor

The Educational Studies minor requires six courses, including:

- PSYC 100 - Introduction to Psychology;
- EDUC 213 - The U.S. Education System;
- EDUC 390 - Critical Pedagogies: Gender, Race and Class in U.S. Education.
- And three Education electives, one of which must be cross-listed with Black Studies, Queer Studies, or Women's and Gender Studies.

Courses

EDUC 199 - Introductory Topics in Education (1-4 Credit Hours)

A general category used only for the evaluation of transfer credit.

EDUC 213 - The U.S. Education System (4 Credit Hours)

Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed primarily from a sociological perspective. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequities in schooling, and the differentiated curriculum.

EDUC 215 - Legal Issues in U.S. Education (4 Credit Hours)

In this writing intensive seminar students will explore the legal structure of schooling in the United States, primarily by studying cases that have reached the U.S. Supreme Court. We will begin with an overview of legal and extralegal sources of control in schooling, a review of the United States Constitution, and discuss some landmark court rulings regarding school issues. The class will study a set of cases collectively and each student will engage in independent study of a legal issue of her or his own choosing. We will use writing as a mechanism for intellectual exploration throughout the course. Note that this course is not eligible to fulfill a Social Science General Education requirement.

EDUC 246 - Intermediate Topics in Education (4 Credit Hours)

This course provides a venue in which to explore chosen topics in Educational Studies at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit. This course may be cross-listed based on the topic and disciplines that inform it.

EDUC 249 - The Learner and the Teacher: Childhood (4 Credit Hours)

This course explores the learning-teaching process in the elementary grades. Topics for the course include learning theories, developmental patterns of the young child, learning profiles, differentiated instruction, and methods of teaching. This course includes a 30-hour curricular service learning commitment each week to an area school classroom. The student will complete a variety of activities that focus on the learner, the teacher and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Course is a curricular service learning course.

EDUC 250 - The Learner and the Teacher: Adolescence (4 Credit Hours)

This course explores the learning and teaching process in middle and high school settings. Students will build an understanding of adolescent development, including its physical, social, emotional, and cognitive aspects. It emphasizes evidence-based teaching strategies, behavioral support techniques, and the application of these strategies in teaching to address learning obstacles and ensure equitable education for all students. A key component of this course is curricular service learning, which serves as a practical lab where students can apply the teaching methods learned in class. Course is a curricular service learning course.

EDUC 270 - General Methods of Teaching (2 Credit Hours)

This course is designed to extend students' understanding of the discipline of teaching and provide in-depth practice of strategies introduced in previous courses. Elements include planning, instructional strategies, assessment, motivation, student groupings and classroom management. Assignments require students to put course concepts into practice.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 280 - Field Experience (1-2 Credit Hours)

The student may request to apprentice in a local school, social service agency, or non-profit organization with a teacher or other supervisor. The student will observe and provide assistance in the setting and confer regularly with the Field Experience Coordinator through journaling and class meetings. Course is a curricular service learning course.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 283 - Beyond Good Intentions (4 Credit Hours)

This class is for students who plan to enter public service or helping professions (such as journalism, education, healthcare, or counseling). This experiential learning course aims to develop narrative competence – the ability to acknowledge, absorb, interpret, and act on the stories and plights of others. Through reading, writing, and regularly volunteering with local organizations, we will work together to improve our abilities to receive and tell stories. We'll acquire knowledge, tools, and habits of mind that we can use in current and future efforts to help others. We'll consider how to avoid harming others in the name of helping. And we'll intentionally cultivate compassion, presence, and self-awareness.

Crosslisting: JOUR 382.

EDUC 289 - Quantitative Methods in Educational Research (4 Credit Hours)

This course is designed to equip students with a comprehensive understanding of the primary quantitative research methodologies in education and their associated data analysis techniques. Aimed at enhancing scientific literacy, the course covers the foundational elements of designing, conducting, analyzing, and evaluating quantitative research in education. Students will engage with experimental, quasi-experimental, and non-experimental methods, including observational and survey research. Key objectives include mastering research design principles, understanding control, reliability, and validity in educational research, and developing proficiency in statistical analysis. With a focus on practical application, this introductory course encourages students to connect theoretical knowledge with real-world educational topics and contexts. It is well-suited for those new to quantitative research and those seeking to refine their understanding and application of statistical methods in education.

Prerequisite(s): EDUC 213.

EDUC 290 - Qualitative Inquiry (4 Credit Hours)

This course will introduce students to qualitative research in the field of education and invite them to explore various methodologies within the interpretivist tradition through course-based readings and engagement in their own qualitative study. The course will seek to affirm the qualitative-oriented ways students already attempt to make sense of the world around them and support their development of new perspectives and tools for systematic, qualitative inquiry. The course will also ask students to consider who they are in the research process, and how their worldviews and understanding of themselves might shape hyphenated-encounters with human participants. In order to pursue these larger course goals, we will engage in close readings and analysis of shared course texts as well as original qualitative studies.

Prerequisite(s): EDUC 213.

EDUC 299 - Intermediate Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 300 - Philosophy of Education (4 Credit Hours)

In this course students consider questions regarding how people learn and the role of education in society from a philosophical perspective. Class members read primary works of selected educational theorists including Plato, Isocrates, Rousseau, Wollstonecraft, Dewey, and Martin. Students develop a familiarity with major educational themes of the past and engage current issues and problems in education.

Prerequisite(s): EDUC 213.

EDUC 312 - Literacy and Learning: Theory and Practice (4 Credit Hours)

The purpose of this course is to explore literacies within schools and communities, and to understand the sociocultural, linguistic, cognitive, and developmental dimensions of these human practices, which are so integral to educational endeavors. Emphasis is placed on theories of literacy and learning as a way to think about classroom instruction, variation in reading, writing, and composition as social practices, and the role literacies play in mediating the human experience within and beyond the classroom. The course includes a 20-25-hour service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 315 - Development of Children with Special Needs (4 Credit Hours)

Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairments and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course fulfills the Power and Justice (P) GE requirement. Note that this course is not eligible to fulfill a Social Sciences General Education requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

EDUC 330 - LGBTQ+ Identities In and Beyond Schools (4 Credit Hours)

The goal of this course is to examine the historical and contemporary experiences of LGBTQ+ students and teachers in schooling and to consider, more broadly, schools as sites where normative notions of gender, sex, and sexuality can be reinforced and/or disrupted. Relatedly, the seminar will support students in the development of habits of mind, strategies, and practices that (re)make school spaces where diverse gender identities and sexualities are acknowledged, imagined, and embodied, and queer futurity (Muñoz, 2009) can be realized.

Prerequisite(s): EDUC 213 or QS 101.

Crosslisting: QS 330.

EDUC 340 - In the Company of Educated Women (4 Credit Hours)

This is a course on women's educational history in the United States. The scope encompasses some general patterns in women's educational experiences—as students, teachers, school administrators, and in higher education at particular points in U.S. history. Examining gender issues in historical context allows us to get a handle on how education, ideology, and political economy influence the contours of societies, and limit or extend possibilities for individuals.

EDUC 345 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 346 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 350 - Exceptionalities and Intervention (4 Credit Hours)

This course focuses on understanding and supporting individuals with disabilities, specifically within the education system. It covers the characteristics, educational, and functional considerations, and implications of all areas of exceptionality, including those with learning disabilities, cognitive impairments, social and emotional challenges, as well as speech and language, hearing, visual impairments, physical disabilities, and health impairments. It also includes an overview of the evolution and foundations of the legal frameworks and policies related to supporting individuals with disabilities in the U.S.

Prerequisite(s): EDUC 213.

EDUC 360 - History of African American Education (4 Credit Hours)

The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course.

Prerequisite(s): EDUC 213 or BLST 101 or BLST 235.

Crosslisting: BLST 360.

EDUC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EDUC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EDUC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EDUC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EDUC 390 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students; schools and society; and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: WGST 391 and BLST 372.

EDUC 399 - Advanced Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 421 - Senior Seminar (4 Credit Hours)

Students will build upon knowledge and understanding of selected topics developed in previous coursework in education, develop the skills required in the process of doing research and preparing work for presentation or publication, and reflect upon study in the major through a culminating ePortfolio assignment.

Prerequisite(s): Senior standing in Educational Studies.

EDUC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EDUC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

English

Departmental Guidelines

The English curriculum is intended to serve the general needs of the liberal arts student and also provide discerning programs for the more specialized needs of students who want to major in English with an emphasis in literature or creative writing. In the last thirty years, English literary studies have changed in response to new theoretical and cultural models as well as greater attention to Anglophone international and non-canonical literature and genres. In our courses and major we approach the study of language and literature as a dynamic, living, and lively pursuit, one that integrates political, social, philosophical, cultural, and aesthetic values. We have designed a program that meets a variety of needs and enables students to pursue a variety of personal and

professional goals, whether defined by individual or collaborative intent, subject breadth or depth, instructional model, source engagement, writing development, or other pedagogical features. The faculty in English participate actively in the Writing Program and in the college's many interdisciplinary programs, including Global Commerce, Journalism, Women's and Gender Studies, Black Studies, Queer Studies, International Studies, and Sustainability & Environmental Studies.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Min Jin Lee, Billy Collins, Terrance Hayes, Hanif Abdurraqib, Silas House, Mary Ruefle, Ada Limon, and Steven Millhauser for visits or residencies each year. In addition, the Dr. Nan Nowik Writer-in-Residence Endowed Fund enables the department to host one high-profile writer for an extended residency every two or three academic years. The curriculum in English is also enhanced by a variety of opportunities for students to pursue publishing their works locally in a variety of student-edited journals, including ARTICULÂTE (a forum for cultural and literary criticism) and EXILE (a journal of creative writing).

Mission Statement

The faculty of the English Department seeks to help students improve their abilities to read, write, and think critically and creatively. Through the study of literature and the instruction of writing in various forms, we endeavor to promote in our majors and minors both a deep understanding of our discipline and an active use of its practices. As a faculty, we recognize and encourage among ourselves a variety of pedagogical and critical approaches to literature and writing. Moreover, we feel that our students should experience and comprehend these different schools of theory and application. Thus, in the course of their studies in our department, students are exposed to the traditional canon of British and American literature as well as to noncanonical texts in the Anglophone tradition; asked to apply a variety of critical approaches from traditional close reading to recent postmodern methods of investigation; required to write with style and acumen; and motivated to examine, question, and challenge their own moment and situation in literary and cultural history.

Faculty

Professor James Weaver, Chair

Professors Peter Grandbois, Diana Mafe, Jack Shuler, Margot Singer; Associate Professors Sylvia Brown, Amy Butcher, Regina Martin, James Weaver; Assistant Professors Michael Croley, Julia Kolchinsky Dasbach, Yen Loh; Visiting Assistant Professors Paul Barickman, Lucy Bryan, Jen Leonard, Michael Mayne, Doug Swift.

Academic Administrative Assistant

Jean McCalmont

View faculty profiles and contact information (<https://denison.edu/academics/english/contacts/>)

English Major

The English Department's curriculum is designed such that our 100- and 200-level courses offer students a breadth of coverage, while our 300- and 400-level courses offer an increasingly specialized depth of coverage.

Students who major in English must choose an advisor in the English Department to assist them in selecting and sequencing classes to meet their academic and professional goals. All students who major in English must complete a minimum of ten classes in the department. The English

major and minor each have two options: the literature emphasis and the creative writing emphasis. The two courses of study overlap and complement one another. Both literature and creative writing students should graduate from Denison with a strong knowledge of the history and practice of literary studies.

Each semester, students who want to take classes in English should read the semester’s course descriptions, available online and from the English office, which provide more detailed information about specific classes than what appears below.

Literature Emphasis

The English literature major consists of 10 courses, from introductory survey courses at the 100 and 200 levels, through upper-level seminar courses at the 300 level, to narrowly focused junior/senior seminars at the 400 level. Students are encouraged to begin their coursework with 100-level and 200-level survey courses that provide useful historical and theoretical contexts for subsequent, more focused study in the 300-level and 400-level seminars. However, because specific seminars are probably not offered every year, students are encouraged to take seminars, even before they have completed 200-level coursework if they are interested in the topic. Students who major in English with a literature emphasis may choose to do a year-long senior research project in literary studies (ENGL 451 - Senior Research - ENGL 452 - Senior Research), which can count toward one of the required 300- or 400-level courses.

English literature majors must take:

- 4 literature courses at the 100 or 200 level, at least two of which must be at the 100 level.
- 5 literature courses at the 300 or 400 level, at least one of which must be at the 400 level. (Students may count one of ENGL 383, ENGL 384, or ENGL 385 toward this requirement.)
- 1 additional course at any level.
- At least one of the above courses must satisfy the department’s requirement of a course in a literary tradition of historically underrepresented or marginalized people.

Code	Title
Currently, this requirement (d) is fulfilled by—but not limited to—the following courses:	
ENGL 225	Women in Literature
ENGL 245	Queer Literature
ENGL 251	Survey of Asian American Literature
ENGL 252	Caribbean Literature in English
ENGL 254	African American Literature
ENGL 255	Ethnic Literature
ENGL 260	Contemporary African Novels in English
ENGL 325	African - American Women’s Literature
ENGL 326	Native American Literature
ENGL 355	The Harlem Renaissance
ENGL 356	The Narrative of Black America
ENGL 357	Postcolonial Literature and Criticism

As faculty develop new courses that fulfill this requirement, those courses are noted in the course registration database each semester.

Creative Writing Emphasis

Students who major in English with a creative writing emphasis must take ten courses. English majors with a creative writing emphasis will read and write extensively, learn from practicing published writers, and hone their skills while studying a wide range of literary texts. Students majoring with an emphasis in creative writing will choose from a variety of courses divided among workshops and literature courses. The core of the creative writing emphasis is the workshop, as students take a series of increasingly advanced workshops to culminate in a one-semester senior writing project in which students complete a collection of their work (poetry, stories, drama, and/or nonfiction).

The English creative writing major consists of 10 courses, including literature courses at the introductory and upper levels and a five-course creative writing core sequence.

English creative writing majors must take:

- 3 literature courses at the 100 or 200 level, at least one of which must be at the 100 level.
- 2 literature seminars at the 300 or 400 level excluding the workshops ENGL 383, ENGL 384, and ENGL 385.
- At least one course must satisfy the department’s requirement of a course in a literary tradition of historically underrepresented or marginalized people. (See the list under the English literature major description.)
- 5 courses in the creative writing core sequence.

Creative Writing Core Sequence:

Code	Title
ENGL 237	Introduction to Creative Writing
ENGL 337	Form and Theory of Narrative
or ENGL 338	Form and Theory of Poetry

Two different creative writing workshops:

Code	Title
ENGL 383	Fiction Writing
ENGL 384	Creative Nonfiction Writing
ENGL 385	Poetry Writing

The one-semester senior creative project:

Code	Title
ENGL 453	Senior Writing Project
ENGL 454	Intensive Senior Writing Project (With permission from the director of creative writing and the English Department chair, students may elect to pursue a full-year senior creative project by enrolling in this course.)

English Minor Literature Emphasis

The English literature minor consists of 6 courses, evenly spread between introductory survey courses at the 100 and 200 level and upper-level seminar courses at the 300 and 400 level.

English literature minors must take:

- (a) 3 literature courses at the 100 or 200 level, at least one of which must be at the 100 level.
- (b) 3 literature courses at the 300 or 400 level.
- (c) At least one of the above six courses must satisfy the department's requirement of a course in a literary tradition of historically underrepresented or marginalized people. (See the list under the English literature major description.)

Note: Creative writing workshops ENGL 237, ENGL 383, ENGL 384, and ENGL 385 do not count toward these requirements but may be taken as electives.

Creative Writing Emphasis

The English creative writing minor consists of 6 courses, including introductory survey courses at the 100 and 200 level, upper-level seminar courses at the 300 and 400 level, and a two-course creative writing core sequence.

English creative writing minors must take:

- (a) 2 literature courses at the 100 or 200 level, at least one of which must be at the 100 level.
- (b) 2 literature seminars at the 300 or 400 level excluding the workshops ENGL 383, ENGL 384, or ENGL 385.
- (c) 2 courses in the creative writing core sequence:
 1. ENGL 237 - Introduction to Creative Writing
 2. 1 of ENGL 383 - Fiction Writing, ENGL 384 - Creative Nonfiction Writing, or ENGL 385 - Poetry Writing.
- (d) At least one of the above courses must satisfy the department's requirement of a course in a literary tradition of historically underrepresented or marginalized people. (See the list under the English literature major description.)

Off-Campus Study

Students partaking in off-campus study during their Denison career can transfer that coursework as part of their major or minor requirements. Typically, an English literature or creative writing major studying abroad for one semester or for a summer term may transfer up to two courses as part of their degree requirements, while a minor studying abroad for one semester or a summer term may transfer one course toward their minor requirements. An English literature or creative writing major studying abroad for a full year may transfer up to three courses as part of their degree requirements, while a minor studying abroad for a full year may transfer up to two courses toward their minor requirements.

English creative writing majors and minors must complete their required creative writing workshops (ENGL 237; two of ENGL 383, 384, or 385; and the one-semester senior writing project, ENGL 453) at Denison. Similarly, English literature majors must complete their required 400-level course at Denison. Students should consult with their academic advisors and the department chair regarding their off-campus study coursework.

Courses

ENGL 113 - Early British Literature (4 Credit Hours)

A study of selected works by men and women writing in the 8th through the 17th centuries. With close attention to various genres and through various critical approaches, this course attends to literary and cultural developments as reflected in a variety of texts and contexts.

ENGL 114 - 18th and 19th-Century British Literature (4 Credit Hours)

A study of selected works by men and women in the 18th and 19th centuries in England. The course pays close attention to various genres - satire, poetry, drama, criticism, and fiction - and is designed to sharpen students' reading, interpretive, critical thinking, and writing skills while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts.

ENGL 115 - Shakespeare (4 Credit Hours)

A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as viewed through a variety of critical perspectives.

ENGL 130 - American Literature Before 1900 (4 Credit Hours)

A historical survey of texts and literary movements in America before 1900. With attention to various genres and critical approaches, this course emphasizes literary responses to such issues as progress, national identity, race, gender, and the American landscape.

ENGL 150 - Introductory Topics in Literature (4 Credit Hours)

Introductory Topics to Literature introduces students to the study of literature by providing students with a broad overview of a literary topic, genre, or tradition chosen by the professor. Topics may include space and place in literature, politics and literature, current events and literature, economics and literature, etc. Genres may include poetry, the short story, the novel, drama, detective fiction, science fiction, domestic fiction, etc. Traditions may include African American literature, queer literature, British literature, postcolonial literature, etc. The course teaches students how to read, analyze, and enjoy literature as well as write about literature. It also teaches students why studying literature in college is important to their personal, professional, and civic lives.

ENGL 199 - Introductory Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 202 - Literary Theory and Critical Methods (4 Credit Hours)

This course will teach students skills and materials that are important in literary studies today. It will include methods of reading and writing literary criticism, research methods in literary studies, analytical practices, an overview of literary theoretical debates of the 20th century, and selected readings from contemporary theory. In each section, the teacher will use one or two literary texts to test interpretative and theoretical approaches.

ENGL 210 - Old Books in New Media (4 Credit Hours)

This class will recreate three classic pieces of British literature as twenty-first-century stories told in new media. The class will (1) reimagine the medieval pilgrimage narrative, *The Canterbury Tales*, as a series of podcasts, (2) map out a contemporary picaresque novel inspired by the eighteenth-century novel *Moll Flanders*, and (3) rewrite and illustrate the early-twentieth-century poem *The Waste Land* using generative AI. In each case, teams of 3-4 students will study the form and medium of the old book as well as its historical and cultural context, and then use that knowledge to imagine what a parallel story or poem might be in our own time and in new media forms. In doing so, students will learn how history, culture, form, and media shape imaginative storytelling, and they will become better storytellers themselves. They will also develop teamwork and collaboration skills as they learn to distribute work and hold each other accountable for realizing a shared vision. This course fulfills an oral competency (R) general education requirement, so students will offer several presentations over the course of the semester.

Crosslisting: DH 209.

ENGL 219 - 20th-Century Poetry (4 Credit Hours)

A survey of 20th-century poetry. Attention to major poets as well as literary schools will be enhanced by attention to the wider history, philosophy, and aesthetics of the time.

ENGL 220 - 20th-Century Fiction (4 Credit Hours)

A survey of 20th-century fiction. Attention to major writers will be enhanced by attention to the wider history, philosophy, and aesthetics of the time.

ENGL 221 - Literary Journalism (4 Credit Hours)

A survey of literary nonfiction writing in the 20th and 21st centuries that will ground students in the history and more recent developments of the genre as well as the ethical dilemmas of the genre.

Crosslisting: JOUR 200.

ENGL 225 - Women in Literature (4 Credit Hours)

Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity, and power.

Crosslisting: WGST 225.

ENGL 237 - Introduction to Creative Writing (4 Credit Hours)

Offers a basic understanding of and experience in writing poetry, fiction, and creative nonfiction and teaches students to pay close attention to language and narrative, central elements of all long-form nonfiction writing.

ENGL 240 - 20th-Century Drama (4 Credit Hours)

A survey of 20th-century drama with emphasis on British and American playwrights and an eye to female and minority dramatists disenfranchised from the main stages.

ENGL 245 - Queer Literature (4 Credit Hours)

A study of selected works by and about bisexual, gay, lesbian, and transgender people.

ENGL 250 - Re-Presenting the Holocaust through Literature, Theory, & Film: Bearing Witness to the Unwitnessable (4 Credit Hours)

In "The Witness and the Archive," Giorgio Agamben argues that the only true witnesses of the Holocaust are victims of the gas chamber. So how do we bear witness to a traumatic past that defies memory, comprehension, signification, and even representation? Given the rise of hate—anti-Semitism and white nationalism—within the US and abroad, the need to remember and inquire is all the more pressing. This course will look at the ways prose, poetry, film, and theory attempt to bear witness to the Nazi-genocide, complicating and unsettling our understanding of the Holocaust. Although historiography will be frequently engaged, this is neither a history nor purely a literature course but rather a discussion-based inquiry into the way the Holocaust defies our discipline-based modes of study and requires a unique, empathy-rich approach that listens to the past while hearing its ghostly echoes in the present.

ENGL 251 - Survey of Asian American Literature (4 Credit Hours)

This course is a survey of the major issues, movements, and/or themes in the study of Asian American literature and culture—including novels, poetry, performance, short stories, graphic novels, memoirs, and essays—with the goal of understanding them within the contexts of their production. Issues and topics may include immigration, diaspora, ethnic and gender formation, kinship and sexuality, interethnic dynamics, cultural nationalism and feminism, model minorities and Orientalism, assimilation, and generational conflict.

ENGL 252 - Caribbean Literature in English (4 Credit Hours)

The Caribbean is home to hundreds of islands and many nations, but the shared history of European colonialism and the Atlantic trade in enslaved people has given some geopolitical coherence to the region, which is culturally, ethnically, racially, and linguistically diverse. Though literature from the Caribbean is written in many languages, this course surveys Anglophone Caribbean literature and it analyzes it within the historical, political, and social contexts of colonialism, postcolonialism, and diaspora.

ENGL 253 - O Canada: Multicultural Canadian Literature (4 Credit Hours)

This course is an introductory survey of twentieth- and twenty-first-century Anglophone Canadian literature with an emphasis on multicultural voices and perspectives across a range of genres, including poetry, drama, short and long fiction, and critical theory.

ENGL 254 - African American Literature (4 Credit Hours)

Offers a historical survey of major texts, movements, and/or themes in the development of a distinct African American literary tradition. By examining texts from multiple genres and periods, students will be introduced to critical concepts central to the study of African American literature, including Middle Passage, slavery, diaspora, race, class, gender, sexuality, ecology, migration, language, and power.

Crosslisting: BLST 254.

ENGL 255 - Ethnic Literature (4 Credit Hours)

A study of the literature of various ethnic, racial, and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements, and contemporary relations of groups in American society.

Crosslisting: BLST 255.

ENGL 260 - Contemporary African Novels in English (4 Credit Hours)

A study of contemporary Anglophone African novels, all of which engage with histories and experiences of European colonialism.

Crosslisting: BLST 260.

ENGL 291 - Environmental Literature (4 Credit Hours)

This course examines humanity's relationship with and shifting conceptions of the nonhuman world through a range of literary and cultural texts. While reading selections will vary, they will generally include writers who reflect different ethnic, regional, and/or national outlooks and who work in various modes, including fiction, poetry, memoir, natural history, and science writing.

Crosslisting: SES 291.

ENGL 299 - Intermediate Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 302 - Studies in Literary Theory (4 Credit Hours)

A study of major literary and cultural theories important to literary studies today. The course will emphasize readings in primary texts by critical theorists as well as applications of those theories to text of various kinds. The teacher may focus on in-depth studies of one or two critical or cultural theories.

ENGL 310 - Studies in Literature (4 Credit Hours)

An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit.

ENGL 314 - Studies in the Short Story (4 Credit Hours)

A study of selected works of major and representative writers working in the genre of the short story. This course may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools and movements (such as the avant-garde, naturalism, or modernism), or on special topics within the field (such as postcolonial fictions or Southern writing).

ENGL 325 - African - American Women's Literature (4 Credit Hours)

Historical and contemporary African - American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States.

Crosslisting: BLST 325 and WGST 325.

ENGL 326 - Native American Literature (4 Credit Hours)

A study of Native American literature that will provoke considerations of Native American cultural and religious traditions, historical and legal struggles, artistic achievements, and contributions to contemporary American culture.

ENGL 327 - Queer Theory (4 Credit Hours)

Queer Theory is an interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics, and law.

Crosslisting: QS 227.

ENGL 337 - Form and Theory of Narrative (4 Credit Hours)

A critical and theoretical exploration of the formal elements and structures of prose narratives. The course will examine readings in various prose genres, including (but not limited to) novellas, novels, and memoirs. It is especially useful for creative writers working in creative nonfiction and fiction.

ENGL 338 - Form and Theory of Poetry (4 Credit Hours)

A critical and theoretical exploration of the formal structures and expectations of genre within poetry. The course will examine readings in a range of poetic genres and forms, both traditional and contemporary. It is especially useful for English literature majors and English-Creative Writing majors working in poetry.

ENGL 340 - Contemporary Drama (4 Credit Hours)

Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and GLBTQ playwrights.

Crosslisting: QS 351.

ENGL 341 - Studies in the English Novel (4 Credit Hours)

This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Bronte, Gaskell, Dickens, Eliot, or Hardy.

ENGL 342 - Studies in the Contemporary Novel (4 Credit Hours)

This class studies the movements and traditions within contemporary novels, focusing on such writers as Toni Morrison, Philip Roth, Zadie Smith, and Salman Rushdie.

ENGL 343 - Studies in Contemporary Poetry (4 Credit Hours)

This class studies the schools, movements, traditions, and innovations within contemporary poetry, focusing on selected works of such writers as Anne Carson, W.S. Merwin, Carl Phillips, and Charles Wright.

ENGL 345 - The Trans Novel (4 Credit Hours)

This class studies long fiction written by trans people that feature trans experiences. The Trans novel also reviews historical and methodological elements of Queer Studies.

ENGL 346 - The English Language (4 Credit Hours)

A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage.

ENGL 348 - Studies in Medieval British Literature (4 Credit Hours)

Special topics courses studying the textual forms of England, Scotland, Wales, and Ireland from 500 to 1500 CE.

ENGL 349 - Studies in European Literature (4 Credit Hours)

Selected works in translation from the Middle Ages through the 21st century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chrétien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Molière, Goethe, Ibsen, Tolstoy, Calvino, and Christa Wolf.

ENGL 355 - The Harlem Renaissance (4 Credit Hours)

An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s.

Crosslisting: BLST 355.

ENGL 356 - The Narrative of Black America (4 Credit Hours)

A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction.

Crosslisting: BLST 356.

ENGL 357 - Postcolonial Literature and Criticism (4 Credit Hours)

Readings in literature and criticism from Asia, Africa, Latin American, and the Caribbean, in response to the experience of colonialism.

Crosslisting: BLST 357.

ENGL 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Afro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: BLST 358 and WGST 358.

ENGL 361 - Directed Study (1-4 Credit Hours)

Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 362 - Directed Study (1-4 Credit Hours)

Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 363 - Independent Study (1-4 Credit Hours)

Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 364 - Independent Study (1-4 Credit Hours)

Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 365 - Studies in 16th and Early 17th-Century British Literature (4 Credit Hours)

A study of selected works of poetry, prose, and drama from 1500-1660.

ENGL 366 - Studies in Late 17th and 18th-Century British Literature (4 Credit Hours)

Special topics courses based in the literacy culture of England from roughly 1640-1800.

ENGL 367 - Studies in 19th-Century British Literature (4 Credit Hours)

Selected topics in the literature of 19th-century England. The course may focus on Romantic or Victorian authors or representative writers from both eras.

ENGL 368 - Studies in 19th-Century American Literature (4 Credit Hours)

Selected topics in the literature of 19th-century America.

ENGL 369 - Studies in Early American Literature (4 Credit Hours)

Selected topics in the writings of colonial and early national America.

ENGL 375 - Late 17th and 18th-Century Drama (4 Credit Hours)

Studies in the production, reception, and sociopolitical context of British drama from roughly 1660 to 1800.

ENGL 383 - Fiction Writing (4 Credit Hours)

An advanced workshop course in fiction writing. Students will be asked to read a wide selection of short fiction and to complete and revise a significant collection of their original work. Students will attain a working knowledge of fictional forms, techniques, and aesthetics.

Prerequisite(s): ENGL 237.

ENGL 384 - Creative Nonfiction Writing (4 Credit Hours)

Gives students in-depth experience in narrative writing in a variety of literary nonfiction forms, ranging from the lyric and personal essay to long-form reportage.

Prerequisite(s): ENGL 237.

ENGL 385 - Poetry Writing (4 Credit Hours)

An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry and to complete and revise a chapbook collection of their original works. Students will attain a working knowledge of poetic forms, techniques, and aesthetics.

Prerequisite(s): ENGL 237.

ENGL 386 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling..

Crosslisting: JOUR 201 and DH 230.

ENGL 391 - Nature's Nation (4 Credit Hours)

This course explores how a range of nineteenth-century American authors represented the natural world, examining how those representations of nature are informed by gender, class, and racial identities and how they become implicated in discourses of nationalism and imperialism.

Crosslisting: SES 391.

ENGL 399 - Advanced Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 400 - Junior and Senior Seminar (4 Credit Hours)

An intensive study of a particular theme or topic in literary and/or cultural studies, this junior and senior seminar is required of all English literature majors but is open to all junior and senior English majors and minors. Seminar topics change each semester. May be taken more than once for credit. Open to juniors or seniors with a major or minor in English.

ENGL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ENGL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ENGL 453 - Senior Writing Project (4 Credit Hours)

This one-semester course is the required capstone of the English–Creative Writing major. Directed by a creative writing professor in a combination of small-group workshops and individual tutorials, each student undertakes an individualized reading program and produces a substantial manuscript of original creative work.

Prerequisite(s): ENGL 237 and two of ENGL 383, 384, 385.

ENGL 454 - Intensive Senior Writing Project (4 Credit Hours)

This one-semester course is an optional second semester of the English–Creative Writing major capstone project that may be taken following successful completion of ENGL 453. Directed in a combination of small-group workshops and individual tutorials, each student continues the individualized reading program begun in ENGL 453, culminating in an even more substantial and polished manuscript of original creative work.

Environmental Studies

Students who matriculated in fall 2021, 2022, or 2023 may follow the Environmental Studies major and minor requirements. Students who matriculated in fall 2024 must follow the requirements of the Sustainability and Environmental Studies major and minor (<https://catalog.denison.edu/catalog/courses-of-study/sustainability-environmental-studies/>). **Any Environmental Studies major or minor who matriculated before the fall of 2024 must work closely with the program to ensure that they are meeting all requirements appropriately.**

Program Guidelines

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major requires students to develop a specific environmental focus as a concentration in addition to the environmental core and distribution courses. The minor in ENVS allows students to integrate an environmental perspective with their major field of study.

As a holistic interdisciplinary area, Environmental Studies draws on work in the natural sciences, social sciences, humanities, and the arts. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students will gain a deeper understanding both of the environmental concerns facing the world and of proactive opportunities for change. Among issues of concern and investigation are resource utilization, the impact of technology on ecosystems, relationships between the environment and sociocultural systems, ecosystem management, geographic analysis, sustainable design, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, political ecology, environmental photography, sustainable agriculture and environmental ethics, among many others.

Faculty

Professor Douglas Spieles, Director

Environmental Studies Faculty

Abram Kaplan, Lucy McAllister, Douglas Spieles, Tom Henshaw (visiting)

Affiliated Faculty

Quentin Duroy (Economics), Jonathan Maskit (Philosophy), Shiri Noy (Anthropology and Sociology), Sarah Supp (Data Analytics), James Weaver (English)

Resource faculty

Annabel Edwards (Chemistry), David Goodwin (Earth and Environmental Science), Amanda Gunn (Communication), Rebecca Homan (Biology), Matt Jungers (Earth and Environmental Science), Jordan Katz (Chemistry), Rebecca Kennedy (Classics), Erik Klemetti (Earth and Environmental Science), Andrew McCall (Biology), Trey Proctor (History), Joe Reczek (Chemistry), Jessica Rettig (Biology), Karl Sandin (Art History and Visual Culture), Geoff Smith (Biology), Keith Spencer (Studio Art), Catherine Stuer (Art History and Visual Culture), Andrea Ziegert (Economics).

Academic Administrative Assistant

Brenda Franks

View faculty profiles and contact information (<https://denison.edu/academics/environmental-studies/contacts/>)

Environmental Studies Major

The Environmental Studies Major requires eight (8) courses plus a thematic concentration, typically five (5) courses, as part of a three-pronged program.

1. Four required core courses: ENVS 100, ENVS 200, ENVS 301, and ENVS 401.
2. Four distribution courses: Students are to fulfill the requirements of the distribution categories listed below. No double-counting is permitted among these distribution categories or between the distribution courses and the concentration.
 - a. One environmental methods course from the Humanities or the Arts. Examples include: AHVC 263, AHVC 302, AGRS 312, ENGL 291, ENGL 391, PHIL 260.
 - b. One environmental course from the Social Sciences. Examples include: ECON 202, ECON 427.
 - c. A two-course sequence in the Natural Sciences. Examples include: BIOL 230, EESC 200, EESC 240.
3. A thematic concentration. The concentration is a set of courses (typically five) that provides depth in an area of interest. Concentration courses may not double-count with the Core or Distribution categories above.

ENVS Thematic Concentration Options

- Creative Environments
- Ecosystem Conservation
- Environmental Decision Making
- Environmental Geoscience
- Global Environmental Justice
- Journalism
- Sustainable Agriculture
- Sustainable Design
- Sustainable Development

Note that students may propose their own self-designed thematic concentration, subject to the approval of the Program Committee. In all concentrations, other relevant courses may be added to these lists as they are developed and offered by faculty. Also note that appropriate Off-Campus Study courses may count toward most thematic concentrations.

Environmental Studies Minor

The Environmental Studies Minor requires six courses. Regular offerings are listed here for each category. Check with the ENVS program office or website for a list of special offerings that may be allowed to fulfill each requirement. Also note that some of these courses have prerequisites.

1. ENVS 100 - Integrated Environmental Studies
2. ENVS 200 - Environmental Analysis

Four distribution courses: Students are to fulfill the requirements of the distribution categories listed below. No double-counting is permitted among these distribution categories.

1. One environmental course from the Humanities or the Arts:
2. One environmental course from the Social Sciences.
3. A two-course sequence in the Natural Sciences.

Additional Points of Interest

Choosing a Concentration for the ENVS major

Students who major in ENVS choose an area of concentration during the sophomore year. Prospective ENVS majors are encouraged to discuss possible concentrations with any of the ENVS-affiliated faculty listed above prior to the sophomore year. The concentration proposal deadline is typically early in the Spring semester.

ENVS courses and General Education (GE) requirements

Courses taken under the ENVS heading typically fulfill the Interdivisional (I) General Education requirement. In the case of cross-listed courses, students may choose to enroll under the ENVS heading to earn the Interdivisional (I) GE, or the heading of the home department to earn the GE designation appropriate for that department. In either case, the course will count toward the ENVS major or minor. Students are typically able to fulfill a maximum of five GE requirements through the ENVS major.

Off-Campus Study

Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students who want to study abroad should plan to do so during their junior year. Courses taken abroad that serve as substitutes for courses listed above or that are otherwise used to satisfy elements of the Environmental Studies major must be approved in advance by the Environmental Studies Director, prior to the student's departure for the off campus program. A maximum of two off-campus courses may be used to satisfy requirements in the major for students who spend one semester off-campus, and a maximum of three off-campus courses may be used to satisfy requirements in the major for students who spend two semesters off-campus.

French

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions,

articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the culture. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate a culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

Students who want to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the Department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Professor: Christine Armstrong, Associate Professors: Isabelle Choquet, Yvonne-Marie Mokam

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/french/contacts/>)

French Major

Students majoring in French must take a minimum of nine courses beyond FREN 211 - Intermediate French. The first six courses required for the major are

Code	Title
FREN 213	Cinema for French Conversation and Pronunciation
FREN 214	What Makes the French French?
FREN 215 or FREN 305	Intermediate French Readings and Grammar Introduction to Francophone Texts
FREN 311	Survey of French Literature I: From the Middle Ages through the 18th Century
FREN 312	Survey of Literature of French Expression: 19th-21st Centuries
FREN 418	Senior Seminar (to be taken during the senior year)

The three other required courses will be advanced courses in literature, culture, or language.

French Minor

Students minoring in French must take six courses beyond FREN 211 - Intermediate French:

Code	Title
FREN 213	Cinema for French Conversation and Pronunciation
FREN 214	What Makes the French French?
FREN 215 or FREN 305	Intermediate French Readings and Grammar Introduction to Francophone Texts
And three advanced courses in literature, culture, or language, at least one of which must be either:	
FREN 311	Survey of French Literature I: From the Middle Ages through the 18th Century
FREN 312	Survey of Literature of French Expression: 19th-21st Centuries

Additional Points of Interest

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO which is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authentic materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

General Department Regulations

Students planning to major in the department are advised to begin course work in the first year. Those who wish to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. Whether students satisfy the language requirement by continuing with their secondary-school language or by taking up a new language, the Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette

with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

Courses

FREN 111 - Beginning French I (4 Credit Hours)

A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French.

FREN 112 - Beginning French II (4 Credit Hours)

A continuation in the development of the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French.

Prerequisite(s): FREN 111.

FREN 199 - Introductory Topics in French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 211 - Intermediate French (4 Credit Hours)

A completion of an overview of the structure of French. Emphasis placed on developing skills in speaking, writing, listening, and reading. Does not count as credit toward a major or minor. Conducted in French.

Prerequisite(s): FREN 112 or placement.

FREN 213 - Cinema for French Conversation and Pronunciation (4 Credit Hours)

Training and refining of all skills, with an emphasis on pronunciation and oral communication. Conducted in French. The course topic for the fall 2025 term is "Africa on the Screen". This course surveys the evolution of the visual representations of Africa from colonial depictions to contemporary African perspectives. Through the analysis of a selection of films and music clips, students will engage with themes such as 1/ Constructing the Other, 2/ Reclaiming African Stories, 3/ Migration, Belonging, Cultural Identity in Flux, 4/ Youth, Urban Life & Everyday Realities, 5/ Globalization, Conflict, and Family Bonds, 6/ Gender and Liberation 7/ Environmental Advocacy, and 8/ Afro-futurism. The course emphasizes refining French language skills, with particular attention to pronunciation, listening comprehension, and oral communication. Discussions, debates, and oral presentations will help students develop critical thinking and confidence in expressing complex ideas in French. By the course's end, students will gain a deeper understanding of Africa's diverse realities and confidently discuss complex ideas in French.

Prerequisite(s): FREN 211 or placement.

Crosslisting: BLST 281.

FREN 214 - What Makes the French French? (4 Credit Hours)

The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society, and symbolic behavior. The approach compares American and French cultures. Conducted in French.

Prerequisite(s): FREN 213 or equivalent.

FREN 215 - Intermediate French Readings and Grammar (4 Credit Hours)

Students will read extensively from Francophone literary works and works of general culture while reviewing French grammar in detail. Conducted in French. May be taken concurrently with FREN 213 or equivalent.

Prerequisite(s): FREN 213.

FREN 299 - Topics in Intermediate French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 305 - Introduction to Francophone Texts (4 Credit Hours)

Approaches to comprehension and appreciation of literary texts through analysis and writing. Recommended as preparation for advanced work in French. Conducted in French. This course satisfies the upper level writing requirement.

Prerequisite(s): FREN 215 or equivalent.

FREN 311 - Survey of French Literature I: From the Middle Ages through the 18th Century (4 Credit Hours)

Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French.

Prerequisite(s): FREN 215 or FREN 305 or equivalent.

FREN 312 - Survey of Literature of French Expression: 19th-21st Centuries (4 Credit Hours)

Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French. This course satisfies the upper-level writing requirement.

Prerequisite(s): FREN 215 or FREN 305 or equivalent.

FREN 330 - Texts in French: Themes (4 Credit Hours)

This course proposes the study of texts of French expression (taken in the broad definition, including the written text, film, music) through a theme such as Childhood Narratives in Francophone Caribbean Literature, Women Voices in Francophone Africa, Literary Children of the French Revolution, French Gastronomy, Maghrebi Immigration to France, Gide, etc. Conducted in French. This course satisfies the upper-level writing requirement.

Prerequisite(s): FREN 305 or FREN 311 or FREN 312.

FREN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

FREN 362 - Directed Study (1-4 Credit Hours)

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FREN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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FREN 399 - Advanced Topics in French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 418 - Senior Seminar (4 Credit Hours)

Advanced study of special topics in language, literature or culture. Conducted in French. This course satisfies the upper-level writing requirement. Must be taken in senior year.

Prerequisite(s): One advanced course beyond FREN 311 - FREN 312.

FREN 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

FREN 452 - Senior Research (4 Credit Hours)

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German

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the culture and society. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate a culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global

health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and various areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Assistant Professor Ross Etherton

Visiting Assistant Professor Vanessa Plumly

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/german/contacts/>)

German Major

Students majoring in German must take a minimum of nine courses (9) beyond GERM 112 - Beginning German II. Major electives would include a combination of 200 and 300-level classes. Of these, at least one course must be a literature course and one must be an area studies course.

Code	Title
GERM 213	Intermediate Conversation and Composition (or equivalent)
GERM 214	Review: Communication and Writing Skills
GERM 311	Introduction to German Fiction and Non-Fiction (recommended; or another German Literature course)
<i>Culture and Civilization</i>	
GERM 303	Seminar: Special Topics in English
or GERM 304	German Culture and Civilization: 19th Century to 1933
or GERM 305	German Culture and Civilization: 1933 to Present
Senior Project	
Seniors complete one major project in the context of a 300 level course taken in the senior year.	
GERM 441	Senior Project

Three of the five remaining required courses must have some literary content, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other two courses can be advanced language or a second civilization course.

German Minor

A student minoring in German must take at least five advanced language courses above the 112 level, including one literature course, and one course in area studies. Recommended courses:

Code	Title
GERM 213	Intermediate Conversation and Composition
GERM 214	Review: Communication and Writing Skills
GERM 303	Seminar: Special Topics in English
or GERM 304	German Culture and Civilization: 19th Century to 1933
or GERM 305	German Culture and Civilization: 1933 to Present
GERM 311	Introduction to German Fiction and Non-Fiction (or one other German Literature course)
or GERM 302	Special Topics Seminar

Additional Points of Interest

General Departmental Regulations

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An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO which is a wireless collaboration and presentation solution that makes sharing and presenting easier with all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authenticated materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

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Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

Courses

GERM 111 - Beginning German I (4 Credit Hours)

A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major.

GERM 112 - Beginning German II (4 Credit Hours)

A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major.

Prerequisite(s): GERM 111 or placement.

GERM 199 - Introductory Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 213 - Intermediate Conversation and Composition (4 Credit Hours)

Intensive practice in all modalities to improve intermediate level skills. Work in the Language Lab and composition writing will constitute a part of the course. This course satisfies the Oral Communication general education requirement.

Prerequisite(s): GERM 112 or placement.

GERM 214 - Review: Communication and Writing Skills (4 Credit Hours)

Intensive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted in German.

Prerequisite(s): GERM 213 or consent.

GERM 299 - Intermediate Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 302 - Special Topics Seminar (4 Credit Hours)

A seminar with an emphasis on culture and literature focusing on a specific theme or topic. Topics have included divided Berlin, national identity, love in literature of the 90s, women in German media, Afro-Germans, victims and perpetrators in German literature, migration and refugees and grammar review/advanced writing proficiency.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 303 - Seminar: Special Topics in English (4 Credit Hours)

German 303 is a course taught in English. This course treats unique issues in German Studies that have contemporary significance and interdisciplinary content. Possible topics addressed in this course include divided Berlin, German professional sports, history of Germanic languages, migration, fairy tales, the forest in German-speaking cultures, and any 300 level course currently taught in German that could be transposed into the English language.

GERM 304 - German Culture and Civilization: 19th Century to 1933 (4 Credit Hours)

German culture in its historic context of the 19th century to 1933. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 305 - German Culture and Civilization: 1933 to Present (4 Credit Hours)

German history and culture from 1933 to the present. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Also explorations on what it means to become a German citizen. Special emphasis on Germany and Austria as multicultural societies. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 311 - Introduction to German Fiction and Non-Fiction (4 Credit Hours)

The goal of the course is to train the students in the techniques of reading, analyzing and responding to literary and non-literary texts such as, short prose fiction, plays, films, poetry, essays, articles, biographies, etc. Short compositions in German throughout the semester constitute an essential element of the course. This course satisfies the upper level writing requirement. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 312 - German Literature and Film (4 Credit Hours)

A close study of works by Mann, Kafka, Hesse, Böll, Grass and others. Films by directors such as Lang, Fassbinder, Herzog, von Trotta, Tykwer, Schlöndorff, Wenders, Akin, Link, and others are also a focus of this course. An introduction to film theory complements this course.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GERM 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GERM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GERM 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GERM 399 - Advanced Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 441 - Senior Project (1 Credit Hour)

Senior German majors register for this credit with a regularly scheduled 300-level class.

GERM 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GERM 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Global Commerce

Program Guidelines & Mission

The Global Commerce major explores the globalized nature of modern commerce—the production and exchange of goods, services, ideas, money and capital—and how these elements of commerce have changed over time. The major provides an interdisciplinary examination of commerce and its relationship to markets, institutions, and culture.

Language study, at least to the intermediate level, is fundamental to the Global Commerce major. When students declare the GC major, they must identify their language of study to ensure that they will be in a position to use their developing language skills as they progress through the major. In addition to this language facility, throughout their GC major experience, students develop sophisticated analytical skills in assessing and engaging in a globalized society.

To that end, the major is built around 8 courses required of all majors: 6 "Commerce Core" courses that are unique to Denison, as well as ECON 101 - Introductory Macroeconomics and ECON 102 - Introductory Microeconomics. In the introductory GC 101 - Commerce and Society, students explore the relationships between commerce and society in different times and places, through a variety of humanities and social science lenses. In GC 200 - Global Focus Proposal for Global Commerce, sophomore majors design a "Global Focus" that will allow them to develop a deep understanding of a particular geographic area by studying its culture, history, social and political context, and language(s). The goal of this global focus is not to make the GC major a specialist in one region of the world but, rather, to develop their capacity to adapt to working in any global region by knowing what kinds of information are required to operate effectively in an unfamiliar society.

GC 200 - Global Focus Proposal for Global Commerce is paired with GC 201 or GC 202. GC 201 - Elements of Commerce, exposes students to a core of applied skills related to the areas of commerce, business, global organizations, and entrepreneurship (i.e., skills related to multiple workplace environments) and fosters students' understanding of how the liberal arts underpin and support these skills. GC 202 - Quantitative Methods for Global Commerce, introduces students to the fundamentals of statistics, and to the methods of collecting and analyzing data to solve practical problems in global commerce and social contexts. Junior majors take GC 301 - Global Trade and Financial Markets, in which

they examine the dynamics of global markets, market regulation, and financial institutions. GC 401 - Global Commerce Senior Seminar, the senior capstone course, requires students to articulate and apply their accumulated knowledge from their Global Commerce major experiences, both inside and outside the classroom, in part by producing a final semester-long, team-based assignment in which they create a team plan, collect and analyze data, and craft a proposal for a global commerce-related initiative.

In combination with our robust GC co-curricular program (Learn more about Global Commerce *Outside the Classroom*), these courses offer GC majors opportunities to interact with visiting speakers, including alumni and Columbus-area professionals, in conversations about the dynamics and challenges of globalized commerce.

Learning goals for the Global Commerce major include:

- the development of an advanced understanding of the complex ways in which commerce is connected to culture, history, social structures, political systems, financial institutions, and other global factors;
- immersion in the study of a particular geographic area—or the connections between multiple regions for the transregional option—emphasizing the study of culture, history, social context, and language;
- building well-developed cultural agility skills, including intermediate-level facility with at least one language other than English;
- honing analytical and communication skills;
- and developing an understanding of team dynamics and effective team leadership.

Through a combination of curricular and co-curricular experiences, students develop:

- a sound understanding of the various elements of commerce (both for-profit and not-for-profit), including familiarity with the language of business and with spreadsheet construction and manipulation;
- the ability to interpret financial reports and evaluate organizational performance;
- professional etiquette and networking skills.

Each student will also integrate a significant off-campus experience with the curricular study of commerce and cultural context.

Faculty

Director: Associate Professor John McHugh

Associate Director for Global Commerce Programming: Jane Palmer

Professors Ted Burczak, Karen Spierling; Associate Professors Jessica Bean, Regina Martin, John McHugh; Assistant Professors Jessica Burch, Vinicius Cicero, Oksana Grabova, Leksa Lee, Julie Mujic, Heather Yang

Academic Administrative Assistant

Monica Graffeo

View faculty profiles and contact information (<https://denison.edu/academics/global-commerce/contacts/>)

Global Commerce Major

Required Components (16 courses - 60.5 credits total)

- 8-course Commerce Core: 6 GC Commerce Core, 2 Econ (28.5 credits)
- 2 intermediate language courses (i.e., two courses beyond the 112 level) (8 credits)
- 6-course Global Focus (24 credits)
- 1 Off-Campus Experience

Commerce Core

The Commerce Core is required of all majors. The Core consists of eight courses:

Code	Title
ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics
GC 101	Commerce and Society
GC 200	Global Focus Proposal for Global Commerce (prerequisite GC 101)
GC 201	Elements of Commerce (prerequisite GC 101)
GC 202	Quantitative Methods for Global Commerce (prerequisite GC 101)
GC 301	Global Trade and Financial Markets (prerequisites ECON 101, ECON 102, GC 101, & GC 201)
GC 401	Global Commerce Senior Seminar (prerequisites GC 101, GC 201, GC 202, GC 301)

Language Courses

All Global Commerce majors are required to attain depth in a language other than English, typically by taking at least two language courses beyond the 112 level. Additional language study is strongly encouraged, and any additional language courses can apply toward the Global Focus—including introductory level courses in a third language relevant to the student's global focus region. If students are already native speakers of a language other than English, they must still fulfill the language requirement of the Global Commerce major by studying at least two semesters of a language other than English.

Global Focus

The Global Commerce major seeks to integrate the study of commerce with a deep understanding of the cultures and societies of a geographical region beyond North America. Courses in the Global Focus are drawn from the Humanities, Arts, and Social Sciences. Majors choose one of the following geographic areas as a Global Focus:

- Africa/Middle East
- Asia
- Europe
- Latin America/Caribbean

The Global Focus consists of six courses (a list of qualifying courses is available from the Global Commerce office each semester), at least four of which must address the particular region of study. Two of the courses can be cognates that relate to global commerce generally, but do not necessarily focus on the student's selected region. Up to three of the Global Focus courses may be taken off-campus. Any exceptions must

be approved by the Global Commerce Director in consultation with the Global Commerce committee. Students will develop a cohesive curricular plan for their Global Focus in the sophomore seminar class, GC 200 - Global Focus Proposal for Global Commerce.

Transregional Option

The Global Focus component of the major also can be fulfilled through a "transregional option." In this option, students focus on the flow and exchange of a variety of elements—such as information, goods, services, or labor—between two or more geographic regions. The proposal must make a clear case for the pursuit of the transregional option and for the coherence of their six proposed Global Focus courses. Students electing to pursue the transregional option must still meet the Global Commerce language requirement.

Off-Campus Study

An off-campus experience is required of Global Commerce majors. Ideally, the off-campus experience occurs in the geographical region of the Global Focus or is tied to the Global Focus in terms of topics of study. In the GC 200 - Global Focus Proposal for Global Commerce proposal assignment, students are required to indicate and explain the rationale supporting their choice of an off-campus experience. The types of experiences that would fulfill the Global Commerce off-campus requirement include:

- Semester (or summer) of participation in a Denison-approved Off-Campus Study program.
- A Denison Seminar or other academic course with a travel component.
- An off-campus internship. This may be an international internship or a domestic internship where the student learns about the global connections of a U.S. business or organization.

Courses

GC 101 - Commerce and Society (4 Credit Hours)

This course provides a thematic introduction to global commerce, emphasizing the interrelationship of commerce and society. The particular topic and approach of the course will vary dependent upon the instructors' choice, but students in all sections will explore the relationship of commerce and society from an interdisciplinary perspective, emphasizing the ways in which the economy and trade are connected to culture, social movements, and other global factors. Broad topics addressed include economic systems & institutions, money & value, markets, labor, commodities, and ethics & equity. GC 101 is required for all Global Commerce majors and is a prerequisite for Global Commerce 201.

GC 199 - Introductory Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 200 - Global Focus Proposal for Global Commerce (0.5 Credit Hours)

This sophomore-level course is required for all Global Commerce majors. In this half-credit course, students create their individually designed Global Focus. Steps in this process include classroom discussion, peer review, oral presentations, and consultation with the program director and assistant director. At the end of the course students submit the Global Focus proposal essay, in which they explain their goals as a GC major and propose a synthesis of coursework, an off campus experience (off-campus study and/or an internship), and language training that will allow them to develop a coherent area of focus within Global Commerce. The Global Focus must be approved by the GC Director, in consultation with the Global Commerce Program Committee as necessary, in order for a student to proceed in the major.

Prerequisite(s): GC 101.

GC 201 - Elements of Commerce (4 Credit Hours)

For GC majors only. This sophomore-level course provides an introduction to the elements of global commerce approached through an examination of the roles and structures of corporations. Students gain an intellectual foundation to help them make sense of business issues in the present and think carefully about business ethics, which includes examining the wisdom, stakes, and consequences of managerial decision-making. The course also builds students' applied skills by introducing them to business vocabulary, accounting practices, and financial reports. Throughout the course, students will gain significant facility in spreadsheet manipulation to learn how to present data effectively. Coursework may require attending co-curricular events. GC 201 is a prerequisite for GC 301 and GC 401. GC 201 is also required for all Global Commerce majors.

Prerequisite(s): GC 101.

GC 202 - Quantitative Methods for Global Commerce (4 Credit Hours)

The modern business environment requires the ability to analyze and summarize data, and to use statistical analysis for decision-making and problem solving. This course introduces Global Commerce majors to the fundamentals of statistics, and to the methods of collecting and analyzing data to solve practical problems in global commerce and social contexts. The primary objective of this course is to enable students to perform and understand statistical analysis of data, with the view of being able to interpret the limitations of statistical findings and to think critically about how statistics is used by others. Topics such as descriptive statistics, basic probability, data visualization, sampling methods, distributions of sample statistics, hypothesis testing, confidence intervals, and statistical inference will be discussed in the commercial, business and social contexts. Throughout the course, students will gain significant facility in spreadsheet manipulation to learn how to present and analyze data effectively. Coursework may require attending co-curricular events.

Prerequisite(s): GC 101.

GC 210 - Sex, Gender & Work (4 Credit Hours)

This course explores the relationship among sex, gender, and labor from the Industrial Revolution to the present. Drawing on history, anthropology, and feminist theory, the course examines various kinds of labor—emotional labor, care work, bureaucratic white-collar work, and sex work, among others—to examine how sex and gender have shaped the perceived value, as well as the legal and social status, of different kinds of work.

Crosslisting: WGST 288.

GC 211 - War and Commerce (4 Credit Hours)

This course will allow students to interrogate the historical connections between commerce and a variety of forms of war. Students will learn about the relationship between war and commerce through specific case studies in a historical context and will learn to identify turning points when disagreements over commerce turn into war. Students will also consider the perspective of companies and countries as they use commerce to influence other military, political, diplomatic, or economic outcomes.

GC 212 - Global Sport and Profit (4 Credit Hours)

This course will explore how profit is created, consumed, and distributed in global professional sports. We will examine soccer and tennis in-depth, weaving discussion of other global sports in with guest speakers and activities. The global sports analyzed in this class generate significant financial gain in public and private forms. Specifically, students will look at the relationship between organizational structures, leagues, community partnerships, and personal investment to interrogate how sports contribute to the economic, social, political, and cultural aspects of nations and peoples.

GC 220 - Sustainable Global Finance (4 Credit Hours)

A well-functioning financial sector is key in improving economic efficiency and producing high economic growth, but in the 21st-century, those goals cannot be achieved without considering both environmental and social sustainability issues. This course gives students a foundation in how sustainability issues (ESG: Environmental, Social and Governance) create challenges to businesses, economies and society, and the role of the financial sector in addressing environmental and social challenges. The course explores questions such as: what is sustainability and why does it matter, what are the challenges to corporations and the economy posed by sustainability, how to value financial assets and how integrated reporting can facilitate valuation and improve transparency. Applications on sustainable investment products such as green bonds, climate financing, and social impact bonds will also be discussed.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 220.

GC 250 - General Topics in Global Commerce (4 Credit Hours)

Open to intermediate students. These courses are offered in a variety of areas related to Global Commerce.

GC 299 - Intermediate Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 301 - Global Trade and Financial Markets (4 Credit Hours)

This course is designed for Global Commerce majors to introduce them to the complexities and fundamentals of global financial markets and international trade. The course begins with the basic principles of global trade, covering determinants of comparative advantage, welfare analysis of trade restrictions such as tariffs and quotas, and the movement of capital across nations. As the course progresses, we will investigate the relationship between interest rates and exchange rates, and how they impact national monetary policy, as well as the balance of payments. Additionally, we will discuss what determines the choice of exchange rate systems and how to hedge against exchange rate risk.

Prerequisite(s): ECON 101 and ECON 102 and GC 101 and GC 201.

GC 350 - Seminar in Global Commerce (4 Credit Hours)

Open to advanced students. These seminars offer topics in a variety of areas related to Global Commerce.

Prerequisite(s): GC 201 and ECON 102.

GC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GC 399 - Advanced Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 401 - Global Commerce Senior Seminar (4 Credit Hours)

This course serves as the culminating experience of the Global Commerce major. Students will combine their research, writing, teamwork, and presentation skills with interactions with professionals from the business and non-profits sectors to produce their final senior project. In addition to significant teamwork, semester project will include a sophisticated reflective component that requires students to articulate the connections among the curricular and co-curricular elements of their major experiences. Final projects will incorporate students' foreign language and spreadsheet skills, knowledge related to their global focus, and understanding of organizational strategies and cultures as developed through the GC core courses, co-curricular opportunities and off-campus experience. Coursework may require attending co-curricular events.

Prerequisite(s): GC 101, GC 201 and GC 202 or MATH 120 and GC 301.

GC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Global Health

Departmental Guidelines & Mission

The mission of the Global Health Program is to provide an interdisciplinary and comprehensive experience that focuses on the social, physical, and mental dimensions of wellbeing with an emphasis on population-level health across the globe. Students in Global Health will learn how to understand, evaluate, and critically assess population health from a global perspective using a range of approaches and perspectives.

The learning goals in our Global Health Program expose students to seven key elements of the discipline. The learning goals, applicable courses, and learning outcomes in the Global Health curriculum include:

- **Global Burden of Disease** (GH 100, GH 202, select GH electives): Students will be able to describe and explain worldwide patterns of health outcomes to identify critical priorities in global health.
- **Globalization of Health & Healthcare** (GH 100, GH 202, select GH electives): Students will be able to discuss how globalization affects health and health care, explain demographic and epidemiologic transitions, and describe major factors contributing to the global incidence and prevalence of communicable and non-communicable disease, and injuries & violence.
- **Ethics & Research** (GH 100, GH 210, select GH electives): Students will be able to recognize and discuss the ethics of global health issues & settings, and the role of political, social, economic, environmental, and cultural factors in shaping current global health issues. They will be able to design and conduct a research study following ethical practices.
- **Data Interpretation & Analysis** (GH 100, GH 202, GH 210, select GH electives, GH 400): Students will be able to interpret, analyze, and communicate quantitative, qualitative, and epidemiologic data to understand global health patterns, issues, policies, and interventions.
- **Intercultural Collaboration, Partnering, & Communication** (GH 100, select GH electives, GH 400, Experiential Learning): Students will be able to identify key stakeholders in global health, discuss barriers and possible approaches to solving diverse health issues around the

world, and develop their communication skills, cultural humility, and adaptability.

- **Health Equity & Social Justice** (GH 100, select GH electives, GH 400): Students will be able to describe and analyze strategies to address health disparities across social, economic, demographic, or geographically defined populations.
- **Program & Policy Management** (GH 210, select GH electives, GH 400): Students will be able to design and evaluate global health programs to understand the contribution of effective policy and governance, enhanced implementation, and improved and sustained health outcomes.

Global Health students are uniquely positioned to evaluate the patterns and societal issues associated with understanding and responding to disease and other health issues, and to contribute their knowledge and skills to the public and private sectors. Additionally, several required courses provide majors and minors an opportunity to analyze quantitative and qualitative data in order to inform policy and programmatic change in population health. Central to Global Health is a critical examination of health disparities, the interaction between health and the environment, and the burden of disease and mortality. The Global Health curriculum also is geared to provide critical exposure to applied and experiential-based learning to understand health from a local yet global context. We are committed to actively exposing students to critical problems and methodologies that are specific to Global Health, as well as having student engage in elective coursework outside of Global Health that offers foundational or deeper knowledge that enhances understanding of the diverse issues and challenges in the field of Global Health. Upon completion of the Global Health major, students will be competent in addressing global health issues with a critical lens and from a culturally relevant perspective.

Faculty

Professor of Biology, Jessica Rettig, Director

Associate Professor Ehab Farag; Assistant Professor Sahra Ibrahim; Visiting Assistant Professors Thomas Henshaw, Andrea Lourie

Program Coordinator

Pamela Satterfield

Affiliated Faculty

Anthony Bonifonte (Data Analytics), Cristina Caldari-Torres (Biology), Gina Dow (Psychology), Clare Jen, (Biology / Women's & Gender Studies), Zarrina Juraqulova (Economics), Susan Kennedy (Psychology), Tess Lanzarotta (History), Laura Russell (Communication), Jane Saffitz (Anthropology), Taku Suzuki (International Studies), Christine Weingart (Biology), Eric Winters (Health, Exercise and Sports Studies)

Global Health Major
Required Components (10 courses)

- 4 courses in Global Health Core (16 credits)
- 3 Global Health Electives (12 credits)
- 3 Thematic Electives (12 credits)
- GH 050 - Experiential Learning Requirement (0 credits, described below)

Global Health Core	
Code	Title
GH 100	Introduction to Global Health
GH 202	Epidemiology (prerequisite GH 100)
GH 210	Global Health Research Methods (prerequisite GH 202)
GH 400	Global Health Capstone (prerequisites GH 210 & GH 202)
or GH 452	Advanced Senior Research

Students in GH 452 and GH 400 are required to participate in Global Health senior research presentations in the spring.

Global Health Electives

Complete 3 Global Health Electives (taught by Global Health instructors). Electives differ semester by semester and typically two are offered each semester. Examples shown below:

Code	Title
GH 352	Planetary Health
	Global Health Challenges: Tackling Infectious Diseases and Epidemics
	Social Determinants of Health: A Global Perspective
	Global Health and Nutrition: From Burden to Prevention Across the Life
	Lifespan Development in a Global World: A Biopsychosocial Approach to Health and Wellbeing
	Global Maternal and Child Health

Thematic Electives

Students complete 3 Thematic Electives selecting courses from three thematic arenas described below. These courses provide added depth and breadth in areas of interest and meaning for Global Health students.

Students may take up to two courses within a single theme but no more than two courses from a single department or program. Course choices vary semester-by-semester and the Global Health Program provides an updated list of options for the Thematic Electives each semester.

- **Science & Data:** Science serves as a foundational element in understanding global health issues, from the biology of pathogens and the physiology and anatomy of the human body to the environmental changes on our planet that impact population health. In addition, the field of Global Health is inherently data-driven, with the most effective policies and interventions being informed by robust data collection, visualization, analysis, and interpretation. These courses enhance students' analytical skills and equips them with the necessary tools to apply scientific methods to complex health challenges. Example courses shown below.

Code	Title
BIOL 110	Biology and Politics of Women's Health
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution
BIOL 330	Biostatistics
BIOL 341	Immunology
CS 109	Discovering Computer Science

or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 114	Discovering Computer Science: Computing for the Social Good
DA 101	Introduction to Data Analytics
DA/MATH 220	Applied Statistics
DPR 101	Data Visualization for Political Research
ECON 307	Introductory Econometrics
EESC 111	Planet Earth
EESC/SES 222	Geographic Information Systems I
EESC/SES 223	Geographic Information Systems II
HESS 202	Applied Anatomy
MATH 120	Elements of Statistics
PSYC 100	Introduction to Psychology
PSYC 210	Development in Infancy and Childhood
PSYC 245	Adolescence
PSYC 265	Cultural Psychology
PSYC 270	Health Psychology

• **Humanity, Society, & Governance:**

Courses under this theme help students understand the social-political-economic dimensions of population health, fostering a nuanced understanding of global health governance and ethics. Courses in this theme enable students to explore the intersection of population health with ethical, social, and governance issues by providing a critical understanding of how societal factors influence health policies and practices. Additionally, many critical problems in global health (e.g., HIV, air pollution, droughts, COVID-19) require a broad understanding of human societies and governance systems to manage and solve. Students learn to better understand the problems, challenges, and solutions in Global Health by expanding their knowledge of humanity, society, and governance. Example courses shown below.

Code	Title
ANTH 220	Medical Anthropology
ECON 204	Income Inequality
ECON 412	Economics of the Developing World
ECON 425	Race and Ethnicity and the U.S. Economy
ECON 462	Health Economics
HIST 292	History of Reproductive Justice in the United States
MENA/HIST 122	The Making of the Modern Middle East
PHIL 285	Biomedical Ethics
PHIL 294	Topics in Ethics (Food Ethics)
PPA 122	Introduction to Global Governance
PPA 345/INTL 265	Human Rights in Global Perspectives
PPA 359	Topics in the Study of International Policies (War, Water, Waste)
REL 302/WGST 321	Ethics of Peace and War
SES 217	Sustainable Development Goals

SES 276	Environmental Justice
SES 334	Sustainable Agriculture and Food Systems

- **Contemporary Languages, Histories, & Cultures:** Global Health focuses on today's issues, which are influenced by the contemporary histories, cultures, and languages of today's populations of people. Understanding the contemporary and historical contexts that shape health outcomes is vital for creating effective global health interventions. This theme focuses on the cultural, historical, and linguistic factors that may influence health practices and policies globally and locally. Exposure to contemporary languages and cultural studies enhances students' ability to work effectively in diverse settings, crucial for global health professionals. Exposure to contemporary languages, histories, and cultures enhances students' understanding of recent historical and cultural factors shaping health outcomes globally and locally, and enhances students' ability to communicate and work in diverse cultural settings both globally and domestically. Choices in this theme include courses in Arabic, Chinese, French, German, Japanese, Portuguese, and Spanish that students do not use to fulfill their language requirement for General Education. Additional example courses shown below.

Code	Title
BLST 237	Global Health and Local Wellbeing
HIST/MENA 122	The Making of the Modern Middle East
INTL 100	Introduction to International Studies: The Making of the Modern World
LACS 101	Introduction to Latin American Caribbean Studies
WGST 276	Gender, War and Conflict

Or language courses (ARAB, CHIN, FREN, GERM, JAPN, PORT, SPAN) that do not fulfill the K requirement, see language section for more information.

Languages:

Students may select courses from contemporary languages (i.e., ARAB, CHIN, FREN, GERM, JAPN, PORT, SPAN) that are not used to meet the "K" requirement. These courses may be either language-focused or culture-focused, providing flexibility and depth to the student's educational experience. Eligible courses also include introductory courses in a language different from a student's primary language and from their "K" requirement language, as well as linguistic and culture courses conducted in English by faculty teaching in contemporary languages (i.e., ARAB, CHIN, FREN, GERM, JAPN, PORT, SPAN). Global Health majors are encouraged to pursue language courses at levels above 211, but also have the option of shifting to a new language if their global or language interests are better supported by a new language tradition.

Experiential Learning Requirement

The 0 credit GH 050 - Experiential Learning component of the Global Health major involves student engagement in a volunteer position, internship, job, research position, or off-campus study experience connected to the field of Global Health. Students work with the Director of

Global Health to determine the suitability of a particular experience and to receive approval for this requirement.

Global Health Minor

Required Components (6 courses)

Global Health Core

Code	Title
GH 100	Introduction to Global Health
GH 202	Epidemiology (prerequisite GH 100)
GH 210	Global Health Research Methods (prerequisite GH 202)

- 2 Global Health Electives (8 credits)
- 1 Thematic Elective (4 credits)

Additional Notes:

- GH 452: Advanced Senior Research may be substituted for GH 400: Senior Capstone. GH 451: Senior Research is a prerequisite for GH 452.
- Students may transfer one Global Health Elective and one Thematic Elective towards fulfilling the requirements of the major or minor.
- Any curricular exceptions must be approved by the GH Director.

Courses

GH 050 - Experiential Learning (0 Credit Hours)

This 0-credit Experiential Learning component of the Global Health major involves student engagement in a volunteer position, internship, job, research position, or off-campus study experience connected to the field of Global Health. Students work with the Director of Global Health to determine the suitability of a particular experience and to receive approval for this requirement.

GH 100 - Introduction to Global Health (4 Credit Hours)

The course will provide an overview of health from a global perspective with a societal and anthropological focus. The purpose of the course is to evaluate the patterns and societal issues associated with understanding and responses to diseases. Furthermore, students will have an opportunity to analyze quantitative and qualitative data in order to address policy and programmatic change. Central to the course is a critical examination of health disparities, the interaction between health and the environment, and the burden of disease and mortality. Upon completion of the course, students will be competent in addressing global health issues with a critical lens and from a culturally relevant perspective.

GH 199 - Introductory Topics in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GH 202 - Epidemiology (4 Credit Hours)

Epidemiology is the science that studies the distribution and determinants of health events, including various diseases and is built upon the premise that poor health outcomes are not randomly distributed in a population. This course provides an epidemiologic approach to the study of incidence, prevalence, and patterns of health outcomes in populations and the application of this study to the control of global and public health threats. With a lab opportunity, students will learn about study designs used in epidemiology, calculate basic epidemiologic measures, identify threats to study validity, debate population health surveillance and screening programs, and learn to draw appropriate inferences from epidemiologic data and reports. Although Epidemiology makes use of a lab period, it is designated as a non-lab science course (Y non-lab) in Denison's General Education curriculum. Offered 3 of every 4 semesters, contact the Global Health Program for the schedule.

Prerequisite(s): GH 100.

GH 210 - Global Health Research Methods (4 Credit Hours)

This course provides an introduction to the fundamentals of research study design and methods and data collection in the discipline of Global Health. It serves as an introduction to quantitative, qualitative, mixed methods and participatory approaches to research, as well as ethical issues in conducting research. Through different types of texts and articles from global health literature and course work, students will build skills for conducting research and evaluation. Offered 3 of every 4 semesters, contact the Global Health Program for the schedule.

Prerequisite(s): GH 100 and GH 202.

GH 299 - Intermediate courses in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credits.

GH 352 - Planetary Health (4 Credit Hours)

Human health is intimately linked to the natural systems on which it depends. With advances in technology, agriculture, and health knowledge, humans are living longer than ever. However, those same technologies have pushed planetary systems to a breaking point. This class seeks to elaborate a path forward that recognizes the profound impact human 'progress' has on our planet and the reciprocal impact changes in natural systems will have on the future of human health.

Prerequisite(s): GH 100.

Crosslisting: SES 352.

GH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GH 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GH 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GH 399 - Advanced topics in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GH 400 - Global Health Capstone (4 Credit Hours)

The main purpose of this course is to provide the culminating, integrative curricular experience during the last year of the major. As such, the course draws on students' prior training in the three other core courses and their experiential learning experience gained in the field prior to their graduation. More than just providing a review of the GH curriculum, however, the Capstone is designed to challenge students to reflect and integrate their experiential learning with the goal of developing their own individual point of view regarding the role of global health in contributing to the improvement of the health and well-being of populations across the globe. Offered each Spring semester.

Prerequisite(s): GH 202 or GH 210.

GH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GH 452 - Advanced Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): GH 451.

Greek (Minor)

Departmental Guidelines & Mission

The Department of Ancient Greek and Roman Studies offers courses in the languages and culture of ancient Greece and Rome. Students are introduced to the intellectual, social, political, and cultural histories of the ancient Greeks and Romans. Our curriculum engenders a critical exploration of how the ideas and works of the ancient Greeks and Romans remain relevant in the modern world. We study both how the

ancient Greeks and Romans understood their world and how modern societies have reconstructed them. Through the study of the languages, histories, cultures, and contexts of the ancient Mediterranean, our program emphasizes flexibility with diverse types of evidence through interdisciplinary approaches to knowledge, the development of critical and analytical skills, and an appreciation for how ancient and modern intersect in ways that show the continued influence of the Greco-Roman past on our lives today.

Ancient Greek is offered as a minor in the Department of Ancient Greek and Roman Studies.

Faculty

Professor Rebecca Kennedy, Chair

Assistant Professor Max Goldman

Associate Professor Craig Jendza

Academic Administrative Assistant

Jackie Forshey

View faculty profiles and contact information (<https://denison.edu/academics/classical-studies/contacts/>)

Ancient Greek Minor

For the minor in Ancient Greek, students must complete a minimum of four courses in the language (GRK) or 16 credits. In addition, students must take AGRS 201 - Ancient Greeks and Persians and AGRS 111 - Ancient Greek Literature or 8 credits. Students may substitute another language course (GRK) for the AGRS 111 - Ancient Greek Literature requirement.

Courses

GRK 111 - Beginning Ancient Greek (4 Credit Hours)

An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament.

GRK 112 - Intermediate Ancient Greek (4 Credit Hours)

Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek.

Prerequisite(s): GRK 111.

GRK 199 - Introductory Topics in Greek (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GRK 211 - Reading Ancient Greek (4 Credit Hours)

Readings from ancient Greek that help students transmission from the first year focus on grammar to learning to read and analyze more advanced authors in the original ancient Greek.

Prerequisite(s): GRK 112 or consent of instructor.

GRK 341 - Topics in Greek Language and Literature (4 Credit Hours)

An examination of a particular genre, theme, or topic in the language and literature of ancient Greek. For example, "Greek Medical Writers" or "Euripidean Tragedy."

Prerequisite(s): GRK 211, previous enrollment in Greek 300-level, or consent of instructor.

GRK 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GRK 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GRK 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GRK 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

**Health, Exercise, and Sport Studies
Departmental Guidelines & Mission**

The Health, Exercise, and Sport Studies Department is a community in which students become emerging practitioners within the field. Student practitioners are nurtured through intellectual challenge, mentorship, and experience. They are critical consumers of knowledge, confident in their ability to comprehend how biological, psychological, and sociohistorical factors impact human physical capacity. Our students are emerging practitioners who carefully utilize this comprehension to explore the methods by which social structures and personal factors are altered to achieve adaptations consistent with human dignity and elevated physical capacity.

Health, Exercise, and Sport Studies originates within the tradition of physical medicine and rehabilitation, as well as community and individual well-being. The study of physical exercise explores the relationships between the structure of the body and its function. The study of sport seeks to examine the pervasive social institution of sport from a variety of perspectives, applying theory to the experience of the individual, the community, and the sport context. The interaction of these areas provides

students with the opportunity to holistically explore how humans exist in the physical world.

**Faculty
Administration**

Heather Rhodes: Chair of HESS; Professor of Biology

Sara Lee: Deputy Director of Athletics; Deputy Title IX Coordinator; Professor of HESS

Faculty

Professors: Sara Lee, Gregg Parini

Associate Professors: Susan Kennedy, Gail Murphy, Tiffany Ozbun, Eric Winters

Assistant Professors: Robert Bennett III, Lauren Secaras

Professor of Practice: Richard Boyages

Visiting Assistant Professors: Tyler Hall, Dimitrio Martinez

Affiliated HESS Faculty

Steven Doty: Professor of Physics & Astronomy

Academic Administrative Assistant

Marti Halm

View faculty profiles and contact information (<https://denison.edu/academics/health-exercise-sport-studies/contacts/>)

The Health, Exercise, and Sport Studies (HESS) department’s focus is on the study of health within the tradition of physical medicine and rehabilitation, as well as community and individual well-being. The study of physical exercise explores the relationships between the structure of the body and its function. The study of sports seeks to examine the pervasive social institution of sports from a variety of perspectives, applying theory to the experience of the individual, the community, and the sports context. The course list outlined below is a representative sample only. A comprehensive course list for current terms is available on the registration database.

Major Requirements

Three Core Courses:

Code	Title
HESS 200	History and Organization of Sport in the U.S.
HESS 201	Fundamentals Health & Exercise
HESS 202	Applied Anatomy

Four 300-level HESS courses. Examples include:

Code	Title
HESS 300	Personal and Community Health
HESS 301	Psychology of Sport
HESS 303	Therapeutic Modalities
HESS 304	Kinesiology
HESS 305	Chronic Disease Prevention

HESS 306	The Philosophical Athlete: Meanings of Sport
HESS 307	Youth Sports in the United States
HESS 308	The Black Athlete in the U.S.
HESS 326	Lifetime Motor Development

Three 400-level HESS courses. Examples include:

Code	Title
HESS 401	Organization and Administration of Athletics and Physical Education
HESS 402	Orthopedic Injury and Illness Assessment
HESS 403	Exercise Physiology
HESS 404	Therapeutic Exercise in Athletic Training
HESS 405	Health Behavioral Theory
HESS 406	Leadership Theory and Development Through Sport
HESS 426	Motor Learning and Control
BIOL 334	Comparative Physiology: Human and non-human animals (This class may count as one 400-level elective)
HESS 451 & HESS 452	Senior Research and Senior Research

Senior Practicums:

Code	Title
HESS 450	Senior Practicum (Fall, Senior Year)
HESS 450	Senior Practicum (Spring, Senior Year)

Courses

HESS 199 - Introductory topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 200 - History and Organization of Sport in the U.S. (4 Credit Hours)

This course examines the historical foundations of sport in the United States, from the early cultures of the indigenous peoples of North America to present day. In particular we will explore the history of sporting activities by examining their rise from tribal and folk games during pre-colonial and antebellum America, to the national pastimes and amusements of the 19th century, to the financial commodification of sport in the 20th and 21st centuries. Overall, this course will explore how social, political, and economic factors throughout U.S. history have shaped our historical understanding of culture and athletic experiences.

HESS 201 - Fundamentals Health & Exercise (4 Credit Hours)

This course is designed to present introductory material that pertains to the study of health and exercise. Material presented during course include: organization of body's systems and the role of exercise on those systems, medical terminology, common medical conditions, principles of fitness, fundamentals of nutrition, common behavioral theories and psychology of sport, as well as principles of motor behavior and kinetics.

HESS 202 - Applied Anatomy (4 Credit Hours)

An in-depth study of the organization and function of anatomical structures within the human body. Topics include: skin, connective tissue, nervous, musculature, skeletal, digestive, respiratory, cardiovascular, endocrine, and urinary systems. The laboratory component of the class includes cat dissection and skeletal system identification. No first-year students.

HESS 203 - Research Methods in Health, Exercise and Sport Studies (4 Credit Hours)

This course provides an introduction to research methodology with an emphasis on practical relevance and application for students considering careers in health, fitness, movement or sports. Topics include formulation of research questions and hypotheses, recognizing good research designs, understanding statistics and measurement in research, and effective dissemination and application of findings. Acquiring an understanding of research methods in the health sciences is a critical skill for researchers and practitioners. These skills will serve as a critical foundation for HESS students navigating the intermediate and advanced courses in the major.

Prerequisite(s): HESS 200 and HESS 201.

HESS 299 - Intermediate topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 300 - Personal and Community Health (4 Credit Hours)

A study of the biological, psychological, and sociological data underlying a full spectrum of health related behaviors. A variety of topics including physical health, sexual habits and health, drug and alcohol use and family dynamics will be covered. In addition, students will complete a number of self-assessments with respect to their related behaviors.

Prerequisite(s): HESS 202.

HESS 301 - Psychology of Sport (4 Credit Hours)

This course will explore the theoretical and empirical research pertaining to the psychological structure of performance. Using the Social Cognitive Theory as a foundation, this class explores the structure and dynamic interactions between personal factors, environmental/situational factors, and behavior. Specific subjects include, personality, motivation, self-regulation, arousal/anxiety, attribution, and communication.

HESS 303 - Therapeutic Modalities (4 Credit Hours)

This course is designed to present the fundamental principles that govern the use of various therapeutic modalities associated with physical rehabilitation. We will specifically discuss the physical principles of infrared, acoustical, and electrical energy, exploring the mechanisms by which these forms of energy augment the restoration of the body. At each step, we will take time to practice therapeutic applications using prevailing standards of care. This course will explore the importance of health and healing. At the conclusion of the class students will have a greater appreciation for the nexus between the concepts of health, healing and biomedical treatment. Within this class, the art of oral communication as practiced within health care is explored. Students will develop competence in oral communication and the skillful using body language.

Prerequisite(s): HESS 202.

HESS 304 - Kinesiology (4 Credit Hours)

This course is a study of the anatomical and mechanical fundamentals of human motion. The course will examine various joint systems in the body with an emphasis on the forces and biomechanical factors that operate on the muscles, connective tissue and bones in each joint system. Sports specific movements and injury risk factors will also be discussed.

HESS 305 - Chronic Disease Prevention (4 Credit Hours)

This is a course aimed at introducing students to the behavioral basis of diseases. It provides an important foundation for students in the understanding of diseases and the role of behavioral decision making in chronic disease prevention. Emphasis will be placed on the behavioral aspects of disease processes, as well as its relationship to public health and health promotion.

HESS 306 - The Philosophical Athlete: Meanings of Sport (4 Credit Hours)

This course explores the philosophical ideas related to the meanings, functions, values, and purposes ascribed to sport and athletic competition. We will study foundational ethical theory and apply it to matters in sport like competition, performance enhancing drugs, gender equity, capitalism, politics, and notions of violence. Students in this course will assess how sport is connected to social differences and structures, and notions of self in national and global contexts. We will also focus on the realities of players, coaches, administrators, and fans and the rationales they give regarding their relationship to sport. Students will be encouraged to assess how sport functions in their personal lives and consider how course discussions and materials fit into contemporary conversations. Overall, this class explores the many meanings humans give to sport and athletic competitions.

Prerequisite(s): HESS 200.

HESS 307 - Youth Sports in the United States (4 Credit Hours)

This course will examine the role and significance of sport in the lives of youth in the United States. Students will be introduced to the many issues and challenges facing athletic competition amongst children and adolescents today. The course will explore cultural, political, and socio-economic matters as they relate to youth involvement in sport. Students will view sport as a social institution, and as such, examine the impact of sport in American society, and how the differing structures of our society impact youth involvement in athletic competition. The course will also examine youth sports as an industry, and how it influences institutions and corporations, and the relationship of youth sport to a number of entities like government, education, media, business, and religion across the U.S. landscape.

Prerequisite(s): HESS 200.

HESS 308 - The Black Athlete in the U.S. (4 Credit Hours)

This course, grounded in history, Black studies, and sport studies frameworks, focuses on the experiences of Black athletes in the United States from the 18th century to the 21st century. Great emphasis is placed on the 20th and 21st centuries. Through an examination of personal narratives and social movements, students will explore the numerous factors that have shaped the individual and collective experiences of athletes of African descent in sports. The aim is for students to gain an understanding of the role sports have played in the lives of Black athletes in the United States based on their varying social identities that have shaped their lives. The class will place certain themes such as race and racism, slavery and freedom, and oppression and resistance, through the prism of athletics in the context of U.S. society.

Prerequisite(s): HESS 200 or BLST 101.

Crosslisting: BLST 308.

HESS 326 - Lifetime Motor Development (4 Credit Hours)

Life Span Motor Development examines factors that influence motor development from conception through adulthood. This course focuses on theoretical perspectives and practical applications of motor development principles and the mechanisms underlying changes and patterns of movement throughout the lifespan. Factors related to the development of movement skills such as growth, maturation, aging, and perception will be thoroughly examined using the model of constraints as means for solving motor development problems, important to assisting progress in all movement-related fields.

Prerequisite(s): HESS Core (HESS 200, 201, 202, 203).

HESS 361 - Directed Study (1-4 Credit Hours)

A course offered in the Fall semester. Approved students have the opportunity to explore an area of study under the direction of a member of the faculty. This course also provides approved students with the opportunity to participation in directed student research.

HESS 362 - Directed Study (1-4 Credit Hours)

A course offered in the Spring semester. Approved students have the opportunity to explore an area of study under the direction of a member of the faculty. This course also provides approved students with the opportunity to participation in directed student research.

HESS 363 - Independent Study (1-4 Credit Hours)

A course offered in the Fall semester. Students who have a desire to independently explore a subject of their own choosing are invited to seek the approval of a member of the department faculty. Once approved, the student will meet periodically with their faculty sponsor in order to discuss their progression.

HESS 364 - Independent Study (1-4 Credit Hours)

A course offered in the Spring semester. Students who have a desire to independently explore a subject of their own choosing are invited to seek the approval of a member of the department faculty. Once approved, the student will meet periodically with their faculty sponsor in order to discuss their progression.

HESS 389 - History of College Football (4 Credit Hours)

This course focuses on the history of college football in the United States from its northeastern origins to its growth southern and westward. This reading and writing intensive class will also examine the sociocultural factors along with a contemporary exploration of the sport and how it has shaped the current landscape of higher education. "The History of College Football" will explore how college athletics across divisions, conferences, states, and cities helps us understand the realities of the human experience through sport. Considering the various traditions and social mores within the sport, this class will grapple with the larger narrative of American history and culture through the lens of college football.

HESS 393 - Race & Sports in U.S. History (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement.

HESS 399 - Advanced topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 401 - Organization and Administration of Athletics and Physical Education (4 Credit Hours)

Students will study the administration of athletics, physical education and club/intramural sports. Students will be introduced to the various means of structuring an organization in order to achieve the objectives of physical education and athletics. The course will cover budget and various management functions, as well as the essential elements of leadership needed for the efficient administration of sport related programs.

HESS 402 - Orthopedic Injury and Illness Assessment (4 Credit Hours)

This course provides an opportunity for students to comprehend and master the techniques by which orthopedic injuries and common illnesses are evaluated by health care professionals. Each week students are presented with practice session in which the evaluative techniques discussed during lecture are demonstrated and mastered.

Prerequisite(s): HESS 202.

HESS 403 - Exercise Physiology (4 Credit Hours)

The primary purpose of this course is to study the effects of physical activity on human physiology. Various forms of exercise are considered relative to both their immediate and long-range effects. This course requires the fundamental capability to calculate and evaluate quantitative information.

HESS 404 - Therapeutic Exercise in Athletic Training (4 Credit Hours)

This course is designed to present the foundation of therapeutic exercise common to the area of physical medicine and rehabilitation. From the principles of Wolff's Law, Arndt-Shultz, Stress Strain, Stretch-Reflex, and Kaltenbourne Convex/Concave, the specific therapeutic techniques of range of motion, resistance, flexibility, joint mobilization, and neuromuscular control are explored.

HESS 405 - Health Behavioral Theory (4 Credit Hours)

This course presents various theories of health behavior within the study of health and exercise. This class will provide an in-depth study of a variety of health behavior change theories that are used in health interventions. This course provides the groundwork for development of behavior change interventions. Different behavior change theories will be compared and contrasted, and the utility of these theories for different health behavior programs will be discussed. This course is designed to provide students an exploration in theory and experience in developing interventions for health behavior change.

HESS 406 - Leadership Theory and Development Through Sport (4 Credit Hours)

The global sport industry is a massive and varied landscape. Through a synthesis of leadership theory with foundational perspectives of sport, in a multitude of contexts, students will prepare to effectively lead diverse organizations and individuals. This course consists of two distinct aspects: (1) Engagement with leadership theory and principles; and (2) Intrapersonal exploration.

Prerequisite(s): HESS 200 and HESS 301 or consent of instructor.

HESS 426 - Motor Learning and Control (4 Credit Hours)

The purpose of this course is to provide the students with a thorough understanding of the acquisition, control, and regulation of human movement. Students will become familiar with the learning conditions that facilitate and inhibit motor skill attainment and performance. Topics include theories of behavioral and neurological control of movement, movement preparation, the role of vision and attention on motor performance, error detection and corrections, developing appropriate practice schedules, and the stages of motor learning. This course will utilize a lecture/discussion format with hands-on activities built in to facilitate learning.

Prerequisite(s): HESS 200, HESS 201, HESS 202, and HESS 203.

HESS 450 - Senior Practicum (2 Credit Hours)

This course provides students with the opportunity to design, implement, and present the results of their senior year experience.

Prerequisite(s): HESS 200, HESS 201, and HESS 202.

HESS 451 - Senior Research (4 Credit Hours)

A course offered in the Fall that provides students with opportunity to engage high-level undergraduate research. This classification of student research is held to a higher standard within the department than research associated with the directed courses (HESS 361 and HESS 362). At the conclusion of the semester students are expected to provide a draft paper of their progress using the professional publication format associated within the field.

HESS 452 - Senior Research (4 Credit Hours)

A course offered in the Spring semester that provides students with opportunity to continue the research activities initiated within the course HESS 451. This classification of student research is held to a higher standard within the department than research associated with the directed courses (HESS 361 and HESS 362). At the conclusion of the semester students are expected to provide a paper using the professional publication format associated within the field.

HESS 490 - Advanced Special Topics II (4 Credit Hours)

Descriptions vary with the course. An advanced course examining a special Health, Exercise, or Sport topic. This term's course is focused on Stress, Social Relationships, and Health. Over the last several years, it has become increasingly clear that healthy social relationships are vital for our well-being. Quality relationships and social support can buffer against the potentially deleterious effects of stress, with positive health outcomes. In this course, we will examine the literature linking healthy social relationships to our health and how these relationships can assist us in coping with the numerous stressors encountered in our lives. Conversely, we will examine data suggesting that feelings of isolation and loneliness can have harmful effects on health, making us vulnerable to disease and other health-compromising effects.

Prerequisite(s): HESS 201, HESS 202, or instructor consent.

History

Mission Statement

History is a way of thinking about the world that teaches us to value and embrace the complexities and ambiguities of life. Students learn to see the multiple layers of causes and effects, changes and continuities, individual experiences and broader social dynamics that shape human societies and cultures across time and place. History questions not only, what happened, but even more importantly, why did something happen the way it did? How were different people engaged and impacted? What did this change mean to people in that time and place? What has it meant to people in other times and places? What does it mean to us now, in our own time and place?

History students weave answers to these questions into compelling stories and persuasive arguments. These narratives, when well constructed, are moving and beautiful. They prompt thinking about the diversity of human experience, both across the globe and close to home, and about how peoples' ideas and cultural practices vary by period, region, and social circumstance. With classes focused on the United States, Europe, Africa, Asia, Latin America, and the Middle East, history provides students the opportunity to explore the world broadly and deeply. Moreover, history allows us to see the world through the eyes of others as we confront human achievement, struggle, and failure and thus provides the tools for empathy, objective thought, and engaged citizenship.

History majors graduate prepared to negotiate a complex, uncertain, and often changing world landscape, equipped with unique abilities to discern and integrate multiple perspectives as they engage in creative problem solving.

History students can...

1. Think Historically
 - a. Examine people, events, phenomena, and concepts within their historical contexts
 - b. Recognize the complexity of the historical record, valuing conflicting evidence and competing narratives
 - c. Understand causality and the dynamics of change over time
 - d. Construct informed, nuanced historical narratives
 - e. Articulate the distinctions between history and "the past," and between history and historiography
2. Think Critically
 - a. Analyze complex problems and generate discussion based on evidence
 - b. Identify, summarize, and respond to the points of view of others
 - c. Embrace skepticism and ambiguity as part of the process of discovery
 - d. Practice empathy as a tool of inquiry
3. Solve Problems
 - a. Generate open-ended questions
 - b. Conduct research—gather, sift, analyze, order, and synthesize evidence
 - c. Think imaginatively about gaps in the evidentiary record
 - d. Persevere through uncertainty
4. Communicate Effectively
 - a. Write clearly, concisely, and persuasively, in multiple formats and for various audiences
 - b. Speak clearly and persuasively in different forums and for various audiences
 - c. Listen to, absorb, appreciate, and respond to the ideas of others, both in written and oral form
5. Think Globally and Locally
 - a. Understand the diversity of human experience across time and space and draw connections between their studies of different people, times, and places
 - b. Consider historical problems from the perspectives of different groups and different social actors
 - c. Think critically about how different groups and/or societies have interacted over time
 - d. Critically examine the relationships of power and explore questions of justice, equity, and identity
6. Practice Engaged Citizenship
 - a. Value the study of the past for its contributions to lifelong learning and for the critical habits of mind it fosters
 - b. Engage the perspectives of people different from ourselves in civil and constructive ways
 - c. Employ all of the above-listed skills to make well informed and thoughtfully articulated contributions to civic discourse

Faculty

Professor Megan Threlkeld, Chair

Professors Adam J. Davis, Frank T. Proctor III, Karen Spierling, Megan Threlkeld; Associate Professors Lauren Araiza, Catherine L. Dollard, Joanna Tague, Shao-yun Yang, Adrian Young, Hoda Yousef; Assistant Professors Tess Lanzarotta

Academic Administrative Assistant

Jackie Forshey

View faculty profiles and contact information (<https://denison.edu/academics/history/contacts/>)

History Major

Students who major in history should select an advisor in the department. This person will be best prepared to assist students in meeting major requirements and assessing the relationship between their work in history and their future life and career goals.

The department requires 36 hours (or nine courses) distributed to ensure both breadth and depth in the discipline of History. The major requirements must be fulfilled as follows:

- **Survey Courses:** Majors must complete any two courses at the 100-level
- **HIST 201 - Doing History:** a historical methods course. Students should complete HIST 201 - Doing History in their sophomore year, and no later than the first semester of the junior year. HIST 201 - Doing History is only open to students who have declared a History major or minor.
- **Seminars:** Majors must complete any four seminar courses at the 200-level (Reading Seminars) or 300-level (Reading Seminars with a Research Component) with course numbers ending in 10-98, with the following provisions:
 - One of these courses must be a 300-level course, which combines an in-depth exploration of a theme or topic with the completion of a significant research project grounded in primary sources.
 - Students have the option to apply only one HIST 205 - Sophomore Seminar in History to fulfill one of the remaining three required seminars.
- **Distribution Requirements:** To ensure engagement with diverse fields of history, students will use the Survey-level (110-198) and Seminar-level (210-398) classes to fulfill the following chronological and geographical requirements:
 - Two classes on pre-modern history (before 1800)
 - Two classes on the history of Africa, East Asia, Latin America, and/or the Middle East (course numbers ending in 10-49)
 - Two classes on the history of the United States, Europe, and/or the Atlantic World (course numbers ending 50-98)

Note: A single class can be used to fulfill both a pre-modern and a geographical requirement simultaneously.

Note: HIST 201 - Doing History, HIST 205 - Sophomore Seminar in History, HIST 430 - Senior Seminar, and HIST 451 - Senior Research/HIST 452 - Senior Research do not fulfill Distribution Requirements.
- **Senior Experience** – Either HIST 430 - Senior Seminar or HIST 451 - Senior Research/HIST 452 - Senior Research
- **Elective** – Students who elect to complete the Senior Seminar (HIST 430) must complete an additional elective at any level. Students who elect yearlong HIST 451 - Senior Research/HIST 452 - Senior Research are not required to complete an elective.

Additional Rules:

- History majors may apply only one HIST 205 - Sophomore Seminar in History towards completion of the major as an elective or as one of the required 200-level courses, but not both.
- HIST 205 - Sophomore Seminar in History cannot be used to fulfill the chronological or geographical Distribution Requirements for the major.

History Minor

The department requires a minimum of 24 hours (or six courses) of work in History to complete a minor. Minors must complete:

- **Survey Courses:** Minors must complete any two courses at the 100-level
- **HIST 201 - Doing History,** a historical methods course. Students should complete HIST 201 - Doing History in their sophomore year and no later than the first semester of the junior year. HIST 201 - Doing History is only open to students who have declared a History major or minor.
- **Seminars:** Minors must complete any two seminar courses at the 200-level (Reading Seminars) or 300-level (Reading Seminars with a

Research Component) with course numbers ending in 10-98, one of which must be at the 300-level.

- **Distribution Requirements:** To ensure engagement with diverse fields of history, minors will use the Survey-level (110-198) and Seminar-level (210-398) classes to fulfill the following chronological and geographical requirements:

- One class on pre-modern history (before 1800)
 - Two classes on the history of Africa, East Asia, Latin America, and/or the Middle East (course numbers ending in 10-49)
 - Two classes on the history of the United States, Europe, and/or the Atlantic World (course numbers ending 50-98)
- Note: A single class can be used to fulfill both a pre-modern and a geographical requirement simultaneously.

Additional Rules:

- Students may apply only one HIST 205 - Sophomore Seminar in History towards completion of the minor as an elective, but cannot use HIST 205 - Sophomore Seminar in History to replace the required 200/300-level courses.
- HIST 201 - Doing History and HIST 205 - Sophomore Seminar in History cannot be used to fulfill the chronological or geographical Distribution Requirements for the minor.

Writing in History

Effective writing is a cornerstone of the understanding of history. The history curriculum is focused on helping our students become more adept at crafting effective prose that articulates an argument and uses evidence convincingly. Students in history courses learn to write clearly, concisely, and persuasively, in multiple formats and for various audiences, and they learn that the best writing results from a process of drafting and mindful revision.

Off Campus Study/Transfer Credits

A student may apply as many as two classes taken from institutions other than Denison (including off-campus programs) to the major requirements. Only one course can be applied to the required 100-level courses and only one can be applied to the required 200-level. Majors must complete HIST 201 - Doing History, the required 300-level Seminar, and the Senior Experience (HIST 430 - Senior Seminar or HIST 451 - Senior Research and HIST 452 - Senior Research) at Denison.

History minors may apply no more than one class from institutions other than Denison (including off-campus programs) and must fulfill the HIST 201 - Doing History and the required 300-level course at Denison.

Transfer students applying for major/minor credit will be considered on a case-by-case basis.

Advanced Placement

History courses for which the student has earned a 4 or 5 may not be used to meet the requirements of the major/minor or fulfill a General Education requirement in the Humanities, but do count as credits towards graduation from Denison.

A working knowledge of a foreign language is highly recommended for all majors: those planning on graduate work in history should start a second language if possible. (Graduate schools usually require a reading knowledge of at least two languages. Requirements vary depending upon the area of study and research interests of the student. Suitable language choices should be made in consultation with your history advisor.)

Courses

HIST 110 - Studies in East Asian History (4 Credit Hours)

Intensive study of selected periods or topics in East Asian History. May be taken more than once.

HIST 111 - Traditional East Asian Civilization (4 Credit Hours)

A survey of 1,800 years of premodern East Asian history, beginning with the rise and fall of the Han dynasty (202 BCE–220 CE) in China and ending with the devastating Japanese invasions of Korea in 1592–1598 CE, a conflict recently dubbed “the first Great East Asian War. Topics include: Buddhism’s spread in East Asia and its influence on politics and culture; the origins of Japan’s samurai warrior class; the rise of the Mongol world empire and its impact on East Asia; and the beginnings of European commercial and missionary activity in East Asia.

Crosslisting: EAST 141.

HIST 112 - Modern East Asian Civilization (4 Credit Hours)

A survey of the history of China, Korea, and Japan from 1600 to the early twenty-first century. We begin with the last two centuries of the early modern era, during which East Asian states managed relations with the rest of the world on terms of their own choosing. We then move on to East Asia’s traumatic nineteenth-century confrontation with the newly industrialized and seemingly invincible Western powers, who now insisted on dictating new, “modern” terms of interaction. The sweeping political, cultural, social, and economic changes that sprang from that encounter have dramatically shaped East Asia’s fortunes in the twentieth and early twenty-first centuries. Topics covered will include early modern and modern empire-building; nationalist and Communist revolutions; the Sino-Japanese, Pacific, and Korean wars; globalization and economic miracles; and movements for democracy and human rights.

Crosslisting: EAST 142.

HIST 120 - Studies in Middle Eastern History (4 Credit Hours)

Intensive study of selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 121 - Islamic World to 1800 (4 Credit Hours)

A survey of the history of the Islamic World from the rise of Islam to the 1800’s. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Societies through a study of religion, political theory and practice, social structure, art, literature and the sciences.

Crosslisting: MENA 121.

HIST 122 - The Making of the Modern Middle East (4 Credit Hours)

This course will cover the major political, cultural, and social features of the modern Middle East, from the eighteenth century to the end of the twentieth century. Among the transformations this course will examine are the rise of colonialism/imperialism and nationalism, as well as other major political and religious ideologies. Covering a geographic area that stretches from North Africa to Iran, this course will highlight case studies emphasizing the diversity of political, social, and economic life across the region.

Crosslisting: MENA 122.

HIST 125 - The United States and the Middle East (4 Credit Hours)

This course is a survey of the social, economic, political, and cultural interactions between the Middle East and the United States from the late eighteenth century to the contemporary period. The main goal of the course is to explore the different ways in which the policies of the U.S. have influenced the states and societies of the Middle East in the modern era.

HIST 130 - Studies in African History (4 Credit Hours)

Intensive study of selected periods or topics in African History. May be taken more than once.

HIST 131 - Pre-Colonial Africa (4 Credit Hours)

This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s.

Crosslisting: BLST 171.

HIST 132 - The History of Africa since 1880 (4 Credit Hours)

This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa.

Crosslisting: BLST 172.

HIST 135 - Southern African History (4 Credit Hours)

This course grapples with a basic but fundamental question that has been at the heart of much scholarship on Africa: how is southern Africa’s history distinct from the history of the rest of the African continent? To address this issue, this course takes a sweeping approach, covering major developments in southern Africa from the mid-17th century through the era of formal colonization and subsequent independence. We will be particularly interested in exploring the foundations and growth of a racial order in southern Africa, and more broadly examining the role that race has played in this region through the colonial and postcolonial eras. Major themes will include cultural contacts between Africans and non-Africans; the slave trade and its consequences; Shaka and myths surrounding the Zulu Empire; economic transformations in the colonial era; and the struggle for independence in different southern African countries.

HIST 140 - Studies in Latin American History (4 Credit Hours)

Intensive study of selected periods or topics in Latin American History. May be taken more than once.

HIST 141 - Colonial Latin America (4 Credit Hours)

A survey course on Latin America from Conquest through Independence. Topics include exploration of: 1) how Spain and Portugal conquered and colonized the Americas, 2) how they managed to maintain control over those colonies, 3) how the colonized (Indians, Africans, and mixed races) responded to the imposition of colonial rule, 4) the role of women and gender in colonial settings, and 5) the implications of colonialism for the study of modern Latin America.

Crosslisting: LACS 211.

HIST 142 - Modern Latin America (4 Credit Hours)

A survey course on Latin America from Independence to the present focused on attempts to construct politics based on nation states and the evolution of capitalist economies; and, how social movements both reflected and drove these two major transformations. Topics include the social implications of various models of economic development; issues resulting from economic ties to wealthy countries; changing ethnic, gender, and class relations; and, the diverse efforts of Latin Americans to construct stable and equitable socio-political systems.

HIST 150 - Studies in Pre-Modern European History (4 Credit Hours)

Intensive study of selected periods or topics in Ancient, Medieval, or Early Modern History. May be taken more than once.

HIST 152 - Late Antiquity (4 Credit Hours)

A survey of the culture, thought, politics, religion, economics, and society of the late antique world. This course will examine the Mediterranean world and northern Europe from the late Roman Empire (200 CE) to the Christianization of Iceland (c1000 CE), integrating the history of Western Christendom, Byzantium, and the early Islamic world.

HIST 153 - The Origins of Europe: Medieval Society (4 Credit Hours)

A survey course on European civilization during the high and later Middle Ages, 1000-1453. Topics will include urbanization, religious and social reform, popular devotion, the crusades, scholasticism and universities, the rise of monarchies, the institutionalization of the Catholic Church, art and architecture, and the Black Death.

HIST 155 - Early Modern Europe (4 Credit Hours)

A survey of the political, religious, social, cultural, and intellectual developments in European history from the 1400s to the late 1700s. Topics will include European expansion, the Reformation and Wars of Religion, the Scientific Revolution, absolute and constitutional monarchies, the Enlightenment, and the anti-slavery movement.

HIST 156 - Renaissance Italy (4 Credit Hours)

An examination of the political, social, cultural, and intellectual developments in Italy during the Renaissance. Topics will include the politics of the Italian city-states, mercantile culture, humanism, religious life, art and architecture, patronage, the impact of print, and diplomacy and war.

HIST 157 - The Scientific Revolution and 'Enlightenment': Knowledge and Power in Early Modern Europe (4 Credit Hours)

The seventeenth and eighteenth centuries in Western Europe were a period when traditional ideas and new ways of thinking about the world clashed with each other in many different ways, from the trial of Galileo in the 1630's to discussions of women's rights in the late 1700's. This course examines the social, political, and intellectual contexts of the Scientific Revolution and Enlightenment in order to better understand how the ideas of these periods emerged, how they were received by political and religious officials as well as by the general population, and what were some of the key impacts of these movements on Europeans' worldviews and understandings of their own societies.

HIST 160 - Studies in Comparative History (4 Credit Hours)

Intensive study of selected periods or topics in Comparative History. May be taken more than once.

HIST 161 - The Atlantic World (4 Credit Hours)

The processes initiated by Christopher Columbus's voyage in 1492 brought four continents and three "races" into interaction where there had been little or no communication before. Those contacts, in many ways, profoundly shaped the world in which we live today. Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of this new Atlantic World. Topics will include imperial expansion and colonization, the Colombian Exchange, European-Amerindian relations, slavery and the trans-Atlantic slave trade, the establishment of an Atlantic capitalist economy, and the struggles for autonomy and national independence in Euro-American societies.

Crosslisting: LACS 212.

HIST 170 - Studies in Modern European History (4 Credit Hours)

Intensive study of selected periods or topics in Modern European History. May be taken more than once.

HIST 171 - Modern Europe (4 Credit Hours)

A survey course on the history of Europe from the Enlightenment to the present which examines the major forces and dominant ideologies of the modern Western world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism, the development of European social movements, and the struggle between freedom and order.

HIST 176 - Modern Germany (4 Credit Hours)

This course examines German history from the events leading up to the unification of the German state in 1871 through reunification in 1990. The course focuses on the shifting constructions of German national identity through 19th century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold War division.

HIST 180 - Studies in Early United States History (4 Credit Hours)

Intensive study of selected periods or topics in the early history of the United States. May be taken more than once.

HIST 181 - The United States to 1865 (4 Credit Hours)

A survey of the American past from colonization through the Civil War.

HIST 183 - African American History to 1865 (4 Credit Hours)

This course explores the history of African Americans in the United States from their origins in North America to the end of the Civil War 1865. It is organized chronologically, beginning with the arrival of the first Africans in North America and proceeding through the evolution of slavery in tandem with the growth of the United States, the development of ideas and laws about race, the struggle for freedom and equality, and the creation of African American identity, community, and culture. We will study the contributions that African Americans have made to the economic, political, and cultural development of the United States. We will also pay special attention to the processes by which African Americans – even under slavery – demonstrated agency and resisted racism, subjugation, and enslavement. This course is designed to present an introduction to African American history and lay a foundation for further study.

HIST 190 - Studies in Modern United States History (4 Credit Hours)

Intensive study of selected periods or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 192 - Women in United States History (4 Credit Hours)

This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity – race, ethnicity, nationality, class, sexual orientation, age, etc. – affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally.

Crosslisting: WGST 223.

HIST 193 - African American History Since 1865 (4 Credit Hours)

This course will examine the history of African Americans in the United States from the end of Civil War to the beginning of the 21st century. Beginning with the ways in which formerly enslaved peoples made the transition to freedom and culminating with the election of the first African American president, this course will analyze the evolution of Black politics, labor, activism, and culture. We will explore the contributions that African Americans have made to the political, cultural, and social development of the United States. We will also pay special attention to the processes by which African Americans have navigated U.S. race relations, became a political force, and fought for equality, inclusion, and justice.

Crosslisting: BLST 193.

HIST 194 - Citizenship & Belonging in U.S. History (4 Credit Hours)

What does it mean to be a U.S. citizen? Who decides who gets to be one? How have some people sought to keep others from enjoying full and equal citizenship? These are some of the questions we will explore as we trace the changing nature of U.S. citizenship from 1787 to the present. Along the way we will focus on citizenship as a legal status, particularly as it has affected Native Americans, African Americans, women, immigrants, and other marginalized groups, and analyze the ways in which members of those groups fought for justice using the language of citizenship.

HIST 195 - The United States and the World since 1890 (4 Credit Hours)

The purpose of this course is to compel students to think critically about the role of the United States in the world. We will trace the history of U.S. engagement with the world since 1890 - including foreign policies, economic policies, wars, trade relations, cultural exchanges, travel and tourism, etc. Students will be introduced to some of the more traditional dichotomies of diplomatic history, such as idealism versus realism, exceptionalism versus universalism, and unilateralism versus multilateralism. We will also be exploring innovative approaches to international relations history, especially those that weave class, race, culture, and gender into historical narratives of U.S. foreign relations.

HIST 196 - Chicana/o History: The Mexican American Experience in the U.S. (4 Credit Hours)

This course explores the history of Chicanas/os, people of Mexican descent in the United States, from the Spanish colonization of North America to the present. It is organized chronologically, proceeding through the geopolitical and social processes that created and shaped the Mexican American community. Themes will include, but are not limited to, the creation and shifting of borders and borderlands, the development of Chicana/o identity, race and mestizaje, gender dynamics, labor and power, migration and citizenship, activism, politics, and religion and culture. We will pay special attention to the processes by which Mexican Americans demonstrated agency and resistance in the face of racial and ethnic discrimination and erasure.

Crosslisting: LACS 196.

HIST 197 - The History of Medicine, Health, and Healing (4 Credit Hours)

This course offers a survey of the history of medical theory, practice, and institutions. We will learn about changing understandings of health and disease, track the formation of the medical profession, and discuss the development of medical technologies. At the same time, we will explore historical efforts to reform medicine in the name of anti-racism, gender equality, disability rights, and social justice. By studying these complex histories, we will ask questions about the relationship between health, power, bodies, and knowledge. While this course focuses primarily on the history of medicine in Europe and the United States, we will occasionally touch upon non-Western models of the body and historical encounters between Western and non-Western approaches to health and healing.

HIST 199 - Introductory Topics in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 201 - Doing History (4 Credit Hours)

This course serves as an introduction to the study of history for majors and minor. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing and the nature of historical synthesis. History 201 also develops the skills of historical writing and fulfills the Writing (W) competency.

HIST 205 - Sophomore Seminar in History (4 Credit Hours)

This seminar, aimed largely at non-majors, serves as an introduction to historical thinking and writing and is designed to allow students to continue to develop the skills and habits of mind associated with successful written and oral communication. Each seminar will focus on a special historical theme or topic, but all students will receive instruction specific to the crucial skills of non-fiction, expository college writing and oral communication as well as critical thinking and historical analysis. This course fulfills the Writing (W) and the Oral Communication (R) competencies.

HIST 210 - Advanced Studies in East Asian History (4 Credit Hours)

Reading seminar on selected periods or topics in East Asian History. May be taken more than once.

HIST 211 - Modern East Asia at War (4 Credit Hours)

This seminar covers in depth the history of East Asia in 1937–1953, a period characterized by violence, upheaval, suffering, and death on an almost unimaginable scale. The Japanese empire's cataclysmic clash with the Republic of China and (eventually) the United States left Japan in ruins and under American occupation, China on the verge of a Communist revolution, and Korea divided between American and Soviet spheres of influence. The consequences of these events led to America's war in Vietnam and still define and bedevil East Asia's geopolitics today. Our readings will include some of the most significant recent scholarship on four conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, and the Korean War. Although we will read much about politics, diplomacy, and military campaigns, our focus will just as often be on the experiences and stories of ordinary people caught in extraordinarily harrowing times.

Crosslisting: EAST 211.

HIST 220 - Advanced Studies in Middle East History (4 Credit Hours)

Reading seminar on selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 221 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in the pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicate those insights in clear and innovative ways.

HIST 230 - Advanced Studies in African History (4 Credit Hours)

Reading seminar on selected periods or topics in African History. May be taken more than once.

HIST 240 - Advanced Studies in Latin American History (4 Credit Hours)

This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes and sexual orientation - women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families.

HIST 242 - Environmental History of Latin America (4 Credit Hours)

This course examines how the peoples of Latin America have lived with, utilized, and transformed the environments in which they lived over time. Environmental History is a fascinating way to study the past and to understand the present. Many ideas that we may think of as static or unchanging – such as those about nature, wilderness, landscape, science, technology, land-use planning, and conservation emerged from historical relations with our physical environment. Yet these ideas about the environment are always embedded in power structures and social relations. Nature, as we will see, is as much cultural, social, political, and economic as it is natural or ecological. We will explore how human-nature interactions have shaped human history through the exploration of how natural disasters, ecological zones, natural resources, livestock and wildlife, and epidemic diseases (among other things) influence peoples' lives in various historical moments with a focus on Latin America.

HIST 244 - Race and Ethnicity in Latin America (4 Credit Hours)

This course critically examines the history of the social construction of race and ethnicity in Latin America. In it, we will explore how historians have employed race and ethnicity as methodological categories in order to elucidate the histories of Latin America from the pre-Hispanic era through the modern period. Particularly we will focus on the various attempts by the ruling elite to deploy race in the ordering of society; and, how the non-elite resisted the imposition of those elite conceptions of racial and ethnic hierarchies to create their own codes of conduct, and how those conflicts have changed over time.

HIST 250 - Advanced Studies in Pre-Modern European History (4 Credit Hours)

Reading seminar on selected periods or topics in Ancient, Medieval, or Early Modern European History. May be taken more than once.

HIST 251 - The Crusades (4 Credit Hours)

A seminar that studies the crusading movement from different contemporary perspectives: crusader, eastern Christian, Muslim, and Jewish. The course examines some of the approaches that historians have taken to studying the crusades and the interpretive challenges they face. Topics include: who the crusaders were and what inspired them; how the ideas and practices of crusading were extended from the Levant to the Iberian peninsula, Constantinople, the Baltic, and even to those within Europe who were considered heretics and enemies; and how the Crusades have been understood in the modern world.

HIST 255 - Jews and Christians in the Middle Ages (4 Credit Hours)

A seminar that examines the relationship between Jews and Christians in medieval Europe. Through a wide range of primary sources, written by medieval Christians and Jews, we will attempt to reconstruct how Christians and Jews imagined each other and what motivated them to act in the way that they did. We will examine some of the contexts for Jewish-Christian interaction and will explore the interdependence of Jews and Christians, economically, politically, and psychologically. Topics will include the medieval church and Jews, the legal status of Jews in the medieval state, economic roles, biblical exegesis, forced disputation, conversion, the crusades, accusations of host desecration and ritual murder, and expulsion.

HIST 256 - The Reformation (4 Credit Hours)

The Protestant and Catholic Reformations were major movements in early modern Europe with far-reaching effects still felt globally today. In the sixteenth century, religious arguments interacted with political concerns, economic fluctuations, and social tensions to transform European states and societies. In 1500, the idea of a unified European Christendom, though imperfect, could still be defended. By the beginning of the seventeenth century, while Europeans as a group still believed in God, the influence of the Roman Church and of Christianity more generally had begun to change. This course examines the religious ideas and arguments that burgeoned in the sixteenth century, the social and political contexts in which they developed, and the transformations in European society, culture and religious practices that resulted. Course materials focus especially on examining the relationships between ideas and actions/practices in order to understand the wide-ranging social impacts of the religious changes during the Reformation.

HIST 260 - Advanced Studies in Comparative History (4 Credit Hours)

Reading seminar on selected periods or topics in Comparative History. May be taken more than once.

HIST 270 - Advanced Studies in Modern Europe History (4 Credit Hours)

Reading seminar on selected periods or topics in Modern European History. May be taken more than once.

HIST 280 - Advanced Studies in Early United States History (4 Credit Hours)

Reading seminar on selected periods or topics in the early history of the United States. May be taken more than once.

HIST 289 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: DH 229 and BLST 229.

HIST 290 - Advanced Studies in Modern United States History (4 Credit Hours)

Reading seminar on selected period or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 292 - History of Reproductive Justice in the United States (4 Credit Hours)

This course explores the history of what has come to be known as reproductive justice—the efforts of women and other people who can become pregnant to control their own reproductive lives, to choose whether and when to have children, and to ensure that they can bear and raise children in safe and healthy ways. We will survey this history from the colonial era to the present, with a particular eye toward how hierarchies of power based on race, gender, and other categories of identity have shaped women's experiences. We will examine how women's reproductive autonomy was circumscribed in the past by enslavement, eugenic ideologies, forced sterilization programs, and other practices, as well as how it has been affected more recently by factors like anti-choice campaigns and Supreme Court decisions. We will also learn, however, about women's knowledge of the functioning of their own bodies, about how they have maintained some degree of autonomy over their bodies even under oppressive circumstances, and about how people have collectively struggled to ensure that everyone can determine the course of their own reproductive lives.

Crosslisting: WGST 292.

HIST 297 - The History of Black Power: From Marcus Garvey to Chuck D (4 Credit Hours)

This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society.

Crosslisting: BLST 337.

HIST 299 - Intermediate Courses in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 310 - Shogun and Samurai: The History of Medieval Japan (4 Credit Hours)

This course is an in-depth exploration of Japanese history in the "medieval" period (1150–1600) when national politics came to be dominated by warrior clans known as samurai or bushi. Powerful samurai coalitions known as shogunates or bakufu were able to impose order and peace for generations, but the collapse of each shogunate led to a long period of civil war. Already the heroes of many romanticized "war tales" in medieval times, the samurai and their culture have now become a subject of worldwide fascination due to the influence of modern Japanese cinema. But how do historians reconstruct the reality behind the myths and legends? Students in this course will read a range of historical sources and engage in a research project on the world of medieval Japan.

Crosslisting: EAST 310.

HIST 312 - China's Golden Age? The Tang Dynasty (4 Credit Hours)

This course is an in-depth introduction to the history and culture of the Tang empire (618–907), widely regarded as China's "golden age." Modern Chinese historical memory idealizes the Tang as an age of great military conquests, exotically "cosmopolitan" tastes in art and music, religious tolerance and cultural diversity, brilliant poets, and free-spirited, polo-playing women. A primary goal of the class is to enable students to take an informed and critical perspective on this romanticized popular image by studying a wide range of historical scholarship and translated primary sources, which they will use to write a major research paper on a topic of their choice.

Crosslisting: EAST 342.

HIST 320 - Research Seminar in Middle Eastern History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 321 - Women in the History of the Modern Middle East (4 Credit Hours)

This course will look at the role women have played in the Middle East since the nineteenth century. We will start the course by examining the interpretative methods and sources that historians use to explore this history. Then, after an introduction to the study of women and gender in the Middle East, we turn to several of the major factors that have impacted the role of women in Middle Eastern societies: the Islamic tradition, the colonial period, the rise of nation-states, and various strands of feminism. Our examples will draw from several of the principle countries and regions in and around the Middle East including Iran, Turkey, Egypt, the Levant, and North Africa. As we proceed, students will develop their own research question, bibliography, and ultimately, research paper.

Crosslisting: MENA 321.

HIST 330 - Research Seminar in African History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in African History. May be taken more than once.

HIST 350 - Research Seminar in Pre-Modern European History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Ancient, Medieval, or Early Modern European History. May be taken more than once.

HIST 357 - Violence in Early Modern Europe (4 Credit Hours)

A seminar that explores and interrogates the roles, purposes, impacts, and views of violence in early modern European societies (1500–1800). The notion that early modern Europeans gradually repressed societal violence through a "civilizing process" continues to shape Western perceptions of the world and decisions regarding geopolitics today. The overarching goal of this course is to interrogate those assumptions about early modern European societies by examining a wide variety of categories of violence including: legitimate/illegitimate, domestic, gendered, state/official, popular, religious, intercultural/imperial, and military/wartime.

HIST 358 - Witches, Saint & Skeptics (4 Credit Hours)

This seminar examines ideas and practices regarding the divine, the demonic, and the supernatural in early modern Europe, focusing on understanding early modern conceptions and treatments of people (largely but not only women) believed to be saints and/or witches. Readings and assignments explore how these beliefs and practices were tied to religious, social, political, legal, and economic developments, and how they changed (and did not change) over the early modern period.

Crosslisting: WGST 382.

HIST 360 - Research Seminar Comparative History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Comparative History. May be taken more than once.

HIST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

HIST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

HIST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

HIST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

HIST 365 - Comparative Slavery in the Americas (4 Credit Hours)

For many, the history of slavery is synonymous with the Southern United States. But slavery was not limited to the U.S. and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity.

Crosslisting: BLST 391.

HIST 370 - Research Seminar in Modern European History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Modern European History. May be taken more than once.

HIST 374 - Ethnicity and Nationalism in Central and Eastern Europe (4 Credit Hours)

This course explores the complex relationship of ethnic and national identity in Central and Eastern Europe from World War II to the present. This region experienced a tumultuous history during this time period, afflicted by war, occupation, dictatorship, and the displacement of populations. The late twentieth-century also witnessed a period of revolution and was at the centerpiece of the demise of the Cold War. In this context, questions of national belonging loomed large. Ethnicity played and continues to play a central role in the development of nationalism and historical memory. This course explores the experience and meaning of ethnicity in the context of shifting political realities and national contexts. Course topics include the impact of World War II on Central and Eastern European ethnic groups, the experience of ethnic minorities in USSR-dominated Cold War Europe, late twentieth-century revolutions in the region, and the dissolution of Yugoslavia.

HIST 390 - Research Seminar in the History of the United States (4 Credit Hours)

Reading seminar on and research in selected period or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 392 - The Fourteenth Amendment (4 Credit Hours)

Since 1868, Section 1 of the Fourteenth Amendment has served as the principal benchmark for legal debates over the meanings of equality in the United States. This course explores the origins of the amendment in the post-Civil War period and the evolution of its meanings throughout the late nineteenth, twentieth, and early twenty-first centuries. We will examine closely the contested interpretations of equal protection and due process; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights. We will pay particular attention to how struggles for racial and gender equality have influenced debates over the amendment, and how the amendment has reshaped the parameters of U.S. citizenship.

Crosslisting: BLST 332.

HIST 393 - Race, Identity, & Power in U.S. Sports (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement. If taken as under the History cross-listing, it will fulfill a Humanities GE. If taken under the BLST cross-listing, it will fulfill an Interdivisional GE.

Crosslisting: BLST 393.

HIST 399 - Advanced Topics in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 430 - Senior Seminar (4 Credit Hours)

Required of senior history majors. The senior seminar will provide students with a significant research experience culminating in the writing of a substantial research paper and the public presentation of their work.

Prerequisite(s): HIST 201.

HIST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

HIST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Interdepartmental Courses

Courses

INTD 100 - Community Health Coach Seminar (1 Credit Hour)

The seminar course aims to contextualize wellness, provide insight into obstacles to optimal healthcare and prepare students to serve as ambassadors within the Licking County community. Students enrolled in the class will attend lectures given by professional healthcare providers, participate in frequent class discussions, read articles, and analyze patient case studies. Successful completion of the seminar course will enable students to progress into the Community Health Coach Practicum, allowing them to apply their skills to real-world experiences.

INTD 101 - Community Health Coach Practicum (1 Credit Hour)

During the practicum, students, under the supervision of Registered Nurses (RN), will assist patients in making lasting lifestyle changes for enhanced wellbeing. Students will meet weekly with their assigned community patient at their residence as well as meet weekly with peers and Licking Memorial Health (LMH) representatives to report on the progress of their patient. As a student health coach in the practicum course, students will assist their assigned at-risk patient with setting and meeting wellness goals, identifying and overcoming obstacles for these goals, and will serve as a support system for this process.

INTD 110 - Internship Insights: Integrating Experience for Professional Growth (0.5 Credit Hours)

This course empowers students to reflect on their internship experiences and their profound impact on their professional development. Through the course, students will learn to craft compelling internship reflection pieces using various media formats, enhancing their ability to communicate their growth. Moreover, they will master the art of updating their resumes to effectively showcase their skills and achievements, focusing on tailoring them for specific job opportunities. The course also equips students with networking strategies, leveraging communication and social media to expand their professional network and maximize growth potential.

INTD 111 - Internship Insights: Global Career Accelerator (1 Credit Hour)

This course empowers students to reflect on their internship experiences and their profound impact on their professional development. Through the course, students will learn to craft compelling internship reflection pieces using various media formats, enhancing their ability to communicate their growth. Moreover, they will master the art of updating their resumes to effectively showcase their skills and achievements, focusing on tailoring them for specific job opportunities. The course also equips students with networking strategies, leveraging communication and social media to expand their professional network and maximize growth potential. This pilot iteration of Internship Insights incorporates the Podium Global Career Accelerator.

INTD 112 - Sustainability in Business Accelerator (1 Credit Hour)

Unlock the power to drive meaningful change in an organization by making the financial case for environmental sustainability. In this program, you'll learn how sustainable practices can reduce costs, create new opportunities, reduce risk, increase efficiency, and elevate a company's reputation while retaining employees, customers, and investors. You'll dive into the key costs of sustainable actions and gain hands-on experience in creating a cost-benefit analysis that speaks to decision.

INTD 180 - Scholar Leader FY Advising (1 Credit Hour)

The Scholar-Leader First-Year Advising Experience is a community of first-year students who have an identifiable interest in leadership, academic enrichment, and selective fellowship opportunities. These courses provide a foundation of skills and experiences in preparation for leadership, scholarship, and service. In the first semester, students develop personal and professional skills that support a healthy transition to college. Students reflect on their values and goals to shape their career exploration and identify areas of potential academic scholarship and leadership impact. In the second semester, students focus on developing leadership and networking skills and exploring competitive fellowships, internships, and research opportunities. The Scholar-Leader First-Year Advising Experience includes the pre-orientation trip called Exordium (The Beginning) before fall classes.

INTD 181 - Scholar Leader FY Advising (1 Credit Hour)

The Scholar-Leader First-Year Advising Experience is a community of first-year students who have an identifiable interest in leadership, academic enrichment, and selective fellowship opportunities. These courses provide a foundation of skills and experiences in preparation for leadership, scholarship, and service. In the first semester, students develop personal and professional skills that support a healthy transition to college. Students reflect on their values and goals to shape their career exploration and identify areas of potential academic scholarship and leadership impact. In the second semester, students focus on developing leadership and networking skills and exploring competitive fellowships, internships, and research opportunities. The Scholar-Leader First-Year Advising Experience includes the pre-orientation trip called Exordium (The Beginning) before fall classes.

Prerequisite(s): INTD 180.

INTD 184 - Liberal Arts Meets AI (4 Credit Hours)

AI and the Liberal Arts: Navigating New Frontiers" is where the values of a liberal arts education meet the cutting-edge advancements of generative AI. This course will examine how AI reshapes traditional academic inquiry and expands the possibilities within liberal arts disciplines. Through a blend of interactive sessions, hands-on experience with AI technologies, and collaborative projects, students will consider the ethical, social, and intellectual implications of AI in contemporary society. Designed to challenge and expand your understanding, this course encourages critical thinking and creative problem-solving by examining issues such as AI's impact on academic integrity, critical thinking, content authenticity, and bias. Students will engage in rigorous debates, and group presentations, and develop projects that not only deepen their understanding but also contribute meaningful insights for the Denison community and beyond. Prepare to navigate the complexities of AI with a critical eye and a liberal arts sensibility, equipping yourself with the knowledge and skills to lead thoughtfully and innovatively in the digital age. This course is not just about learning how AI works; it's about understanding how it fits within, influences, and is influenced by the broader cultural and ethical frameworks that define our world today.

INTD 186 - AI: Basics & Big Questions (4 Credit Hours)

This course is an interdivisional exploration of the basics and big questions raised by artificial intelligence (AI). Students will learn and apply foundational concepts relevant to the function of AI as well as competing frameworks for general theories of AI. Students will develop strategies for reasoning with and about AI and investigate a broad range of specific questions about the impact of AI across human society. Questions include: How will AI impact the labor market, the battlefield, and the classroom? What is intelligence and what distinguishes “artificial intelligence”? How could AI transform our ethical, aesthetic, and political practices? What role should education through and about AI play in the liberal arts?

INTD 188 - Global Living Community (1 Credit Hour)

The Global Living Community (GLC) gives students the opportunity to live in a residence hall with other globally-minded students and earn one credit through the GLC Seminar. Core class components include attending community events, writing reflective postcards, and completing assignments. The GLC seminar has no assigned class time, and the schedule of community events is based on student availability. This community is a place where students come together to build relationships, share unique learning experiences, have meaningful conversations about global topics, and learn how to think globally while acting locally.

INTD 200 - Denison Career Seminar (1 Credit Hour)

An education in the liberal arts provides the depth and flexibility students need to adapt and thrive across their future careers. This course provides an early opportunity for students to translate their liberal arts skills into professional settings and communicate their educational experiences to career-relevant audiences. Working with faculty and the Knowlton Center, students in the Denison Career Seminar will explore trends in the contemporary labor market, engage with Denison alums who have built careers on the foundation of the liberal arts, and hone the tools and skills required for navigating internship searches and launching into their future careers.

INTD 211 - Off Campus Study Seminar: Beyond the Hill (0 Credit Hours)

The purpose of this course is to bookend the study abroad experience to enhance learning abroad and to help students integrate the experiences into their liberal arts education. The courses provide students the opportunity to engage in dialogue and reflection about study abroad prior to their departure and in-country experience. In order to maximize learning and for students to take full advantage of the off-campus study experience, they will have the opportunity to explore identity and personality in a way that will help them to navigate new environments. Students will explore the meaning of “culture” and how cultures influence individuals and communities. Students will also research and understand the geography, demographics, and aspects of the culture in their host country. Students will have the opportunity to learn standard travel tips, gain access to health, and safety information, and receive advice from Denison off-campus study alumni. In the post-abroad class students will have the opportunity to reflect on study abroad experiences, connect those experiences with the liberal arts values, and apply that learning to experiences on campus. Students will have the opportunity to integrate the skills and abilities into concrete strategies for resume building, interviewing, and other applications. This course is taken in the spring semester and must be paired with successful completion of INTD 212 in the subsequent fall semester.

INTD 212 - Off-Campus Study Seminar: Home to the Hill (1 Credit Hour)

The purpose of this course is to bookend the study abroad experience to enhance learning abroad and to help students integrate the experiences into their liberal arts education. The courses provide students the opportunity to engage in dialogue and reflection about study abroad prior to their departure and in-country experience. In order to maximize learning and for students to take full advantage of the off-campus study experience, they will have the opportunity to explore identity and personality in a way that will help them to navigate new environments. Students will explore the meaning of “culture” and how cultures influence individuals and communities. Students will also research and understand the geography, demographics, and aspects of the culture in their host country. Students will have the opportunity to learn standard travel tips, gain access to health, and safety information, and receive advice from Denison off-campus study alumni. In the post-abroad class students will have the opportunity to reflect on study abroad experiences, connect those experiences with the liberal arts values, and apply that learning to experiences on campus. Students will have the opportunity to integrate the skills and abilities into concrete strategies for resume building, interviewing, and other applications. This course is taken in the fall semester and must be paired with successful completion of INTD 211 in the prior spring semester.

Prerequisite(s): INTD 211.

INTD 250 - Homestead Seminar (1 Credit Hour)

The Homestead Seminar is a course for Homestead residents and for students who are interested in the Homestead’s mission and its methods of sustainable power, agriculture, and community. The seminar has two parts: students must attend and participate in the regularly scheduled sessions and colloquia, and students must propose and complete a project related to the Homestead’s mission and operations. Non-Homestead residents must apply to the Homestead seminar teacher to be admitted.

INTD 280 - Scholar-Leader Sophomore Experience (1 Credit Hour)

The Scholar-Leader Sophomore Experience is a sequence of courses for sophomores that develops academic enrichment, leadership, civic engagement, and scholarship skills and emphasizes collaborative problem-solving. In the fall, students learn and assess their strengths and engage in experiential learning focused on exploring and researching expressed needs, whether on campus, in the community, or beyond. Students work in small groups to research those needs and network with leaders to learn about available services and potential areas for partnership. Successful completion of the fall course enables students to progress into the spring course, where they choose a pathway or project based on their research and networking experience. The goal is for students to channel their creativity and experience into a concrete plan that they work on together to design potential community solutions. Examples include the design of a project to address a specific need, a polished group application to a granting agency or other opportunity, a planned event, and so on. Students may enroll in the Scholar-Leader Project in their junior and senior years to move their projects to an implementation stage and continue to work collaboratively on their outcome.

INTD 281 - Scholar-Leader Sophomore Experience (1 Credit Hour)

The Scholar-Leader Sophomore Experience is a sequence of courses for sophomores that develops academic enrichment, leadership, civic engagement, and scholarship skills and emphasizes collaborative problem-solving. In the fall, students learn and assess their strengths and engage in experiential learning focused on exploring and researching expressed needs, whether on campus, in the community, or beyond. Students work in small groups to research those needs and network with leaders to learn about available services and potential areas for partnership. Successful completion of the fall course enables students to progress into the spring course, where they choose a pathway or project based on their research and networking experience. The goal is for students to channel their creativity and experience into a concrete plan that they work on together to design potential community solutions. Examples include the design of a project to address a specific need, a polished group application to a granting agency or other opportunity, a planned event, and so on. Students may enroll in the Scholar-Leader Project in their junior and senior years to move their projects to an implementation stage and continue to work collaboratively on their outcome.

INTD 299 - Intermediate Topics in Interdepartmental (1-4 Credit Hours)**INTD 361 - Directed Study (1-4 Credit Hours)**

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTD 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTD 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTD 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTD 380 - Scholar-Leader Project (.5 Credit Hours)

Students who wish to implement their Scholar-Leader projects in their junior and senior years can enroll in INTD 380-381. These courses follow the same model as independent studies, which expect students to take the initiative on moving projects forward with only limited involvement and supervision by the advisor.

Prerequisite(s): INTD 280 and INTD 281 or instructor permission.

INTD 381 - Scholar-Leader Project (.5 Credit Hours)

Students who wish to implement their Scholar-Leader projects in their junior and senior years can enroll in INTD 380-381. These courses follow the same model as independent studies, which expect students to take the initiative on moving projects forward with only limited involvement and supervision by the advisor.

Prerequisite(s): INTD 280, INTD 281 and INTD 380 or instructor permission.

INTD 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison.

Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

INTD 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison.

Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

International Studies

Departmental Guidelines & Mission

The International Studies major asks students to inquire broadly into social, political, economic, environmental, historical, and cultural processes, linkages, interdependencies, and power relations that connect individuals, communities, groups, states, and regions across the globe. These cross-border flows and processes are not new, but their increased intensity, complexity, and speed compel us to examine the world with the renewed emphasis on interconnectivity and interdependency as the fundamental human conditions under which we live today. These transnational and transregional cultural, political, and economic phenomena today are not mere outcomes of abstract and structural forces, but actively shaped by concrete human activities and decisions. Therefore, the major in International Studies helps students examine these phenomena within both historical and contemporary frameworks, and tackle shared dilemmas and challenges that tie the world's people together as committed global citizens.

Denison's International Studies major moves beyond traditional International Relations (IR) in that it transcends nation-state-centered perspective, and involves the use of theoretical tools from sociocultural analysis and political-economy. International Studies majors are also asked to move beyond traditional Area Studies approaches, in that the major problematizes seeing areas as bounded and distinctive historical and cultural zones, and instead stresses the ways in which regions

are, and historically have been, tied together in complex patterns and processes.

International Studies is inherently interdisciplinary. While it borrows from and employs theoretical tools and concepts from a wide range of disciplines in the humanities, social sciences and arts, it stresses the need to use these tools and methods in ways that work together and that problematize the limitations of any single disciplinary approach. This interdisciplinary emphasis encourages students to view the processes that tie together and divide the world from multiple perspectives. In doing so, the majors in International Studies synthesize study of global forces with real-world experience of how these forces shape, and are shaped by, the peoples living in their unique sociocultural and political-economic situations.

Faculty

Quentin Duroy, Director

Hanada Al-Masri (Modern Languages), Katy Crossley-Frolick (Office of the Provost), John Davis (Anthropology), Quentin Duroy (Economics, International Studies), Andrew Frankel (Education), Alina Haliliuc (Communication), Zarrina Juraqulova (Economics), Fadhel Kaboub (Economics), Sangeet Kumar (Communication), Veerendra Lele (Anthropology and Sociology), Francisco Lopez-Martin (Modern Languages), Diana Mafe (English), Isis Nusair (International Studies, Women's and Gender Studies), Malliga Och (Politics and Public Affairs), Anne Sokolsky (English, East Asian Studies), Catherine Stuer (Art History and Visual Culture), Taku Suzuki (International Studies), Joanna Tague (History), Adrian Young (History), Hoda Yousef (History)

Academic Administrative Assistant
Meagan Tehua

View faculty profiles and contact information (<https://denison.edu/academics/international-studies/contacts/>)

International Studies Major

Students who major in International Studies must take the following courses:

Code	Title
INTL 100	Introduction to International Studies: The Making of the Modern World (the introductory course to the major, taken by the end of sophomore year)
INTL 200	Themes and Approaches in International Studies (required for sophomore International Studies majors)
INTL 201	Global Research Methods and Major Proposal (4-credit proposal writing course, taken Spring semester sophomore year)
INTL 400	Senior Capstone Seminar (offered in the Fall semester for International Studies seniors)

- Four (4) courses related to student's thematic/regional focus
- One (1) "Global and Local Flows and Frictions" Elective

Relevant Off Campus Study
Language beyond Denison's GE requirement

One "Global and Local Flows and Frictions" Course

Several elective courses are offered each semester. Course numbers range from 250 to 270.

Four courses related to the student's thematic/regional focus:

In the INTL 201 course, students will propose four elective courses that relate to the students' thematic/regional focus within International Studies. Up to three courses from their OCS program may count towards their major.

Language requirement:

Two semesters of non-English language study beyond the Denison GE requirement. The language requirement can be fulfilled in a number of ways, and students should consult with the INTL Director or another INTL faculty advisor. Students may include in their off-campus study a language particular to that program and one that is not taught at Denison. Multilingual students should consult with the INTL Director to determine how to fulfill their language requirement. In general, INTL encourages multilingual students to gain exposure to a new language related to their field of study.

Relevant off-campus study (OCS) experience
Courses

- INTL 100 - Introduction to International Studies: The Making of the Modern World (4 Credit Hours)**
Introduction to themes, concepts and approaches to International Studies from an interdisciplinary perspective. The course explores key concepts of modernity in the context of specific cultural, political, and economic experiences within a historical framework. This course must be taken before the end of the sophomore year.
- INTL 199 - Introductory Topics in International Studies (1-4 Credit Hours)**
A general category used only in the evaluation of transfer credit.

INTL 200 - Themes and Approaches in International Studies (4 Credit Hours)

The main goals of this course are to introduce sophomore students, who have completed INTL100, to some of the key themes and theories within the purview of International Studies to help them shape their individual thematic/regional focus. The course also provides opportunities for students to examine various world problems through an interdisciplinary lens, drawing on both political-economic and sociocultural analytical frameworks in various disciplines. Finally, students learn the basics of academic research and writing processes, i.e., formulating a well-defined topic, posing a relevant research question, finding and interrogating appropriate sources, justifying the research's intellectual contribution to a broader scholarly audience and, when applicable, to the efforts to solve real-world problems, through writing and revising a carefully crafted prose. Among numerous debates and issues that International Studies scholars grapple with, the course focuses on four broadly conceived themes: economic development, nationalism and national identity, transnational migration, and mediated and material culture. After learning major scholarly approaches to theorize each of these themes, students each develop an individual research project and write a scholarly paper, complete with abstract, introduction, literature review, case study, and conclusion. At the end of the course, students are expected to be able to formulate, broaden, and contextualize their thematic and regional focus within the interdisciplinary scheme of International Studies, and be equipped with skills to conduct academic research.

Prerequisite(s): INTL 100.

INTL 201 - Global Research Methods and Major Proposal (4 Credit Hours)

This course aims to help students develop basic research competencies they can use in future classes while providing them with practical research skills they can use during their off-campus (OCS) program. The course draws from a diverse range of research projects and scholarship that helps students develop a greater understanding of, and appreciation for, the value of global research. Students learn the value of a global, transdisciplinary framework that transcends disciplinary borders, resists methodological nationalism, and draws on diverse methods and methodologies that help students to decenter Western-centric forms of knowledge production while being attentive to the importance of local-global flows and ways of thinking. Students learn to use mixed-methods (qualitative and quantitative) research, including archival research, compiling and using data sets, online surveys, interviews, ethnography, textual and discourse analysis, data visualization, as well as the basics of statistical analysis (both techniques and common software). The course also helps students develop their intellectual focus for the International Studies (INTL) major, both thematically and geographically.

INTL 250 - Global and Local Flows and Frictions (4 Credit Hours)

A mid-level topics course that allows students to build upon concepts and theories introduced in INTL-100 and 200. It explores, in specific and contextualized terms, particular issues associated with global linkages in contemporary and historical contexts. The course takes into account cultural, economic and political factors. The specific topic or theme varies according to the interest of the faculty member teaching the course. Students may take more than one section of this course.

INTL 255 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: COMM 340 and WGST 341.

INTL 261 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: AHVC 231 and EAST 231.

INTL 265 - Human Rights in Global Perspectives (4 Credit Hours)

This course analyzes the emergence, expansion and enforcement of international human rights norms. Students taking the course will acquire an enhanced understanding of the United Nations, national governments, nongovernmental organizations, customary international law, treaty law, regional courts, and international tribunals in articulating and enforcing human rights. Students will acquire a broad understanding of human rights as a topic of both intellectual inquiry and political action.

Prerequisite(s): PPA 201 or consent of instructor.

Crosslisting: PPA 345.

INTL 299 - Intermediate Topics in International Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

INTL 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTL 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTL 400 - Senior Capstone Seminar (4 Credit Hours)

This seminar integrates the three core courses, the four elective courses related to the student's thematic/regional focus, the off-campus experience and the language training, into a culminating research project. It focuses on theoretical tools, frameworks and methodologies in International Studies. This seminar emphasizes the development of independent research skills and scholarly writing in connection with a research project based on individual students' interests.

INTL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

INTL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Japanese

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural

and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of this opportunity, they can use the target language in all subsequent courses. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate another culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Associate Professor Michael Tangeman, Assistant Professor Anne Sokolsky

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/japanese/contacts/>)

Additional Points of Interest

General Departmental Regulations

Students who want to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO that is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authenticated materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where the Denison community can find information about upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a via for wireless connection to the data projector.

Although the Department of Modern Languages offers majors in French, German and Spanish, it also offers courses in other languages for the purpose of general education and support of other college programs. Courses in Japanese are listed below.

Courses

JAPN 111 - Beginning Japanese I (4 Credit Hours)

A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns.

JAPN 112 - Beginning Japanese II (4 Credit Hours)

A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns.

Prerequisite(s): JAPN 111 or consent.

JAPN 129 - Japanese Stories: Retelling Culture in Film, Drama, and Fiction (4 Credit Hours)

This course introduces students to 1000 years of Japanese storytelling tradition in diverse mediums: epic tales, drama (bunraku/kabuki, and noh), fiction, and film. Students will engage with such representations of Japanese culture as: - Imperial court life of the 10th century, the role of spirit possession as women's "weapon," and a 20th-century novel that builds on these traditions. - A war between two clans in the 12th century that is the setting for a key duel between unevenly matched opponents retold over the centuries in three different mediums: epic tale, bunraku/kabuki theater, and noh drama. - In the same war, the tragic defeat of one of the clans is reimagined as the source of a famous ghost story written in the 19th century...by a European with connections to Cincinnati! - Postwar short stories that retell Japanese fairy tales to situate them in a Japan struggling to cope with the devastation of the Pacific War. - A mystery novel about government corruption, and a master director's film from the same period that treats the same subject - The possibilities – and horrors – of dreams as depicted by a 20th-century novelist, a master director, and an animator.

Crosslisting: EAST 129.

JAPN 211 - Intermediate Japanese I (4 Credit Hours)

Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice.

Prerequisite(s): JAPN 112 or consent.

JAPN 212 - Intermediate Japanese II (4 Credit Hours)

This course builds on the material covered in JAPN 211. Students will continue to practice speaking using ever more complex grammatical structures, write short paragraphs, and continue their study of Chinese characters used in Japanese (kanji) in earnest.

Prerequisite(s): JAPN 211 or consent.

JAPN 219 - Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945) (4 Credit Hours)

This course provides students an introduction to the written cultural products (available in translation) from Japan, and two countries – China and Korea – occupied by Japan during the Pacific War (1931-1945). Although Japan's occupation of Korea began in 1910, this course will begin its consideration of this topic in 1890 because the Japanese political and social mechanisms that led to fascist militarist control in the 1930s have their origins at least as far back as 1890. This course fulfills the Modern Core requirement for the East Asian Studies major/minor.

JAPN 235 - Introduction to Modern Chinese and Japanese Literature (4 Credit Hours)

This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries. No prerequisite.

Crosslisting: EAST 235.

JAPN 239 - Introduction to Japanese Genre Fiction (4 Credit Hours)

Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined, or less literary. Postmodern thinkers have demonstrated, however, that popular fiction can serve as a fascinating lens through which to read place (society, race, gender, etc.) and time (historical period). This class will serve as an introduction to Japan's long, rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed, we will consider representative works, primarily by twentieth-century authors, in three genres: historical/period fiction, mystery/detective fiction, and horror fiction. This course is taught in English. No Japanese language required.

Crosslisting: EAST 239.

JAPN 273 - Modern Japan in Film and Literature (4 Credit Hours)

This course uses film and modern literature to consider responses to political, economic, and sociological changes in Japanese society over the course of the twentieth century. This course is taught in English.

JAPN 309 - Japan's Modern Canon (4 Credit Hours)

In this course we will read extensively from the works of four twentieth-century Japanese authors who have been elevated to the status of canonized writers, that is, whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course is taught in English.

JAPN 311 - Advanced Japanese I (4 Credit Hours)

The two Advanced Japanese courses introduce students to a number of complex, essential grammatical structures, notably sentence modifiers (relative clauses), and verb categories (transitive and intransitive verbs) that allow students to create longer, more complex culturally coherent utterances. Students will also learn 200 Chinese characters.

Prerequisite(s): JAPN 212 or equivalent.

JAPN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

JAPN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

JAPN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

JAPN 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

JAPN 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Journalism

Mission Statement

The Journalism major at Denison teaches students to research, report, and tell important stories in narrative-based ways across the digital media landscape. We emphasize ethics, independence, ascertaining facts, and accessibility in our storytelling. With our roots in both the English and Communication departments, our liberal arts and interdisciplinary approach distinguishes our program. At Denison we value the role of the liberal arts in helping students make connections across disciplines and across communities. Thus, our program emphasizes the transformative power of narrative storytelling, especially within underreported communities. We value writing as well as multimedia formats like audio storytelling and documentary filmmaking which are powerful narrative storytelling tools that have been essential to the democratization of news reporting. Our goal is to prepare students for the ever-transforming field of journalism as well as for lives as active citizens engaged in the burning issues of the day. In the current social and cultural context, we believe it is crucial to support the role journalism plays in fostering and maintaining democratic institutions.

Learning Goals

- To develop insightful fact-based nonfiction storytelling that explores the depth and breadth of human experiences.
- To foster ethical and robust research and reporting skills in a variety of communities and in digital and analog modes.
- To develop an understanding of the changes in the traditional newsroom and the transformation of the media landscape with an eye toward innovative nonprofit models.
- To privilege the importance of local news and stories for underreported communities.
- To support in-depth longform narrative reporting and writing.
- To develop a facility with storytelling on multiple platforms.
- To gain an appreciation for the role of journalism and a free press for a healthy and vibrant democracy and, ultimately, to inspire and educate our students to become autonomous thinkers, discerning moral agents, and active citizens of a democratic society and a complex global landscape.

ADDITIONAL POINTS OF INTEREST

The best way to hone your journalism skills is to be involved in the ever-evolving world of journalism. We encourage students to get involved in the many opportunities Journalism at Denison offers students.

The Denisonian / The Doobie/ Synapse: Students are encouraged to work for at least two semesters with *The Denisonian*, the college newspaper, The Doobie, the college streaming radio station, or the undergraduate science magazine *The Synapse*, either through classwork or on their own.

The Reporting Project @ Denison is a nonprofit news source covering Licking County, Ohio, and neighboring regions. We publish work by students, faculty, and community members. In the last year, over 50 of our stories have been published by *The Columbus Dispatch*, *The Newark Advocate*, *The Plain Dealer*, *Matter News*, *100 Days in Appalachia*, and many others. The Reporting Project focuses on nonfiction storytelling that is about our place, the “missing middle” – its people, politics, culture, health, science and environment, and more. Our mission is to share stories, in all media formats, that help us know the world we live in, and to provide a place for all voices to be heard. This is especially important in today’s media landscape, where national corporate media entities sometimes perpetuate simplistic and divisive narratives, as local outlets dwindle, leaving behind dangerous news deserts. Our work is supported, in part, by a grant from The Mellon Foundation.

Between Coasts Forums: Journalism at Denison hosts gatherings for regional and national journalists to explore the pressing issues facing journalism in the middle of the United States.

Story Magazine: We have a partnership with *Story Magazine*, founded in 1931 and recently revived, to give students internship opportunities.

Off-Campus Study: Journalism at Denison supports short weekend reporting trips in our region. Students wishing to study abroad will be encouraged to attend programs with relevant offerings (e.g., Prague, the Danish Institute for Study, Advanced Studies in England (Bath), HECUA, and American University-Paris).

Faculty

Jack Shuler, Director

Alan Miller, Journalism; Amy Butcher, English; Connie Schultz, Professor of Practice; Doug Swift, Journalism/English; James Weaver, English; Julia Lerner, Journalism; Laura Russell, Communication; Mike Croley, English; Sangeet Kumar, Communication; Erik Klemetti, Earth & Environmental Science; Margot Singer, English; Chris Cimaglio, Communication; Jesse Schlotterbeck, Cinema; Peter Grandbois, English; Andy McCall, Biology; Lucy Bryan, English/Journalism.

Journalism Major

This major is built to allow students to develop a knowledge of the practice of journalism while also staying grounded in the liberal arts. Students should see an advisor early on to begin mapping out their path through the major. In the second semester of their sophomore year, Journalism majors must submit a short proposal detailing the electives they intend to take to fulfill their degree requirements based on their interests and learning goals. By the end of the junior year, students will submit a plan for their Senior Research for at least one semester.

Core Courses:

Code	Title
JOUR 100/ COMM 108	Introduction to News Reporting and Writing

JOUR 200/ ENGL 221	Literary Journalism
JOUR 201/ ENGL 386	Multimedia Storytelling
JOUR 300	Experiential Reporting (Pre-req: must have completed two courses from the core, or permission of the instructor, can be concurrent)
JOUR 451 or JOUR 452	Senior Research Senior Research

Communication Ethics and Law (select 1):

Code	Title
COMM 130	Freedom of Speech
COMM 211	Thinking with Ethics
COMM 328	Communication Law

Critical Media Studies (select 1):

Code	Title
COMM 126	Media Structures
COMM 227	New Literacy Lab
COMM 229	Mediating Gender and Sexuality
COMM 234	Media Theory
COMM 255	Visual Communication
COMM 307	Media Historiography
COMM 333	Digital Technology and Cultural Change

Storytelling and Cultural Engagement (select 1):

Code	Title
BLST 101	Introduction to Black Studies
COMM 125	Relating Through Narrating
ENGL 202	Literary Theory and Critical Methods
ENGL 245	Queer Literature
ENGL 251	Survey of Asian American Literature
ENGL/BLST 255	Ethnic Literature
ENGL 291	Environmental Literature
ENGL 302/QS 227	Studies in Literary Theory
ENGL 325	African - American Women’s Literature
ENGL 326	Native American Literature
ENGL 356	The Narrative of Black America
ENGL 357	Postcolonial Literature and Criticism
ENGL 391	Nature’s Nation
WGST 311	Feminist Theory

Craft (select 2):

Code	Title
ARTS 117	Introduction to Photography
ARTS 213	Queer Graphix
ARTS 222	Contemporary Comics
COMM 350	Advanced Journalism

EESC 115	Special Topics in Earth & Environmental Science (Rocks, Myths & Legends: Introduction to Geoarcheology)
ENGL 237	Introduction to Creative Writing
ENGL 384	Creative Nonfiction Writing
SES 256	Farmscape: Visual Immersion in the Food System
JOUR 310	Special Topics in Journalism
JOUR 220	Science Writing for Everyone
DPR 250	Writing with Data in the Public Interest
WGST 310	Feminist Research Methods

Courses may be added to these lists upon approval of the Journalism chair.

Experience (at least 1):

Students will complete at least one internship or summer scholar project or directed study with a Journalism focus after the Sophomore year. While we will require at least one, we will encourage students to take advantage of many and varied internships. These experiences must be approved by the Director.

Journalism Minor

Students seeking a minor in Journalism must complete six courses:

Code	Title
Four of the core courses:	
JOUR 100/COMM 108	Introduction to News Reporting and Writing
JOUR 200/ENGL 221	Literary Journalism
JOUR 201/ENGL 386	Multimedia Storytelling
JOUR 300	Experiential Reporting

and two electives.

JOUR 300 must be taken during the Junior or Senior year.

Journalism minors are allowed to double count up to one course with a COMM or ENGL major or minor.

Courses

JOUR 100 - Introduction to News Reporting and Writing (4 Credit Hours)

This course focuses on the fundamentals of news reporting and writing. Students will explore storytelling and narrative, lead writing, point of view, information gathering, interviewing, ethics, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of the practice and ethics of contemporary journalism.

JOUR 150 - Fundamentals of Investigative Journalism (4 Credit Hours)

This course helps students new to journalism to learn the principles of investigative reporting and storytelling in an applied way by practicing them on a unique and important story to our community, and to the world. Each semester the class will focus on a unique issue and work collectively to report and write stories about that issue.

Crosslisting: SES 150.

JOUR 199 - Introductory Topics in Journalism (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 200 - Literary Journalism (4 Credit Hours)

Surveys literary nonfiction writing in the 20th and 21st centuries and introduces students to the many genres of nonfiction writing, to the creative possibilities of contemporary journalism, and to the ethics of writing about other people. Students read extensively and write in the genres of personal essay, immersion, news, and narrative journalism. **Crosslisting:** ENGL 221.

JOUR 201 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling.

Crosslisting: ENGL 386 and DH 230.

JOUR 210 - (4 Credit Hours)

These are special topics courses at the 200 level, distinguished from the 300 level special topics courses because they are survey courses as opposed to specific craft, genre, or issue.

JOUR 220 - Science Writing for Everyone (4 Credit Hours)

It is one thing to do science. It is another to write about science in a way that is compelling, understandable and relatable to the public. With our current political and cultural climate, this means science writing is in a vital role in educating people on how science works, how it impacts our daily lives, and how we can defend against misinformation. You don't need to be a scientist to learn how to write about science, you just need to be interested in how we can write effectively about scientific ideas, research, and people. This course will develop your skills in writing about science so that, by the end of the semester, you will have created new science media articles, podcasts, and more that delve into science being done on campus and around the world. We will read examples of excellent science writing, converse with people who are active writers in science media and workshop our writing to hone our stories.

JOUR 231 - Doing Journalism with Ethics and Empathy (4 Credit Hours)

In this course we will do research and reporting, and we will advance our skills in writing and self-editing. The larger goal of this course is to understand how our writing affects humanity and our humanity can affect our reporting and writing. We will learn about media law and the difference between ethics and the law. We will work to develop skills that allow reporters to develop a moral compass based on high standards of ethics and empathy to identify, report and write stories that will have an impact in the community.

JOUR 250 - Documentary Film and Media (4 Credit Hours)

This class is an introduction to the study of documentary filmmaking. We will cover this subject as a topic of film analysis (attending to the formal characteristics of film), history (examining landmark films and film movements in the development of documentary), and theory (exploring larger, more philosophical questions raised by non-fiction films). Students will work in a variety of formats (short and long writing assignments, in-class exercises, and oral presentation), as we address the following questions. Who are the most vital documentary filmmakers both historically and of our time? What defines a documentary as opposed to other film genres or modes? What are the subjects that are particularly suited to exploration through documentary filmmaking? How variously do documentarians define truth and by what ethical contracts do they consider themselves bound? Feature-length films are the central focus of the class, but we will also work with television series, radio programs, and non-fiction writing.

JOUR 251 - Writing with Data in the Public Interest (4 Credit Hours)

This course addresses a critical goal that is often neglected in the sciences – the translation of scientific results for the public. Even if the goal of science is to make progress in the public interest, a key way that the public knows about scientific results as well as maintains support for scientific projects is through communication. Thus, the primary goal is to develop skills of written communication with scientific content that is appropriate for general public consumption. The course covers a concern for narrative, translating scientific jargon without loss of meaning, providing detail to convey appropriate levels of certainty, addressing audience needs, and packing considerable material into short passages, while respecting the ethics of reporting to the public. Integration with the onetwentyseven.blog is emphasized.

Crosslisting: DPR 250.

JOUR 299 - Intermediate Topics in Journalism (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 300 - Experiential Reporting (4 Credit Hours)

Experiential Reporting gives students a better understanding of the ethics of reporting in communities other than their own. Each class will focus on a specific geographic location and include significant on-the-ground reporting trips. Students will develop ethical and effective ways of finding stories within communities, conducting interviews, connecting and building relationships with interviewees, and networking with community experts.

Prerequisite(s): At least two courses from JOUR 100, 200, and JOUR 201, or permission of the instructor.

JOUR 302 - Audio Storytelling / Podcasting (4 Credit Hours)

This course will help students learn how to make nonfiction character-based audio stories, as well as making them comfortable with the technical elements of sound recording and editing. Students will also learn the ethics of telling stories about and with people.

Prerequisite(s): JOUR 201 or permission of instructor.

JOUR 303 - Journalism and Documentary Filmmaking: A Workshop (4 Credit Hours)

In this course we will learn how to make nonfiction character-based short films, as well as become comfortable with the technical elements of image and sound. We will also explore the ethics of telling stories about and with people.

Prerequisite(s): JOUR 201 or permission of instructor.

JOUR 310 - Special Topics in Journalism (4 Credit Hours)

These are special topics courses at the 300 level, distinguished from the 200 level special topics courses because they are focused on a specific craft, genre, or issue, and are not survey courses.

JOUR 320 - Opinion Writing (4 Credit Hours)

In this course you will learn how to write your own editorials and columns. We will examine this style of essay writing and the ethical expectations and obligations that it carries through close readings of contemporary practitioners. We will have spirited discussions in the classroom. This is all part of the process – and one that will test your abilities to present reasoned arguments. This is a good thing because the goal is to help you become better and more confident opinion writers.

JOUR 360 - Telling Stories about Place (4 Credit Hours)

Place is fundamental to storytelling, and therefore to good reporting. Understanding where a story takes place means knowing which descriptive details to put in and leave out. Place is reflected in and shapes the people we write about. Good reporters need to understand that someone from a small rural village is going to have a different worldview than someone from a city, and they need to understand why, and how it affects their motivations and shapes the institutions that govern their lives. Understanding and respecting the places where we report from helps us produce authentic and compelling stories with depth and insight. This course will explore "places" that are easily accessible to students and faculty—Rural America, Appalachia, the City, the Suburbs, Rust Belt America—for example.

Crosslisting: SES 360.

JOUR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

JOUR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

JOUR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

JOUR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

JOUR 382 - Beyond Good Intentions (4 Credit Hours)

This class is for students who plan to enter public service or helping professions (such as journalism, education, healthcare, or counseling). This experiential learning course aims to develop narrative competence – the ability to acknowledge, absorb, interpret, and act on the stories and plights of others. Through reading, writing, and regularly volunteering with local organizations, we will work together to improve our abilities to receive and tell stories. We'll acquire knowledge, tools, and habits of mind that we can use in current and future efforts to help others. We'll consider how to avoid harming others in the name of helping. And we'll intentionally cultivate compassion, presence, and self-awareness.

Crosslisting: EDUC 283.

JOUR 399 - Advanced Topics in Journalism (1-3 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 401 - The Reporting Project practicum (1 Credit Hour)

Students work as reporters and/or editors for The Reporting Project (a platform for community-focused media) under the supervision of a faculty advisor. Students participate in editorial meetings at least once a week, pitching, reporting, and producing written and/or multimedia stories. The experience of working in an organized and collaborative storytelling project is invaluable. Course will include written reflection on the experience throughout the semester. Requires permission of the instructor.

Prerequisite(s): Permission of instructor.

JOUR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

JOUR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

JOUR 453 - Journalism Senior Project (4 Credit Hours)

Journalism majors must complete at least one semester of senior research. This semester you'll write a deeply reported and substantial work of narrative journalism or a portfolio of shorter works (in any medium). This is an opportunity to work on something that you care about deeply within a supportive environment. We meet weekly as a group and one-on-one. Class will be a mix of workshops, discussions, and guest speakers.

Prerequisite(s): Must be a Senior Journalism major.

Latin (Minor)

Departmental Guidelines & Mission

The Department of Ancient Greek and Roman Studies offers courses in the languages, history, archaeology, and culture of ancient Greece and Rome. Students are introduced to the intellectual, social, political, material and cultural histories of the ancient Greeks and Romans. Our

curriculum engenders a critical exploration of how the ideas and works of the ancient Greeks and Romans remain relevant in the modern world. We study both how the ancient Greeks and Romans understood their world and how modern societies have reconstructed them. Through the study of the languages, histories, cultures, and archaeology of the ancient Mediterranean, our program emphasizes flexibility with diverse types of evidence through interdisciplinary approaches to knowledge, the development of critical and analytical skills, and an appreciation for how ancient and modern intersect in ways that show the continued influence of the Greco-Roman past on our lives today.

Latin is offered as a minor in the Department of Ancient Greek and Roman Studies.

Faculty

Professor Rebecca Kennedy, Chair

Assistant Professor Max Goldman

Associate Professor Craig Jendza

Academic Administrative Assistant

Jackie Forshey

View faculty profiles and contact information (<https://denison.edu/academics/classical-studies/contacts/>)

Latin Minor

For the minor in Latin, students must complete a minimum of four courses in the language (LAT) or 16 credits. In addition, students must take AGRS 202 - Ancient Rome and AGRS 112 - Roman Literature or 8 credits. Students may substitute another language course (LAT) for the AGRS 112 - Roman Literature requirement.

Courses

LAT 111 - Beginning Latin (4 Credit Hours)

An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature.

LAT 112 - Intermediate Latin (4 Credit Hours)

An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin.

Prerequisite(s): LAT 111 or consent.

LAT 199 - Introductory Topics in Latin (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LAT 211 - Reading and Writing Latin (4 Credit Hours)

This course transitions students from either the first year Latin sequence or from high school Latin into reading and analyzing advance Latin authors. It also introduces students to the study of Latin stylistics through composition.

Prerequisite(s): LAT 112, placement, or consent of instructor.

LAT 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

LAT 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

LAT 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

LAT 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Latin American and Caribbean Studies (Concentration)

Program Guidelines & Mission

The concentration in Latin American and Caribbean Studies is designed to promote a multidisciplinary approach to social, historical, political and linguistic issues in Latin America and the Caribbean. It is founded on the basic pillars of a Liberal Arts education such as understanding the person as a whole, promoting critical thinking and expanding cultural horizons. Its mission is to provide students a strong historical, social and cultural foundation for the understanding of specific components of differing Latin American and Caribbean cultures. Through this approach, we strive to foster critical awareness of the heterogeneity that characterizes the region as well as a critical understanding of the complexities of its relationship with the United States. The curriculum of the Latin American and Caribbean studies concentration expresses our commitment to developing the person as a whole by allowing students to explore, analyze, discuss, read and write about a variety of themes directly related to Latin America, from different theoretical frameworks. This in turn encourages students to reflect upon their own cultural background.

Faculty

Director: Shiri Noy (Anthropology/Sociology)

Mónica Ayala-Martínez (Spanish and Portuguese), Isis Campos (Women's and Gender Studies), Melissa Huerta (Spanish), Francisco López-Martín (Spanish), Shiri Noy (Anthropology/Sociology), Frank Proctor (History), Marion Ramírez (Dance), Charles St-Georges (Spanish), Luis Villanueva (Economics), Micaela Vivero (Visual Arts)

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/latin-american-caribbean-studies/contacts/>)

LACS Concentration

Core Requirements

Students in the concentration are required to take (or demonstrate that they have taken the equivalent of) the following courses:

Modern Language

Two modern language courses (or the equivalent), beyond the general education requirements in a language spoken in the Latin American and Caribbean area (Portuguese, Dutch, French, Spanish, or an indigenous language). The two courses may be the two first semesters in one of these languages, if the student has already fulfilled the GE requirement in a language that is not spoken in the area.

Core Courses

Code	Title
LACS 101	Introduction to Latin American Caribbean Studies
<i>One semester of Senior Research</i>	
LACS 451 or LACS 452	Senior Research

Senior Research guidelines can be accessed here (<https://docs.google.com/document/d/1-tmX4064VklYgYKE6cseUsiWHXFW1LQAX7z5u-wC9Qc/edit?usp=sharing>).

Electives

Latin American and Caribbean Studies students will also take three elective courses from different departments. These courses are cross-listed by different programs. Examples of courses offered in the past:

Code	Title
History	
HIST 140	Studies in Latin American History
HIST 141	Colonial Latin America
HIST 142	Modern Latin America
HIST 196	Chicana/o History: The Mexican American Experience in the U.S.
HIST 230	Advanced Studies in African History
HIST 240	Advanced Studies in Latin American History
HIST 244	Race and Ethnicity in Latin America
HIST 365	Comparative Slavery in the Americas
SPAN 325	Survey of Latin American Literature

SPAN 335	Cultures of Latin America
Fine Arts/Language and Culture	
ARTS 141	Introduction to Sculpture
ARTS 243	Mixed Media Sculpture
DANC 274	Cultural Studies
Society and Culture	
SPAN 330	Cultures of Spain
SPAN 338	All the World is a Stage: Theater and Social Change in the Americas
SPAN 435	Seminar in Latin American Culture

Additional Points of Interest

The same course cannot be used to fulfill more than one of the above requirements. Students are encouraged to consult with the Director of Latin American and Caribbean Studies in making their choices. Students are also encouraged to pursue study abroad programs in Latin America and the Caribbean.

Courses

LACS 101 - Introduction to Latin American Caribbean Studies (4 Credit Hours)

A comprehensive introduction to the nature of the problem of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American and Caribbean countries.

LACS 124 - Racial Politics in Latin America (4 Credit Hours)

This course will examine the role of race and politics in Latin America by examining concepts such as mestizagem or racial mixture and how that shapes relationships of power and development in these societies. We will also examine the role of whiteness and blackness and how such concepts are used to ensure hierarchies of privilege and disadvantage. What role does a racialized hierarchy play throughout Latin America when considering who are the haves and have nots and which roles are racialized groups such as indigenous and Afro-descendants in Latin America allowed to play in national development? We will first learn about theories of race, politics, and history in select countries. Second, we will apply the theories we have learned to focus on Latin American countries such as Colombia, Mexico, Cuba, Brazil, and Argentina.

LACS 196 - Chicana/o History: The Mexican American Experience in the U.S. (4 Credit Hours)

This course explores the history of Chicanas/os, people of Mexican descent in the United States, from the Spanish colonization of North America to the present. It is organized chronologically, proceeding through the geopolitical and social processes that created and shaped the Mexican American community. Themes will include, but are not limited to, the creation and shifting of borders and borderlands, the development of Chicana/o identity, race and mestizaje, gender dynamics, labor and power, migration and citizenship, activism, politics, and religion and culture. We will pay special attention to the processes by which Mexican Americans demonstrated agency and resistance in the face of racial and ethnic discrimination and erasure.

Crosslisting: HIST 196.

LACS 199 - Introductory Topics in Latin American and Caribbean Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LACS 211 - Colonial Latin America (4 Credit Hours)

A survey course on Latin America from Conquest through Independence. Topics include exploration of: 1) how Spain and Portugal conquered and colonized the Americas, 2) how they managed to maintain control over those colonies, 3) how the colonized (Indians, Africans, and mixed races) responded to the imposition of colonial rule, 4) the role of women and gender in colonial settings, and 5) the implications of colonialism for the study of modern Latin America.

Crosslisting: HIST 141.

LACS 212 - The Atlantic World (4 Credit Hours)

Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of the new Atlantic World created after 1492. Topics may include imperial expansion and colonization, European-Amerindian relations, European-African relations, slavery and the trans-Atlantic slave trade, the growth of mercantile capitalism and the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for national independence, and the abolition of slavery.

Crosslisting: HIST 161.

LACS 299 - Intermediate Topics in Latin American and Caribbean Studies. (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LACS 313 - Spanish in the United States (4 Credit Hours)

Have you ever heard a Spanish speaker in the United States say escuela alta, rufo, llamar para atrás o queik? Or have you heard someone switch from English to Spanish in the same sentence? What is Spanglish? Do you have a friend who doesn't know Spanish even though his parents speak it? Is Spanish a foreign language in the US? Have you ever heard someone say that we shouldn't speak Spanish here? The United States has a Hispanic population that is larger than most Latin American countries. But, unlike other Spanish-speaking countries, Spanish is a minority language in the US. In this class, we study various social and linguistic phenomena that arise from this situation. Among other topics, we analyze the history of Spanish in the US, the racialization of Spanish, language policy, Spanish in education, Spanglish, and Latinx identity.

Prerequisite(s): SPAN 215 or permission of the instructor.

LACS 325 - Survey of Latin American Literature (4 Credit Hours)

Students will analyze texts from Pre-Columbian times to the present within their historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

Crosslisting: SPAN 325.

LACS 338 - All the World is a Stage: Theater and Social Change in the Americas (4 Credit Hours)

Discover the vibrant performance practices across the Americas! This course explores how theater and performance in Latin America and Latinx/a/o communities have shaped social and political realities from the colonial era to today. Through readings, videos, and critical analysis, we examine avant-garde theater, community activism, street performance, and more, tackling key themes like colonialism, revolution, gender, borders, and cultural identity. You might even get to visit a regional theater festival!

Prerequisite(s): SPAN 215 or consent of instructor.

Crosslisting: SPAN 338.

LACS 385 - Nation Building in Mexican Cinema (4 Credit Hours)

As posited by film scholars such as Jean-Louis Comolli, the history of cinema has been in large part the history of the twentieth century. This is particularly true in Latin America, where it has been associated with national projects of modernization following the establishment of independent republics throughout the nineteenth century. In Mexico in particular, cinema has played a central role in nation-building, making it an ideal venue for the exploration of the relationship between film and ideals of nationhood. How are these ideals articulated through family relations, encounters with gringos, indigenous vs. European worldviews, rural vs. urban space, etc.? Students will engage in critical analysis of texts through research essays, creative projects, and oral presentations at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215.

Crosslisting: SPAN 385.

LACS 414 - International Labor Migration in a Globalized Economy (4 Credit Hours)

This course revolves around two questions; How can we explain the main international migration flows in the past 50 years? And what are the political, economic and socio-cultural consequences of the recent international migrations on receiving and sending countries? To provide well informed answers to these questions, this course is divided in three parts. The first part provides the basic concepts and theories to study international labor migration issues. The second part takes a historical and international approach and studies some major international labor migration flows since the late 19th century. The third part discusses the political, economic and socio-cultural consequences of the recent international migrations on receiving and sending countries. This study will also include examination of some of the related public policy issues and controversies. The course incorporates institutional and historical contexts, socio-political dimensions and power relations in examinations of complexities of international labor migration. During the course students will work in teams and use various data sources to study some recent migration issues and provide well-informed answers to research questions assigned to each team. The results of this team work will be shared with the class in a presentation at the end of the semester.

Prerequisite(s): ECON 301.

LACS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

LACS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Lugar Program

Program Guidelines

The program honors the record and memory of Richard Lugar (1932-2019), Denison University class of 1954, who represented Indiana in the United States Senate from 1977-2013. His lifetime of engagement in public life, which included two terms as Mayor of Indianapolis, Chair of the Senate Foreign Relations Committee, and long-serving Denison Trustee, provides a model for all who aspire to public service.

Inspired by Senator Lugar's legacy of academic excellence, distinguished service, and prominent role in American politics and foreign policy, the Richard G. Lugar Program in Politics and Public Affairs has provided Denison students with opportunities to develop their interest in public service through coursework, internships, and co-curricular programming since 1996. The Department of Politics and Public Affairs incorporates many of the curricular features of the Lugar Program formerly housed in the Department of Political Science, and continues to sponsor internships and programming geared toward students interested in a career in public service, regardless of partisan preference or academic major.

Information for Politics and Public Affairs Majors and Minors

Majors or minors in Politics and Public Affairs with a passion for public service, in either the domestic or international realm, are encouraged to declare their participation in the Lugar Program as Lugar Fellows in their PPA 201 ([https://catalog.denison.edu/search/?P=PPA %20201](https://catalog.denison.edu/search/?P=PPA%20201))-*Sophomore Seminar* major proposal. Students following the International Affairs Track interested in international public service in fields such as security, homeland defense, weapons proliferation, and foreign affairs, will select an off-campus program attentive to these topics, and work with Department faculty to identify an internship or experiential opportunity abroad to fulfill the expectations of participation in the Lugar Program. Their two departmental electives will reflect this interest. Similarly, for PPA students on the Government and Legal Affairs Track who are interested in public affairs, their two departmental electives will be focused on American political institutions and policy. Lugar Fellows will receive a stipend to support a congressional or similar public service internship in the United States.

Both departmental electives used to fulfill PPA major requirements must be reflective of Senator Lugar's record of public service [for example, *Politics of Congress* (PPA 307), *The American Presidency* (PPA 306), *Foreign Policy Formulation* (PPA 314), or *Conduct of American Foreign Policy* (PPA 341)].

Information for Non-Politics and Public Affairs Students

The Lugar Program is open to students regardless of academic major. Non-PPA majors attracted to public service may declare their intention to join the Lugar Program by submitting to the program director a 250-word explanation before the end of their sophomore year detailing how their commitment to public service would be advanced by participating in the program.

Non-majors interested in becoming Lugar Fellows in American politics and public policy must complete PPA 102, *Introduction to Policymaking in Democracies*, and two 300-level PPA courses focusing on American political institutions and policy. Following completion of their required coursework, the Lugar Program will endeavor to place Lugar Fellows as

congressional or similar public service interns and provide a stipend to support their experience.

Non-majors attracted to public service in the areas of national security and foreign policy must complete PPA 122, *Introduction to Global Governance*, along with two 300-level PPA courses on security or foreign policy. In addition, they must complete one additional foreign language course beyond Denison's foreign language requirement. The Program will then guide these Lugar Fellows to complete an approved off-campus program that includes an experiential/internship component.

Additional Items of Note

The Lugar Program will only sponsor students for internships who have a record unblemished by serious disciplinary or academic infractions as reported by the Division of Student Life and the Provost's Office.

Students must earn a grade of C or better in each Lugar Program course.

Students typically intern during the summer following either their sophomore or junior year. Alternatively, students may opt to participate in an approved off-campus program and intern for an entire semester under the auspices of their off-campus study program.

The Lugar Program also sponsors lectures and other programming to encourage public service. For additional information on the Lugar Program, contact the chair of the PPA Department: Dr. Heather Pool, poolh@denison.edu, Department of Politics and Public Affairs, Denison University, Granville, Ohio 43023, Telephone: 740-587-6403.

Faculty

Professor Heather N. Pool, Chair

Academic Administrative Assistant
Jennifer Rumbaugh

View contact information (<http://denison.edu/academics/lugar/contacts/>)

Mathematics

Mission Statement

The mathematics department prepares our students for their future lives and careers by teaching effective thinking and communication skills in classes that link application and theory, incorporate technological tools, support mathematical independence, and invite open-ended inquiry while working with a diverse group of peers and mentors.

Departmental Guidelines

Students can earn a Bachelor of Arts degree in Mathematics, a Bachelor of Science degree in Mathematics or Applied Mathematics, or a minor in Mathematics or Applied Mathematics. You will learn to think abstractly with an emphasis on conceptual understanding, writing proofs, and creating new mathematical models to solve problems. You will learn to use technological tools to enhance conceptual understanding, visualization, and inquiry. In addition, you will learn communication skills, including listening, writing, and presenting. Interactive learning approaches will include group work, exploratory activities, and various projects.

By the end of their sophomore year, students interested in any Mathematics major should take:

Code	Title
MATH 135	Single Variable Calculus
and/or	
MATH 145	Multivariable Calculus
followed by	
MATH 213 & MATH 220 & MATH 300	Linear Algebra and Differential Equations and Applied Statistics and Introduction to Proofs

Additionally, by the end of their sophomore year, students interested in any Mathematics major are encouraged to take one of:

Code	Title
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

Faculty

Professor May Mei, Chair

Professors Lewis Ludwig, May Mei, Matthew Neal, Michael Westmoreland; Associate Professors David White, Sarah Wolff; Assistant Professors Laura Dolph Bosley, Robert Viator, Adam Waterbury; Visiting Assistant Professors Sara Clifton, Leilani Pai

Academic Administrative Assistant
Emma Borgia

View faculty profiles and contact information (<https://denison.edu/academics/mathematics/contacts/>)

Mathematics Majors

The CORE courses consist of:

Code	Title
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
MATH 300	Introduction to Proofs
MATH 395	Technical Communication I
and one of	
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

Bachelor of Arts Degree in Mathematics

The minimum requirement for the Bachelor of Arts in Mathematics are the six CORE courses plus four courses; two foundation courses and two modeling courses.

The **FOUNDATION** courses focus on teaching abstract reasoning and the reading, creation, and writing of rigorous proofs in the study of the foundational structures of mathematics. We regularly offer the following courses.

Code	Title
MATH 400	Combinatorics
MATH 410	Abstract Algebra
MATH 413	Advanced Linear Algebra
MATH 440	Real Analysis
MATH 445	Topology
MATH 447	Complex Analysis

The **MODELING** courses, while not devoid of proofs, include a significant study of how mathematical techniques can be used to model and analyze real-world problems. We regularly offer the following courses.

Code	Title
MATH 415	Operations Research
MATH 420	Statistical Modeling
MATH 422	Time Series Analysis
MATH 425	Applied Probability
MATH 430	Fourier Analysis
MATH 434	Advanced Differential Equations
MATH 435	Mathematical Modeling

Bachelor of Science Degree in Mathematics

The minimum requirement for the Bachelor of Science in Mathematics are:

Code	Title
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
MATH 300	Introduction to Proofs
MATH 395	Technical Communication I
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

Four Foundation courses, one of which must be:
MATH 440 Real Analysis
plus two additional 400-level courses.

Bachelor of Science in Applied Mathematics

The minimum requirements for a Bachelor of Science in Applied Mathematics are:

Code	Title
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
MATH 300	Introduction to Proofs
MATH 395	Technical Communication I
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

Four Modeling courses
Plus two additional 400-level courses, one of which must be
MATH 440

Mathematics Minors
Minor in Mathematics

The minimum requirements for a mathematics minor are:

Code	Title
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
MATH 300	Introduction to Proofs
One 400-level MATH course and one of	
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

Minor in Applied Mathematics

The minimum requirements for an Applied Mathematics minor are:

Code	Title
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
CS 109	Discovering Computer Science
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

and two 400-level Modeling courses

Students may pursue only one major or minor among all of the programs offered by the Department of Mathematics.

Additional Points of Interest

First Class

Students who have not had calculus in high school should start in MATH 130. Students who have had calculus in high school should start in either MATH 135 or MATH 145, depending on their placement score.

400-Level Classes

In order to ensure equitable access to upper-division classes for all students, students may only enroll in up to **two** 400-level classes per semester.

Research at Denison

Denison offers a number of research opportunities, including funding for summer research projects. The Anderson Foundation and the Denison University Research Foundation (DURF) support qualified students conducting summer research. For off-campus research opportunities in Mathematics, see the various National Science Foundation Research Experience for Undergraduates (https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5044) experiences. Interested students should consult a faculty member as early as possible in the fall semester.

Off-Campus Study

The Department of Mathematics supports students who want to globalize their education by completing some portion of their undergraduate education abroad. Study abroad experiences enhance one's knowledge while learning another culture and way of life. Students can gain valuable international experience that will benefit future career goals and/or graduate school opportunities. Math majors who are fluent in another language will have special advantages in the job market. Funds from institutional, need-based, or merit aid can be applied to the costs of a semester off-campus study with an approved program.

Transfer Credits

Students may take up to two classes outside the department to transfer towards the major at Denison. Additional courses taken outside Denison may accrue credit hours towards graduation, but will not contribute to requirements in the major. Courses taken outside the university must be **pre-approved** by the department chair for acceptance towards major requirements. Students should provide the department chair with syllabi for the intended courses for department approval at least two weeks in advance of the first day of the class to be transferred. Students may petition the department chair for exceptions to this policy. In particular, transfer students may be eligible to transfer additional courses towards major requirements.

Cross-listed Courses

Students in any Math major may take up to two cross-listed courses to count as an elective requirement in the major. Students in any Math minor may up to one cross-listed course to count as an elective requirement in the minor.

Courses

MATH 115 - Mathematical Methods for the Physical and Social Sciences (4 Credit Hours)

This course will explore three major topics of mathematics: linear algebra, probability and statistics, and Markov chains. Using these three topics, students will engage in three real world applications in biology, chemistry, and economics. This course is well suited for students who need a year of mathematics, like many pre-professional programs, and are looking for real applications of mathematics beyond the typical algebra and calculus approach. While this course would be a natural extension for pre-professional students who have taken Math 130 Essentials of Calculus, this course only requires a strong background in high school Algebra II.

MATH 120 - Elements of Statistics (4 Credit Hours)

An introduction to statistical reasoning and methodology. Topics include experimental design, exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and linear and multi-variable regression. Students who have received credit for MATH 220 may not subsequently receive credit for MATH 120. Not open for credit to students who have taken PSYC 370 or GC 202 courses.

MATH 130 - Essentials of Calculus (4 Credit Hours)

A one-semester introduction to single-variable calculus for students who have not taken a calculus course. This class focuses on functions, graphs, limits, exponential, logarithmic and trigonometric functions, differentiation, integration, techniques and applications of integration, and applications from the natural and social sciences. Students who have received credit for MATH 135 or MATH145 may not subsequently receive credit for MATH130.

MATH 135 - Single Variable Calculus (4 Credit Hours)

A one-semester single-variable calculus course starting from a knowledge of basic derivatives and integrals. This class focuses on advanced topic in derivatives, advanced topics in integrals, optimization, applications of calculus to the natural and social sciences, sequences and series, probability, and differential equations. Students who have received credit for MATH 145 may not subsequently receive credits for MATH 135.

Prerequisite(s): Placement or MATH 130.

MATH 145 - Multivariable Calculus (4 Credit Hours)

A one-semester multivariable calculus course with an introduction to linear algebra. This class focuses on vectors, partial derivatives, gradients, optimization of functions of several variables, multiple integrals and their applications, and elementary linear algebra.

Prerequisite(s): Placement or MATH 135.

MATH 199 - Introductory Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 213 - Linear Algebra and Differential Equations (4 Credit Hours)

A continued study of Linear Algebra with applications to linear differential equations and mathematical models in the physical and social sciences. Topics include abstract vector spaces over the real and complex numbers, bases and dimension, change of basis, the Rank-Nullity Theorem, linear transformations, the matrix of a linear transformation, eigenvectors and eigenvalues, diagonalization, matrix exponential, linear differential equations of order n , linear systems of first order differential equations, and a continued study of infinite series, power series, and series solutions of linear differential equations.

Prerequisite(s): MATH 145.

MATH 220 - Applied Statistics (4 Credit Hours)

Statistics is the science of reasoning from data. This course will introduce the fundamental concepts and methods of statistics using calculus-based probability. Topics include a basic study of probability models, sampling distributions, confidence intervals, hypothesis testing, categorical data analysis, ANOVA, multivariate regression analysis, logistic regression, and other statistical methods. Scopes of conclusion, model building and validation principles, and common methodological errors are stressed throughout.

Prerequisite(s): MATH 135 and DA 101 or MATH 145.

Crosslisting: DA 220.

MATH 225 - Analysis of Risk (4 Credit Hours)

This course covers the essentials of asset management including the diversification of investment portfolios. The course begins with the basics of present value analysis and probability theory. Basic tools will be developed and used to study issues such as basic portfolio optimization and asset pricing.

Prerequisite(s): MATH 145.

MATH 247 - Calculus III for Pre-engineering students (4 Credit Hours)

A one semester overview of mathematics applied to physical systems, with extensive use of examples from introductory and intermediate physics. Topics covered include operators, functions, vectors, complex numbers, integration & differentiation in multiple dimensions, geometry (gradients, divergence, & curl), differential equations, and linear algebra. The unity of linear systems will be emphasized, though non-linearity will also be discussed. Both hand- and computer-aided computation will be required. NOTE: MATH 247 does not fulfill any requirements for the MATH major or minor.

Prerequisite(s): PHYS 121 or PHYS 126 and MATH 145 or consent.

Crosslisting: PHYS 201.

MATH 299 - Intermediate Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 300 - Introduction to Proofs (4 Credit Hours)

An introduction to proof writing techniques. Topics will include logic and proofs, set theory, mathematical induction, relations, modular arithmetic, functions, cardinality, number theory, and calculus.

Prerequisite(s): MATH 145.

MATH 334 - Theory of Computation (4 Credit Hours)

This course will continue from where CS 234 left off in studying computers as mathematical abstractions to understand the limits of computation. In this course, students will learn about topics in computability theory and complexity theory. Topics in computability theory include Turing machines and their variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving the decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes. The Department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 300 or CS 234 and CS 271.

Crosslisting: CS 334.

MATH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MATH 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MATH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MATH 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MATH 395 - Technical Communication I (1 Credit Hour)

This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will develop skills in presenting technical information to a non-technical audience. In particular, students will deliver several presentations during the semester on substantive, well-researched themes appropriate to their status in their major.

Prerequisite(s): MATH 300 or CS 271.

Corequisite(s): a 300-level or higher mathematics or computer science course.

Crosslisting: CS 395.

MATH 399 - Advanced Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 400 - Combinatorics (4 Credit Hours)

This course is the study of counting techniques for discrete collections of objects. This course will include topics such as permutations and combinations, binomial coefficients, inclusion-exclusion, Fibonacci numbers, Catalan numbers, set partitions, Stirling numbers, generating functions, exponential generating functions, and Pólya counting.

Prerequisite(s): MATH 213 and MATH 300.

MATH 410 - Abstract Algebra (4 Credit Hours)

A rigorous analysis of the structure and properties of abstract groups, rings, fields, and vector spaces.

Prerequisite(s): MATH 213 and MATH 300.

MATH 413 - Advanced Linear Algebra (4 Credit Hours)

This is a second course in linear algebra, which will continue to develop a linear algebra toolkit in order to pursue a mixture of theory and applications. Topics discussed will include singular value decomposition, canonical forms, orthogonal bases and inner product spaces, harmonic analysis and the discrete Fourier transform. The course will also include applications of these concepts in mathematics, computer science, and physics.

Prerequisite(s): MATH 213 and MATH 300.

MATH 415 - Operations Research (4 Credit Hours)

This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics may include: modeling, linear programming and the simplex method, the Karush-Kuhn Tucker conditions for optimality, duality, network optimization, and nonlinear programming.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213, and MATH 220 or DA 220.

Crosslisting: CS 337.

MATH 420 - Statistical Modeling (4 Credit Hours)

This course is a survey of advanced statistical modeling techniques, building off the models studied in Applied Statistics, and introducing models based on more sophisticated mathematical structures such as matrices. The course emphasizes how to create, fit, test, and use statistical models in a variety of situations, and how to verify the conditions required for each model introduced. Course topics will be demonstrated via real-world applications, using the statistical computing language R to carry out the necessary computations. The selection of statistical models will depend on the instructor, but the course will contain elementary time series analysis regardless of who is teaching it. Other possible models include hierarchical linear models, longitudinal models, mixed models, Bayesian models, non-parametric models, statistical learning and data mining models, and principal component analysis.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 421 - Bayesian Statistics (4 Credit Hours)

Statistics is the science of turning data into informed conclusions. The Bayesian approach to statistics uses probability theory to model both the uncertainty inherent in sampling from a population, and also our own degree of uncertainty in the answers we expect to get. That is, we begin with a prior distribution representing what we know or believe about a population, then we integrate new data that arrives into this distribution, resulting in a posterior distribution representing our updated beliefs. With this framework, an analysis can be informed by all past analyses on the topic (even if they analyzed other datasets), and we can construct an iterative approach that converges to the truth. This course introduces the Bayesian perspective, Bayesian approaches to statistical models you have seen in other classes, and new models that are only possible in the Bayesian approach. Course topics are demonstrated via real-world applications.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114 and MATH 145 and MATH 220 or DA 220.

MATH 422 - Time Series Analysis (4 Credit Hours)

Time series data is data that is sampled at several points in time. Such data is best analyzed with the tools of time series analysis. This course introduces numerous examples of, and exploratory data analysis techniques for, time series data. The course then covers the essential time series models, including ARIMA, SRIMA, Spectral Analysis, GARCH models, and the GLMM. We learn to fit these models via maximum likelihood estimation and numerical analysis techniques, how to verify the conditions required by each of the models, how to interpret the output of each model, and how to use the models for forecasting. After a detailed study of time series analysis, we will sample additional statistical modeling techniques in the latter half of the course. Course topics are demonstrated via real-world applications, using the statistical computing language R to carry out the necessary computations.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 423 - Statistical Theory (4 Credit Hours)

Statistical theory will provide an introduction to the mathematical ideas underlying multivariate statistical models, point estimation, hypothesis testing, and decision theory. In addition to providing a basis for understanding the theoretical underpinnings of statistics, the course will also highlight applications. Special topics may include statistical machine learning, Monte Carlo methods, and large sample theory.

Prerequisite(s): MATH 213, MATH 220 or DA 220, and CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

MATH 425 - Applied Probability (4 Credit Hours)

A study of single variable, multi-variable, and stochastic probability models with application to problems in the physical and social sciences. Includes problems in Biology, Finance, and Computer Science.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114, MATH 213, or MATH 220, or DA 220.

MATH 426 - Statistical Modeling in Sports (4 Credit Hours)

In this course, students will use statistical modeling and machine learning techniques to evaluate and predict player performance, team performance, economic performance, and health performance in sports. Students will use these findings to determine desired strategies and outcomes for team performance and player evaluation. In performing this analysis, students will carefully consider the ways that confounding bias, overfitting, variable specification, and interpretability arise in sports problems. Through the application of statistical modeling methods, students will practice communicating results to stakeholders so that they can make the best decisions for the players, teams, and organizations.

Prerequisite(s): MATH 145, MATH 220 or DA 220, and CS 111 or CS 112 or CS 113 or CS 114 or equivalent.

MATH 427 - Probability, Computing and Graph Theory (4 Credit Hours)

This course is about the design and analysis of randomized algorithms (i.e. algorithms that compute probabilistically). Such algorithms are often robust and fast, though there is a small probability that they return the wrong answer. Examples include Google's PageRank algorithm, load balancing in computer networks, coping with Big Data via random sampling, navigation of unknown terrains by autonomous mobile entities, and matching medical students to residencies. The analysis of such algorithms requires tools from probability theory, which will be introduced as needed. This course also covers the basics of graph theory, and several randomized algorithms on graphs. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social networks graphs, and computer networks. Lastly, this course demonstrates the powerful Probabilistic Method to non-constructively prove the existence of certain prescribed graph structures, how to turn such proofs into randomized algorithms, and how to derandomize such algorithms into deterministic algorithms. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271 or MATH 220 or DA 220, and MATH 300, and one from CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: CS 335.

MATH 430 - Fourier Analysis (4 Credit Hours)

A study of a widely used and applied subfield of advanced Linear Algebra and Calculus harnessing the power of orthogonal bases. For example, your ear processes a sound wave (maybe from plucking guitar strings) by changing into an orthogonal frequency basis allowing us to hear the main notes and some selected overtones. This course will use the power of changing bases, differentiation, and integration to analyze a wide array of problems in image processing, sound processing, signal reconstruction, medical imaging, wave analysis, heat diffusion, statistical modeling, quantum mechanics, number theory, and geometry. No knowledge of these application topics is necessary.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 433 - Mathematical Methods for Engineering (4 Credit Hours)

This course will provide a survey of mathematical methods pervasive in engineering. We will explore integral transforms of various kinds, including the Laplace and Fourier transforms, and their applications to solving ordinary and partial differential equations. We will also explore foundational concepts like vector calculus, Sturm-Liouville problems and orthogonal functions, and separation of variables for boundary value problems in partial differential equations. All of these will be presented in the context of real-world problems and applications.

Prerequisite(s): MATH 213 and DA 220 or MATH 220.

MATH 434 - Advanced Differential Equations (4 Credit Hours)

Differential equations arise in many areas of study. Indeed, any parameter that changes with respect to time may be described using a differential equation. This course covers both analytic and qualitative approaches to differential equations, as well as numerical methods. Topics may also include applications in biology, circuit theory, and mechanics.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213 and MATH 220 or DA 220.

MATH 435 - Mathematical Modeling (4 Credit Hours)

A course in mathematical modeling including linear and nonlinear optimization models, linear and non-linear dynamic models, and probability and statistical models. Both continuous and discrete models are considered. This course focuses on applying mathematics to open ended, real world problems, and effectively communicating conclusions. Sensitivity analysis and model robustness are emphasized throughout. This course also strongly features approximation and simulation methods in conjunction with analytic methods.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213 and MATH 220 or DA 220.

MATH 440 - Real Analysis (4 Credit Hours)

A rigorous analysis of limits, continuity, differentiation, integration, uniform convergence, infinite series and basic topology.

Prerequisite(s): MATH 213 and MATH 300.

MATH 445 - Topology (4 Credit Hours)

A study of general topological spaces, including interiors, closures, boundaries, subspace, product, and quotient topologies, continuous functions, homeomorphisms, metric spaces, connectedness, and compactness together with applications of these concepts. Additional topics may include algebraic topology, including homotopy and homology groups, and/or a parallel study of general measure spaces, including inner and outer measure.

Prerequisite(s): MATH 213 and MATH 300.

MATH 447 - Complex Analysis (4 Credit Hours)

A study of the complex plane and functions of complex variables. Topics include analytic functions, derivatives, singularities, integrals, Taylor series, Laurent Series, conformal mappings, residue theory, analytic continuation, Cauchy-Riemann equations, Cauchy's Theorem, the Cauchy Integral Formula, Picard's Theorems, the Riemann Mapping Theorem, and Rouche's Theorem.

Prerequisite(s): MATH 213 and MATH 300.

MATH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MATH 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MATH 470 - Advanced Mathematical Topics (1-4 Credit Hours)

Special topics offered at an advanced level not covered in regular courses.

MATH 471 - Advanced Mathematical Topics (1-4 Credit Hours)

Advanced topics in Abstract Algebra, Analysis, Geometry or Applied Math.

MATH 495 - Technical Communication II (1 Credit Hour)

This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department.

Prerequisite(s): MATH 395 or CS 395 and a 300-400 level computer science course or a 400-level mathematics course.

MATH 499 - Advanced Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

Middle East and North African Studies (Concentration)

Program Guidelines & Mission

This concentration integrates coursework from the social sciences and humanities, allowing students to gain a broad and wide knowledge of the MENA region and MENA communities living outside the region. Building on Denison's commitment to internationalizing the curriculum, this concentration engages students with a deeper understanding of the region and its communities theoretically and experientially. It draws on the interdisciplinary strength of Denison's community by including courses from Anthropology, Economics, History, International Studies, Political Science, Religion and Modern Languages. This concentration also addresses the rising demand of students for study in Arabic. Accordingly, this concentration gives students the opportunity to integrate and contextualize their knowledge of Arabic along with a deeper understanding of the Middle East and North Africa and their diasporas.

Faculty

Director: Jason Busic (Modern Languages /Spanish)

MENA Committee Members

Hanada Al-Masri (Modern Languages /Arabic), Jason Busic (Modern Languages /Spanish), Ehab Farag (Global Health), Fadhel Kaboub (Economics), Isis Nusair (Women's Studies and International Studies), Hoda Yousef (History)

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information

Requirements for the Concentration

MENA students are required to take a total of six courses and must complete a MENA experience as described below.

Language (2 courses)

Code	Title
ARAB 211	Intermediate Arabic I (Prerequisite ARAB 112)
ARAB 212	Intermediate Arabic II (Prerequisite ARAB 211)

MENA electives (4 courses)

- No more than 2 of the 4 courses may come from a single department
- At least 2 of the 4 courses need to be above the 199 level

- No more than 2 courses can be transferred from off-campus
- No more than 2 courses can be counted towards the student's major

Any exceptions must be approved by the MENA committee.

Code	Title
ARAB 315	Culture of the Arab World
ECON 361	Directed Study (on a MENA-related topic)
ECON 415	Political Economy of the Middle East (Prerequisite ECON 301 or instructor's consent.)
HIST 121	Islamic History before 1800
HIST 122	The Making of the Modern Middle East
HIST 221/MENA 225	Mapping Piracy and Captivity in the Ottoman Mediterranean
HIST 321	Women in the History of the Modern Middle East
INTL 250	Global and Local Flows and Frictions (when taught as "Gender and Revolution in the Middle East and North Africa")
REL 218	Islam
SPAN/MENA 324	Al-Andalus and Its Diasporas: From the Middle Ages to the Present (no prerequisite when taught in English)

MENA Experience

This could be fulfilled by completing one of the following experiences:

- A Study Abroad program that focuses on the Middle East or North Africa in or outside the region
- Internship at a non-governmental or governmental organization that focuses on the Middle East or North Africa
- Research project, or internship related to or conducted within the MENA region
- Community work in areas with predominantly Middle Eastern populations outside the MENA region

The MENA off-campus experience is subject to approval of the MENA committee.

A Note on Prerequisites

Of the twelve MENA elective courses, only four courses have a prerequisite requirement:

Code	Title
ECON 415	Political Economy of the Middle East (Prerequisite is ECON 301, which in turn entails taking another 2 courses (ECON 101, ECON 102). Thus, this course will be most suitable for those students who are Economics majors, or have previous knowledge that is approved by the instructor's consent.)

ARAB 211	Intermediate Arabic I (This course entails covering two semesters of Beginning Arabic, ARAB 111 and ARAB 112, or consent of instructor.)
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The fewest courses a student would need to take to complete the concentration would be 4, assuming that they were proficient in Arabic when they arrived at Denison. If students had had no Arabic language training at all before coming to Denison, the fewest courses a student would need to take to complete the concentration would be 8 (in which case they would need ARAB 111 and ARAB 112 in addition to the other MENA requirements).

The most courses a student would need to take would be 8, while noting that Economics and Spanish majors would have had to fill the prerequisites for Econ 463 or Span 420 as part of their majors anyway.

Courses

MENA 121 - Islamic World to 1800 (4 Credit Hours)

A survey of the history of the Islamic World from the rise of Islam to the 1800's. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Societies through a study of religion, political theory and practice, social structure, art, literature and the sciences.

Crosslisting: HIST 121.

MENA 122 - The Making of the Modern Middle East (4 Credit Hours)

This course will cover the major political, cultural, and social features of the modern Middle East, from the eighteenth century to the end of the twentieth century. Among the transformations this course will examine are the rise of colonialism/imperialism and nationalism, as well as other major political and religious ideologies. Covering a geographic area that stretches from North Africa to Iran, this course will highlight case studies emphasizing the diversity of political, social, and economic life across the region.

Crosslisting: HIST 122.

MENA 199 - Introductory Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 225 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in their pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicating those insights in clear and innovative ways.

MENA 299 - Intermediate Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 321 - Women in the History of the Modern Middle East (4 Credit Hours)

This course will look at the role women have played in the Middle East since the nineteenth century. We will start the course by examining the interpretative methods and sources that historians use to explore this history. Then, after an introduction to the study of women and gender in the Middle East, we turn to several of the major factors that have impacted the role of women in Middle Eastern societies: the Islamic tradition, the colonial period, the rise of nation-states, and various strands of feminism. Our examples will draw from several of the principle countries and regions in and around the Middle East including Iran, Turkey, Egypt, the Levant, and North Africa. As we proceed, students will develop their own research question, bibliography, and ultimately, research paper.

Crosslisting: HIST 321.

MENA 324 - Al-Andalus and Its Diasporas: From the Middle Ages to the Present (4 Credit Hours)

Islamic Spain was a place where ancient and new communities encountered and transformed each other. Known in the Middle Ages as al-Andalus, it continues to occupy the cultural and political imaginations of Spain and the Arab world. This class explores al-Andalus through what defines it in scholarly and popular discourse: its religious communities and the cultural contact and synthesis characterizing them. By placing medieval Spain or "Iberia" into its Mediterranean context, the class traces the development of Jewish, Christian, and Muslim communities from their beginnings in the eastern Mediterranean and their settlement in Iberia up to the diasporas in the Mediterranean region today. Rather than essentializing religion, we place it in dialogue with language and culture, tradition and innovation. As a writing-intensive seminar, students will engage the cultural and historical themes of the class through writing in daily discussion posts, in-class reflections, midterm essays, and a phased research project on a theme chosen by the student. The course is closed to first-year students.

Prerequisite(s): SPAN 215 when taught in Spanish, none when taught in English.

Crosslisting: SPAN 324.

MENA 340 - Hispanic Transatlantic Studies: From Human Rights to Genocide. The Encounter with America and (4 Credit Hours)

Students will engage in an in-depth study of selected topics in the frame of the Atlantic World, which addresses the relations between the cultures of Peninsular Spain and Latin America from a transatlantic perspective.

Students will question Western systems of thought, will interrogate structures of power and will develop new connections to the realities of the Hispanic World. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish.

Prerequisite(s): SPAN 215.

MENA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MENA 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MENA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MENA 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MENA 399 - Advanced Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 415 - Political Economy of the Middle East (4 Credit Hours)

A study of the general features of the economic development experience of the Middle East and North Africa. We will study the structural transformation of these economies and the dynamics of their colonial and post-colonial structures. This course examines the different stages of economic development starting with the early post-colonial period, followed by the period of import substitution industrialization of the 1960s, export-led growth of the 1970s, the debt crisis of the 1980s, the structural adjustment programs of the 1990s, and the Arab uprisings of 2011. We will examine the political economy of the region as it relates to unemployment, poverty, inequality, migration, food insecurity, water stress, climate change, class conflict, gender dynamics, cultural norms, as well as regional and global geopolitical power struggles over the control of key markets such as oil and natural gas.

Prerequisite(s): ECON 301.

Crosslisting: ECON 415.

MENA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MENA 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Music

Departmental Guidelines & Mission

The Denison University Department of Music equips students with the skills, knowledge, and experience to shape a 21st century global society as creators and intellectuals. The department's curriculum is based upon our belief that the performance and intellectual study of music mutually deepen and strengthen one another. Students attain fluency in music through rigorous study and synthesis of music analysis, culture, and performance.

Deeply grounded in the liberal arts, the department offers exposure to a broad array of musics across time and place. Classes, lessons, and ensembles are open to the entire campus, making music not only an integral part of life at Denison, but also a tool for connecting our students with the broader community. By modeling a vibrant community of musicians and audiences, we foster a culturally and ethically informed citizenship with a lifelong passion for the arts.

Faculty

Associate Professor Dan Blim, Chair

Professor Ching-chu Hu; Associate Professors: Dan Blim, Haris Ipock, Hanna Hurwitz, Sun Min Kim, HyeKyung Lee, Philip Rudd, Christopher Westover; Assistant Professor: Brad Frenette; Visiting Assistant Professors: Alexandros Fragiskatos, Peter Graff, Zachery Meier; Full-Time Instructors: Erik Augis, Brett Burleson, Pete Mills, Emily Noel, Carolyn Redman, Adam Schlenker, Kevin Wines; Affiliated Studio Instructors: Tom Atha, San Sung Aum, Ben Bachert, Tim Carpenter, Hana Chu, Riley Conley, Hayes Griffin, Ryan Hamilton, Dean Hulett, Cora Kuyvenhoven, Evan Lynch, Leslie Maaser, Mitchell McCrady, Matt Opachick, Deborah Price, Steven Rosenberg, James Van Reeth, Ni Yan

Academic Program Coordinator

Kristi Mathews

Academic Administrative Assistant

Cristina Dorda Soriano

View faculty profiles and contact information (<https://denison.edu/academics/music/contacts/>)

Music Major (B.A. Degree)

Performance Requirements

Majors in music are required to complete the private lessons and recital or project requirements as specified in the area of emphasis. In addition to course requirements students must pass the appropriate Keyboard Proficiency and Performance Skills Examinations. All majors and minors taking private lessons are required to perform a Performance Jury each semester unless they are registered for the junior or senior recital. Declared music majors must participate in one core ensemble each term.

For specific ensemble requirements based on instrument or area of study, please refer to the Music Department Handbook. Students should take a mixture of core and small ensembles chosen in consultation with their private teacher, department chair, and area coordinator.

A major in music requires the completion of the requirements of the four core courses and the requirements of the selected area of emphasis.

Private Lessons

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lesson. The minimum number of required lessons must be taken on the same instrument (or voice). One credit-hour is given for one half-hour lesson per week and two credit-hours are given for one-hour-long lesson per week. A one-credit-hour student is expected to practice one hour daily and a two-credit-hour student is expected to practice two hours daily. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee of \$640.00 for each academic credit hour. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice and class guitar. There is no extra fee for class lessons. (For costs, see Department of Music Fees in the Annual Costs (p. 417) section of the catalog). Students who drop private lessons after the drop date will still be responsible for their lesson fee.

Concert Attendance Journal

All music majors and minors are required to submit a concert attendance journal each term. The journal is reviewed by the appropriate area coordinator and filed in the music office. Music students are notified at the beginning of each semester regarding the specific attendance requirements. Guidelines for the journal are available in the Music Office.

Core Ensemble

Declared music majors and minors must participate in at least one core ensemble each semester. Chamber Singers, Concert Choir, Jazz Ensemble, Orchestra, and Wind Ensemble all satisfy the core ensemble requirement. For composition majors/minors and American Roots majors, Composition Seminar and American Roots Seminar respectively satisfy core ensemble requirements. Students should take a mixture of core and small ensembles chosen in consultation with their private lesson instructor. Students must be enrolled in the ensemble in which they perform. Students wishing to substitute their core ensemble must submit a Core Ensemble Substitution form and receive approval from the Music Department to do so. The request form is available from the Music Department Office and is to be submitted before the Add/Drop deadline.

Emphasis Options

Four Core Courses

Code	Title
MUS 200	Music Theory I
MUS 205	Music Theory II
MUS 250	Music, Society, and Identity
MUS 305	Music Theory III

The Music Department faculty strongly recommend that students complete Theory I and II during their first year in the program and that they continue with History I and II and Theory III in the second. All music

majors must also pass the Keyboard Proficiency and Performance Skills Exam or complete MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II.

In addition to the four core courses and a demonstration of keyboard proficiency, the following courses are required in each music emphasis option.

Composition

Code	Title
MUSP 129	Composition Seminar
MUS 206	Conducting and Orchestration
MUS 329	20th Century Music (Majors/Minors)
MUS 217	Computer Music: Electronic Composition
One music elective at the 300-level	
Private Composition Lessons (minimum 6)	
MUS 402 or MUS 401	Senior Project Senior Recital

In addition, composition majors must enroll in MUSP 129 - Composition Seminar each term, which satisfies the requirement for ensemble participation.

Music (General)

- Three music electives at the 300-level
- Private Lessons each term (minimum 6 semesters)
- Core Ensembles each term (minimum 6 semesters)
- Two semesters of MUSP 129 - Composition Seminar
- MUS 401 - Senior Recital or MUS 402 - Senior Project

Music History

- Four Music History electives taken at the 300-level
- Core Ensembles (minimum 4 semesters)
- Private Lessons (minimum 4 semesters)
- Two semesters of MUSP 129 - Composition Seminar, and MUS 402 - Senior Project

History electives are determined in consultation with the Musicology coordinator.

Performance

- Performance audition
- MUS 206 - Conducting and Orchestration
- Private Lessons, 2 credit hours each semester; minimum 6 semesters
- Core Ensembles each semester; minimum 6 semesters
- Two semesters of MUSP 129 - Composition Seminar, MUS 301 - Junior Recital and MUS 401 - Senior Recital

American Roots Music

Code	Title
MUS 330	The History of American Folk and Country Music (Majors/Minors)
MUS 337	History of Bluegrass Music (Majors/Minors)
MUSP 126	Bluegrass Seminar
MUSP 129	Composition Seminar
MUSP 135	American Roots Music Ensemble

MUS 301 & MUS 401	Junior Recital and Senior Recital
Private Lessons at the 100 level, minimum 6 semesters	
Core Ensembles, minimum 6 semesters	
Keyboard Proficiency & Performance Skills Exam OR	
MUSP 127 & MUSP 128	Keyboard Skills I and Keyboard Skills II

Music Minor

Performance Minor

- Performance Audition
- Private Lessons, 2 credit hours each semester, minimum 6 semesters
- MUS 200 - Music Theory I & MUS 250 - Music, Society, and Identity
- One music elective at the 300-level
- Core Ensembles, each semester, minimum 6 semesters
- MUS 401 - Senior Recital
- Keyboard Proficiency and Performance Skills Exams
- Performance Juries each term.

Performance minors must also perform in the Performance Minor Recital every spring semester up through their senior year.

Admission by audition should be prior to enrollment in Denison. However, entry into the program will be possible up to the end of the first year. The Performance Minor would count toward graduation as an academic minor.

Performance Minors must be enrolled in one-hour, 2 credit hours, lessons for each term they are registered as a Performance Minor. The applied lesson fee will be waived for music performance minors.

Music (General) Minor

- MUS 200 - Music Theory I & MUS 250 - Music, Society, and Identity
- Private Lessons, minimum 4 semesters on the same instrument
- 2 Music Electives at the 300 Level
- Core Ensembles, minimum 4 semesters
- Keyboard Proficiency and Performance Skills Exam
- Performance Juries each term

Composition Minor

Code	Title
MUS 200	Music Theory I
MUS 205	Music Theory II
MUS 217	Computer Music: Electronic Composition
MUS 329	20th Century Music (Majors/Minors)
MUSP 129	Composition Seminar
Private Composition Lessons, minimum 4 semesters	
Keyboard Proficiency & Performance Skills Exam	
MUS 402	Senior Project

American Roots Music Minor

Code	Title
MUS 200	Music Theory I
MUS 330	The History of American Folk and Country Music (Majors/Minors)
MUS 337	History of Bluegrass Music (Majors/Minors)
MUSP 135	American Roots Music Ensemble
Private Lessons, minimum 4 semesters at the 100 level (voice, violin*, mandolin, banjo, bluegrass guitar, bass)	
MUSP 126	Bluegrass Seminar (two semesters)
Keyboard Proficiency & Performance Skills Exam OR	
MUSP 127 & MUSP 128	Keyboard Skills I and Keyboard Skills II
Performance Juries each Term	

*Violin students pursuing the American Roots Minor will replace private lessons with MUSP 145 - Class Strings Ensemble-02, Fiddle Ensemble.

Music Electives

The following courses are considered to be music electives:

Code	Title
MUS 206	Conducting and Orchestration
MUS 216	Sound Editing and Recording
MUS 217	Computer Music: Electronic Composition
MUS 224	Computer Music: Digital Performance
MUS 303	Beethoven's Hero (Majors/Minors) (W)
MUS 314	Music in America (Majors/Minors)
MUS 315	Popular Musical Theater in America
MUS 319	Music and Globalization (Majors/Minors)
MUS 320	Women in Music (Majors/Minors)
MUS 325	Music of the Baroque
MUS 328	19th Century Music (Majors/Minors)
MUS 329	20th Century Music (Majors/Minors)
MUS 330	The History of American Folk and Country Music (Majors/Minors)
MUS 331	Film Music and Sound
MUS 332	Music and Sexuality
MUS 334	History of African American Gospel Music (Majors/Minors)
MUS 335	Latin American Music History
MUS 337	History of Bluegrass Music (Majors/Minors)
MUS 339	The History of Rock Music (Majors/Minors)

Courses

MUS 095 - Performance Skills Exam (0 Credit Hours)

All music majors must enroll in and pass the Keyboard Proficiency and Performance Skills Exam or complete MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II.

MUS 096 - Piano Proficiency Exam (0 Credit Hours)

All music majors must enroll in and pass the Keyboard Proficiency and Performance Skills Exam or complete MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II.

MUS 101 - Introduction to Music: Classical (4 Credit Hours)

This course is an overview of western "art" music from the Middle Ages to present day. Emphasis is placed on the forms and styles of music categorized by historical periods and the composers' social environment. Extensive music listening is incorporated into the curriculum both in class and as assignments. The ability to read musical notation is not required.

MUS 102 - Introduction to Music: Jazz (4 Credit Hours)

This course will introduce students to the uniquely American art form Jazz, through a study of the musical contributions of its major figures. The course of study will include all styles of jazz, from early jazz (Dixieland) to the music of today.

MUS 103 - Introduction to Music: World Music (4 Credit Hours)

This course explores different approaches to music-making throughout the world by examining the ritual and social contexts, compositional techniques, performance styles, instruments, and learning traditions of different musical cultures. The course begins with an overview of musical terminology and ethnomusicological methodologies that can be applied to various types of global music (including World/Country and World/Bluegrass). Subsequently, the course builds on this foundational knowledge by examining various case studies from around the world and comparing them to Western classical and popular traditions.

MUS 107 - Introduction to Music Notation (4 Credit Hours)

This course seeks to explain the basic foundations of musical construction. The universal elements of pitch, rhythm, and harmony will be uncovered along with musical contexts across varied and diverse styles. Students will also explore their own musical intuitions by learning to use basic recording software. No previous musical experience is necessary.

MUS 108 - Video Game Music: History and Craft (4 Credit Hours)

This course explores the history and craft of video game music from the first synthesized sound effects that accompanied early arcade machines to modern orchestral compositions. Students will survey soundtracks, composers, and compositional techniques that were employed along with.

MUS 112 - Guitar Class I (2 Credit Hours)

Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading.

MUS 113 - Guitar Class II (2 Credit Hours)

For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation.

Prerequisite(s): MUS 112 or consent.

MUS 114 - Guitar Class III (2 Credit Hours)

The third course in the guitar sequence.

Prerequisite(s): MUS 113 or consent.

MUS 117 - Class Voice (2 Credit Hours)

An introduction to vocal techniques and pedagogy.

MUS 124 - Alexander Technique Workshop (2 Credit Hours)

The Alexander Technique is a widely recognized educational method for improving balance, alignment, ease, flexibility and energy. The Technique offers us insight into the underlying principles that govern human movement. When applied, these principles guide us to a dynamic kinesthetic lightness, wherein thinking becomes clearer, feeling accessible, sensations livelier, and movement more pleasurable. Within this fluid, more conscious condition, we find our actions and interactions strengthened and refined, our sense of time expanded, and our rapport with the environment restored. The workshop addresses structural problems treated by performing arts medicine and in addition, neuroscience research which supports evidence of misuse resulting in pain/injury by our own mental process and perceptions of our body's structure. We explore gentle movement and relaxation exercise as well as the application of Body Mapping to gain clear and accurate information about our anatomical structure for optimal movement.

MUS 199 - General Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 200 - Music Theory I (4 Credit Hours)

Fundamentals of written musical materials including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills and computer music applications.

MUS 201 - Music History I (4 Credit Hours)

A historical survey of art music in Western Europe from the Medieval era through 1800. Across the survey, students will learn about the evolution of musical style, political and social contexts, and the development of notation, printing, and performance practices. Assessment includes unit and final exams, short writing assignments and analyses, and discussions of readings. Understanding of musical notation is required.

MUS 202 - Music History II (4 Credit Hours)

A historical survey of art music in Western Europe and the United States from 1800 through the present. Across the survey, students will learn about the evolution of musical style, political and social contexts, economic structures, and the impact of folk, popular, and non-Western music. Assessment includes unit and final exams, short writing assignments and analyses, and discussions of readings. Understanding of musical notation is required.

Prerequisite(s): MUS 200.

MUS 203 - Beethoven's Hero (4 Credit Hours)

Beethoven's symphonies are among the most famous works in the canon of Western classical music and are revolutionary in their conveyance of musical (and some would argue extra-musical) narrative within the symphonic genre. This class explores the idea of narrative and how it is heard in his music through a focused study of the symphonies and overtures written between 1803-1812. The course approaches this topic through reflective and research writing. The ability to read musical notation is required.

MUS 205 - Music Theory II (4 Credit Hours)

A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism) and jazz systems.

Prerequisite(s): MUS 200.

MUS 206 - Conducting and Orchestration (4 Credit Hours)

An introduction to conducting and orchestration. Students will compose, orchestrate and conduct original works of music.

Prerequisite(s): MUS 205.

MUS 210 - Music and the Mass Ordinary (4 Credit Hours)

The Mass Ordinary is the cornerstone of the eucharistic ritual of the Roman Catholic Church. This course traces the development of western art music through landmark musical settings of the Mass Ordinary. Composers studied include Josquin des Prez, Palestrina, J. S. Bach, F. J. Haydn, Ludwig van Beethoven, Leonard Bernstein, and others. Students will learn about historical events, technological advancements, and socio-political trends that led to changes in ritualistic practices and the music that accompanied them. For music majors, this course is designed to help solidify and contextualize foundational knowledge of western musical history and terminology. For non-music majors, this course will serve as an introductory survey of western sacred musical literature, from the earliest forms of notation and chant through landmark compositions from each of the major musical eras.

MUS 214 - Music in America (4 Credit Hours)

A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre; and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required.

MUS 215 - Popular Musical Theater in America (4 Credit Hours)

Broadway musical might seem like toe-tapping, tourist-trapping escapism. But many musicals have used comedy, music, dance and fantasies to issue serious social commentary for audiences. This course will examine a variety of shows from the 1940s through the present, considering both the development and evolution of musical/dramatic conventions and examining shows through lenses of gender, race, exoticism, and historiography to better understand the cultural work these shows have performed in American history. Students will study a show in depth each week and conduct their own research on a show of their choosing.

MUS 216 - Sound Editing and Recording (4 Credit Hours)

A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing and production.

MUS 217 - Computer Music: Electronic Composition (4 Credit Hours)

An introduction to creating music with a computer, focusing on sequencing, sampling and direct synthesis.

MUS 219 - Music and Globalization (4 Credit Hours)

A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required.

MUS 220 - Women in Music (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

Crosslisting: WGST 220.

MUS 223 - Computer Music: Interactive Media (4 Credit Hours)

This course explores the graphical programming language of Max/MSP. Through collaboration and invention, we will explore the interaction of coding and signal processing to build custom synthesizers, manipulate samples, and consider current systems of music creation. This course focuses on digital synthesis, modulations, sonic morphologies, and contemporary composition practices. The ability to read musical notation is not required.

MUS 224 - Computer Music: Digital Performance (4 Credit Hours)

An exploration of topics in computer music relating to improvisation and live-performance using inter-active programs.

MUS 225 - Music of the Baroque (4 Credit Hours)

In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required.

MUS 228 - 19th Century Music (4 Credit Hours)

A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required.

MUS 229 - 20th Century Music (4 Credit Hours)

This course provides a more in-depth look into some of the myriad styles, social movements, and aesthetic debates that have shaped the pluralistic music making in the twentieth century. Topics to be explored may include the role of technology, musical borrowing, social and political movements, intersections with other art forms, and changes to musical institutions. Students will be expected to lead and participate in discussions of primary texts and academic scholarship, to listen and analyze key works, and to conduct their own research on a topic of interest related to the course. Completion of Music History II may provide some helpful background, but is not required. Understanding of musical notation is required.

MUS 230 - The History of American Folk and Country Music (4 Credit Hours)

This course examines the musical styles and cultural significance of country and folk musics in the United States, tracing its development from oral traditions through the present day. Primary sources, reviews and critical scholarship provide context for songs. This course touches upon several themes throughout the semester, including technological changes in the country music industry, political uses of country music, definitions of genre, and gender, class, and racial identities of artists and fans.

MUS 234 - History of Gospel Music (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels.

MUS 235 - Music of Latin America (4 Credit Hours)

Latin American music is incredibly diverse in its historical musical elements, and in turn, is some of the most influential source material of popular music today. The course will focus on several main regions of development each with a central organizing nation: Cuba and the Caribbean, Mexico and Central America, and Brazil and South America. Along with aural analysis of the music itself, focus will be paid to the unique social construction of the prevailing musical styles for each region. The course will culminate with the development of Latin American music in the United States and its influence on modern popular music.

MUS 237 - History of Bluegrass and American Roots Music (4 Credit Hours)

This course attempts to answer the question, "What is Bluegrass Music?" For some the answer appears to be very clear and for others it is very elusive. We will look at the origins and influences and try to pinpoint the moment it came to exist. Who created it? Who developed it? Who continues to influence it? What instruments and sounds are involved and which are out of bounds? We will also attempt to define what it is not. By taking a broad look at American Roots Music from the 20th century, putting Bluegrass music at the center, we will discover the various influences of American acoustic music and better understand its progression into modern times. Throughout the course we will also find that the origins of Bluegrass music are actually very diverse. Along with the impact of European music, we will look at the role that women and African Americans play in the development of bluegrass, old time, early country and American Roots Music in general.

MUS 238 - Canons, Culture, and Musical Taste (4 Credit Hours)

Top ten musical artists of all time—go! Chances are you've thought about who would go on your list, who's overrated, and why some things that are terrible somehow become popular. This course will encourage you to think about the hows and whys of musical tastes. Over the term, we'll consider the cultural messages put forth when certain kinds of music are lauded or dismissed, the cultural barriers artists face to becoming part of the canon, and just how these public and personal tastes are formed and change over time. Our course will emphasize a melding of data collection and analysis and cultural theory that allow us to contextualize our findings.

MUS 239 - The History of Rock Music (4 Credit Hours)

This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus one key focus is on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, this is a class in historiography where we will investigate how history is created and contested through primary texts such as musicians' memoirs and journalistic music criticism. Through these readings, we will discuss rock's relationship to its historical, cultural, and social context, paying particular attention to issues of race, class, gender, and sexuality in postwar US culture. The ability to read musical notation is not required.

MUS 240 - Protest Music (4 Credit Hours)

This course considers the role music has played in uniting people around social and political change. In particular, this course considers the music of protest movements in the US from the 19th century to the present. By examining the music of several protest movements, students will consider music as a tool of artists and groups used to reclaim a given space or song in order to fight injustice. The ability to read musical notation is not necessary in this course.

MUS 241 - Special Topics in Music Performance (1-4 Credit Hours)

Special Topics in Music Performance is a course offering that deals with various aspects of performance within music.

MUS 242 - Special Topics in Music Musicology/Music History (4 Credit Hours)

Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture.

MUS 244 - Special Ensemble in Musicianship Skills (4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUS 245 - Special Topics in Music Collaboration (4 Credit Hours)

Special Topics in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments.

MUS 246 - Psychology of Performance in the Arts (4 Credit Hours)

Whether in a business meeting, competing in a sporting event, or in a test-taking situation, performance is often a crucial aspect of success in a variety of domains. Because the careers of performing artists (musicians, dancers, actors, etc.) hinge on successful performance, those artists spend a great deal of energy learning how to harness their own capacities. Not only do performing artists spend practice time training muscles, but they also practice mental strategies that allow for optimal performance under pressure. The purpose of this course is to look at effective mental strategies used by performing artists with the tools afforded to us by research in social psychology. In doing so, we will take the psychological strategies of artists and link them with performance situations in other domains. Work in this class will include readings from relevant psychology research, performing artist narratives, and hands-on, participatory practice techniques.

MUS 247 - Music, Race, and Identity (4 Credit Hours)

This course explores how music has been utilized to construct identity in America from the nineteenth century to today. Within the broad themes of race, ethnicity, gender, and queerness, we look at how groups and individuals use music to represent themselves and others. The course covers an array of song, stage, and screen traditions and relies on primary sources, critical scholarship, and audio-visual materials to bring our subjects to life. Although our course makes no attempt at a comprehensive history of any one tradition, it nevertheless demonstrates through a series of historical snapshots how music has served as a powerful tool for representing ourselves and others, no matter how contradictory, incomplete, or intersectional those identities may be. The ability to read musical notation is not required.

MUS 248 - Hip-Hop Music and Culture (4 Credit Hours)

This course examines the rich history and evolution of hip-hop culture from the South Bronx to its present global reach. Throughout the semester, we will learn to analyze songs and music videos by considering the changing aesthetic and political dimensions of their creation and consumption. We will pay particular attention to themes of race, class, gender, and sexuality and consider how these elements have forged intersectional systems of oppression that were foundational to the genre's origins as well as its present moment. The ability to read music notation is not required but a willingness to engage with difficult topics is.

MUS 250 - Music, Society, and Identity (4 Credit Hours)

Music, Society, and Identity explores fundamental questions about music and its role in our lives: What is music? How does it communicate to listeners? How does music play a role in social and political behavior? How does music shape our identities? Students will engage in hands-on exploration and discussion of these questions, working collaboratively to ask and answer questions about music. Musical examples are drawn from across the globe and across history to demonstrate that music is neither universal nor fixed, with attention given to music and issues of the 21st century so students may better understand the place of music in their world.

Crosslisting: WGST 285.

MUS 280 - Movements in Global Music (4 Credit Hours)

Movements in Global Music examines music and its function in cultures around the world. Moving through a series of case studies, the course investigates the sounds, settings, and significances of different musical traditions while paying close attention to themes of mobility, movement, and meaning. In addition to these major themes, the course regularly touches on topics of race, religion, gender, politics, and resistance.

Through hands-on activities and in-class demonstrations, students will gain deeper understandings of music traditions from across the globe. As we learn about the cultures of others, we will turn our attention to our own, applying our growing vocabulary to the various traditions to which we belong. No knowledge of music notation is required.

MUS 299 - Intermediate Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 301 - Junior Recital (0 Credit Hours)

The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons.

MUS 303 - Beethoven's Hero (Majors/Minors) (4 Credit Hours)

Beethoven's symphonies are among the most famous works in the canon of Western classical music and are revolutionary in their conveyance of musical (and some would argue extra-musical) narrative within the symphonic genre. This class explores the idea of narrative and how it is heard in his music through a focused study of the symphonies and overtures written between 1803-1812. The course approaches this topic through reflective and research writing. The ability to read musical notation is required.

Prerequisite(s): MUS 104.

MUS 305 - Music Theory III (4 Credit Hours)

Music Theory Three will apply and synthesize the skills and knowledge developed in the music theory sequence in order to develop and defend ideas about the music from their performance repertoire. Students will use what they've learned to ask bigger questions, devise and justify their own analytical viewpoint, and to hypothesize approaches to interpreting music that is beyond their own experience. Topics will include chromatic harmony, linear analysis, modality, form, post-tonal approaches, and research.

Prerequisite(s): MUS 205.

MUS 310 - Music and the Mass Ordinary - Majors (4 Credit Hours)

The Mass Ordinary is the cornerstone of the eucharistic ritual of the Roman Catholic Church. This course traces the development of western art music through landmark musical settings of the Mass Ordinary. Composers studied include Josquin des Prez, Palestrina, J. S. Bach, F. J. Haydn, Ludwig van Beethoven, Leonard Bernstein, and others. Students will learn about historical events, technological advancements, and socio-political trends that led to changes in ritualistic practices and the music that accompanied them. For music majors, this course is designed to help solidify and contextualize foundational knowledge of western musical history and terminology. For non-music majors, this course will serve as an introductory survey of western sacred musical literature, from the earliest forms of notation and chant through landmark compositions from each of the major musical eras.

MUS 314 - Music in America (Majors/Minors) (4 Credit Hours)

A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre; and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required.

MUS 315 - Popular Musical Theater in America (4 Credit Hours)

Broadway musical might seem like toe-tapping, tourist-trapping escapism. But many musicals have used comedy, music, dance and fantasies to issue serious social commentary for audiences. This course will examine a variety of shows from the 1940s through the present, considering both the development and evolution of musical/dramatic conventions and examining shows through lenses of gender, race, exoticism, and historiography to better understand the cultural work these shows have performed in American History. Students will study a show in depth each week and conduct their own research on a show of their choosing.

MUS 319 - Music and Globalization (Majors/Minors) (4 Credit Hours)

A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required.

MUS 320 - Women in Music (Majors/Minors) (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

MUS 325 - Music of the Baroque (4 Credit Hours)

In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required.

MUS 328 - 19th Century Music (Majors/Minors) (4 Credit Hours)

A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required.

MUS 329 - 20th Century Music (Majors/Minors) (4 Credit Hours)

This course provides a more in-depth look into some of the myriad styles, social movements, and aesthetic debates that have shaped the pluralistic music making in the twentieth century. Topics to be explored may include the role of technology, musical borrowing, social and political movements, intersections with other art forms, and changes to musical institutions. Students will be expected to lead and participate in discussions of primary texts and academic scholarship, to listen and analyze key works, and to conduct their own research on a topic of interest related to the course. Completion of Music History II may provide some helpful background, but is not required. Understanding of musical notation is required.

MUS 330 - The History of American Folk and Country Music (Majors/Minors) (4 Credit Hours)

This course examines the musical styles and cultural significance of country and folk musics in the United States, tracing its development from oral traditions through the present day. Primary sources, reviews and critical scholarship provide context for songs. This course touches upon several themes throughout the semester, including technological changes in the country music industry, political uses of country music, definitions of genre, and gender, class, and racial identities of artists and fans.

MUS 331 - Film Music and Sound (4 Credit Hours)

This course will explore the use of music and sound in Western cinema, from the Classical Hollywood era of the 1940s to the present. Careful attention will be given to developing analysis, research, and writing skills. Students will be expected to complete several original analyses of scenes, culminating in an original research paper analyzing a film or films of the student's choice. Weekly readings and viewings will be required.

MUS 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: QS 332 and WGST 332.

MUS 334 - History of African American Gospel Music (Majors/Minors) (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900's-ca 1920), move on to gospel music's beginnings (ca. 1920's), and continue onto the present. The course will explore the musical sociological, political and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff and faculty of all levels.

MUS 335 - Latin American Music History (4 Credit Hours)

Latin American music is incredibly diverse in its historical components, and in turn, is some of the most influential source material of popular music today. The course focuses on several main regions of development each with specific countries of influence: Cuba, Puerto Rico, Dominican Republic and the Caribbean; Mexico and North/Central America; and Brazil and South America. Along with aural analysis of the music itself, the course analyzes the unique social construction of the prevailing musical styles for each region. The themes of cultural interaction and collision along with (often forced) population shifts provide a uniting current across the vast geography of study and provide organizing through-line across the region. If time permits, the course will culminate with the development of Latin American music in the United States and its influence on modern popular music.

MUS 337 - History of Bluegrass and American Roots Music (Majors/Minors) (4 Credit Hours)

This course attempts to answer the question, "What is Bluegrass Music?" For some the answer appears to be very clear and for others it is very elusive. We will look at the origins and influences and try to pinpoint the moment it came to exist. Who created it? Who developed it? Who continues to influence it? What instruments and sounds are involved and which are out of bounds? We will also attempt to define what it is not. By taking a broad look at American Roots Music from the 20th century, putting Bluegrass music at the center, we will discover the various influences of American acoustic music and better understand its progression into modern times. Throughout the course we will also find that the origins of Bluegrass music are actually very diverse. Along with the impact of European music, we will look at the role that women and African Americans play in the development of bluegrass, old time, early country and American Roots Music in general.

MUS 338 - Canons, Culture and Musical Taste (4 Credit Hours)

Top ten musical artists of all time—go! Chances are you've thought about who would go on your list, who's overrated, and why some things that are terrible somehow become popular. This course will encourage you to think about the hows and whys of musical tastes. Over the term, we'll consider the cultural messages put forth when certain kinds of music are lauded or dismissed, the cultural barriers artists face to becoming part of the canon, and just how these public and personal tastes are formed and change over time. Our course will emphasize a melding of data collection and analysis and cultural theory that allow us to contextualize our findings.

MUS 339 - The History of Rock Music (Majors/Minors) (4 Credit Hours)

This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus one key focus is on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, this is a class in historiography where we will investigate how history is created and contested through primary texts such as musicians memoirs and journalistic music criticism. Through these readings, we will discuss rock's relationship to its historical, cultural, and social context, paying particular attention to issues of race, class, gender, and sexuality in postwar US culture. The ability to read musical notation is not required.

MUS 341 - Special Topics in Music Performance (4 Credit Hours)

Special Topics in Music Performance is a course offering that deals with various aspects of performance within music.

MUS 342 - Special Topics in Musicology/Music History (4 Credit Hours)

Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture.

MUS 344 - Special Topics in Musicianship Skills (4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MUS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MUS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MUS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MUS 399 - Advanced Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 401 - Senior Recital (0 Credit Hours)

The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons.

MUS 402 - Senior Project (1-4 Credit Hours)

The Senior Project is a composition or research project in the emphasis of the music major (composition, computer music or music history) to be selected and completed in consultation with the appropriate area instructor.

MUS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MUS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MUSP 111 - Piano Class I (2 Credit Hours)

Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups.

MUSP 112 - Piano Class II (2 Credit Hours)

This is designed for non-music majors with no significant background in piano who would like to continue their piano studies. This course is a continuation of Piano Class I (MUSP 111) curriculum. Students will explore the joy of making music through more advanced (late beginning/early intermediate level) repertoire. Other emphasis is placed upon ensemble work (duet, trio, quartet), chord progressions, harmonization, and sight-reading.

MUSP 120 - Jazz Improvisation (1 Credit Hour)

A once weekly (50-minute) performance-oriented course open to instrumentalists. The major objective is to gain an in-depth working knowledge of improvisation in the jazz context. Pre-requisites include the ability to play an instrument and a working knowledge of major scales, or permission of the instructor. The class meeting time is TBA and the instructor will work towards a schedule that works for everyone signed up.

MUSP 121 - Piano Accompanying (Ensemble) (1 Credit Hour)

This ensemble course is designed for piano students who are looking for an ensemble credit. Students will be assigned a vocal or instrumental partner. Students are responsible for regularly rehearsing with their partners (one hour weekly rehearsals are required), attending their partners' lessons as needed, and performing with them in recitals, masterclasses, and juries.

Prerequisite(s): Approval of the instructor.

MUSP 126 - American Roots Seminar (1 Credit Hour)

American Roots Seminar looks closely at the formulas for arranging American Roots Music including bluegrass, blues, old-time string band, Appalachian Fiddle and early country music. Based on our understanding and data collected from the song formulas, students compose vocal songs and instrumental songs reflecting traditional composition styles and topics. Students are assigned parts to compose and will collaborate to develop the components and arrangement of each song: form, chord progression, melody, harmony, lyric writing and instrumental elements including solos, intros and ornamentation. This course is required for students seeking a Bachelor of Arts degree in music with an emphasis in American Roots Music.

MUSP 127 - Keyboard Skills I (2 Credit Hours)

A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with the permission of the instructor.

MUSP 128 - Keyboard Skills II (2 Credit Hours)

A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with permission of the instructor.

MUSP 129 - Composition Seminar (1 Credit Hour)

A seminar approach to musical composition focusing on individual composition projects, compositional processes, forms, aesthetics and criticism. May be repeated for credit.

MUSP 130 - Orchestra - Ensemble (1 Credit Hour)

The Denison University Orchestra welcomes players with diverse musical interests and from a wide array of majors. Drawing from a broad range of canonical string orchestra and symphonic repertoire, as well as newly composed works, the orchestra offers students a top-level orchestral experience and serves an important role in representing Denison University in the community. Frequent off-campus tours, along with regular collaborations with guest artists, faculty, and other Denison ensembles, continue to enrich and expand the legacy of the ensemble.

MUSP 131 - Concert Choir - Ensemble (1 Credit Hour)

The Denison University Concert Choir is a long-established community/university choir that includes singers from the Granville area, as well as Denison faculty, staff, and students who are interested in performing major choral works and other works of interest. A placement audition is required, but no prior choral experience is necessary.

MUSP 132 - Music Theatre Workshop - Ensemble (1 Credit Hour)

The Denison Music Theatre Workshop is for students who sing and enjoy performing on stage. Once a semester, the students in the class will present a fully staged opera, operetta, or musical theatre production. Class literature ranges from Broadway musicals to light operas. All students are welcome, but solos are chosen by audition.

MUSP 133 - Gospel Choir - Ensemble (1 Credit Hour)

The Denison University Gospel Choir carries the tradition of sharing love and hope through song to our community. We learn and perform songs in the true African American gospel tradition, as well as some that are contemporary and inspiring.

Crosslisting: BLST 133.

MUSP 134 - Jazz Ensemble (1 Credit Hour)

The Denison University Jazz Ensemble performs music ranging from the traditional big band era to contemporary jazz. Audition required.

MUSP 135 - American Roots Music Ensemble (1 Credit Hour)

The Denison University American Roots Music Ensemble is dedicated to the multi-genre and multicultural music developed in the US during the 19th, 20th, and 21st centuries. This broad term represents "folk" or "traditional" music such as Bluegrass, Appalachian, and African-American string band/fiddle music, Gospel music, and the blues, as well as contemporary music derived from these traditions. Each semester, students in the ensemble explore a different area of this music, learning about the fundamentals of American Roots Music while working on original arrangements. Pre-approved instruments include guitar, mandolin, violin/fiddle, bass, slide guitar/"dobro," cello, and banjo. Additional instruments will be accepted with the approval of the Director.

MUSP 136 - Chamber Singers - Ensemble (1 Credit Hour)

Denison University Chamber Singers is a select mixed choral ensemble that performs an array of musical styles, including Renaissance polyphony, contemporary works, vocal jazz arrangements, folk songs, and spirituals. The required audition consists of vocal exercises, sight-singing, and a pitch retention/general musical knowledge assessment. A prepared solo is optional.

MUSP 138 - Gamelan Ensemble (1 Credit Hour)

Gamelan Ensemble is a traditional Balinese Angklung Gamelan, Indonesia's classical percussion ensemble. It is open to all Denison students as well as community members, requires no previous experience, and meets once weekly for an evening rehearsal.

MUSP 139 - The African-American Roots Ensemble (1 Credit Hour)

The African-American Roots Ensemble.

MUSP 140 - Jazz Combo (1 Credit Hour)

Jazz Combo is a small ensemble open to any instrumentalists and vocalists. Traditional jazz is the focus, along with the music of Brazil, funk, and contemporary jazz and pop.

MUSP 141 - Woodwind Ensembles (1 Credit Hour)

Pedagogical and performance skills will be developed through laboratory and observational experiences. Includes Flute Ensemble, Oboe Ensemble, Clarinet Ensemble, Bassoon Ensemble, Woodwind Chamber Music, and Saxophone Chamber Music.

MUSP 142 - Brass Ensembles (1 Credit Hour)

Students enrolled in Brass Ensemble will receive 13 rehearsals and one concert each semester. Each rehearsal will total 50 minutes and will be scheduled at a mutually convenient time for the professor and students.

MUSP 143 - Latin Jazz Percussion - Ensemble (1 Credit Hour)

Latin Jazz is a small improvising ensemble concentrating on music from Latin and Pan-African origins. Open to rhythm section and horn players, along with percussionists.

MUSP 144 - Piano Chamber Music (1 Credit Hour)

This ensemble focuses on performances by a small group of musicians, with one player per instrumental part, and often includes piano alongside other instruments like strings or winds. Denison encourages students to participate in various ensembles, including the Piano Chamber Music ensemble, as part of their liberal arts philosophy.

MUSP 145 - Class Strings Ensemble (1 Credit Hour)

An introduction to string techniques and pedagogy.

MUSP 146 - Guitar Ensemble (1 Credit Hour)

Guitar Ensemble is a group that rehearses and performs on acoustic guitars, developing arrangements of jazz, pop, blues, and classical music repertoire. Improvisation techniques are also discussed. Performance experience is not required.

MUSP 147 - String Chamber Music (1 Credit Hour)

Chamber music is a form of classical music that is composed for a small group of instruments—traditionally a group that could fit in a palace chamber or a large room. Usually, groups are of 3-10 players and self-conducted. Chamber music creates independence and camaraderie simultaneously. Listening to each other, matching music-making ideas of colors, bow strokes, vibrato, and dynamics is a wonderful way to develop as a musician and to support other musicians. Some describe chamber music as "the music of friends." Knowledge of how to play your instrument and use the bow is required. Private lessons are highly recommended with the professor of your chosen instrument.

MUSP 149 - Chamber Percussion Ensemble (1 Credit Hour)

A small chamber ensemble dedicated to performance of percussion literature. Meets weekly TBA, with a performance each term.

MUSP 150 - Wind Ensemble (1 Credit Hour)

Is the primary ensemble for all winds, brass, and percussion students. The repertoire of the ensemble reflects the breadth of wind literature and includes music from the late Renaissance to world premieres. The ensemble frequently collaborates with other ensembles on campus (recent examples include Chamber Singers and Jazz Ensemble). Students are expected to commit to membership in Wind Ensemble for a full academic year as our concert preparation spans semesters. Students wishing to join Orchestra must also enroll in Wind Ensemble. Dr. Chris David Westover, conductor. Membership by audition.

MUSP 151 - Private Lesson (Violin) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 152 - Private Lesson (Viola) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 153 - Private Lesson (Cello) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 154 - Private Lesson (Guitar) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 155 - Private Lesson (String Bass) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 156 - Private Lesson (Electric Bass) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 157 - Private Lesson (Harp) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 158 - Private Lesson (Bluegrass Guitar) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 160 - Jazz Improvisation (2 Credit Hours)

A once weekly (50-minute) performance-oriented course open to instrumentalists. The major objective is to gain an in-depth working knowledge of improvisation in the jazz context. Pre-requisites include the ability to play an instrument and a working knowledge of major scales, or permission of the instructor. The class meeting time is TBA, and the instructor will work towards a schedule that works for everyone signed up.

MUSP 161 - Private Lesson (Clarinet) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 162 - Private Lesson (Flute) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 163 - Private Lesson - Oboe (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 164 - Private Lesson (Bassoon) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 165 - Private Lesson (Saxophone) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 171 - Private Lesson (Trombone) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 195 - Private Lesson (Voice) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 197 - Private Lesson (Composition) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 241 - Special Ensemble in Music Performance (1 Credit Hour)

Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music.

MUSP 243 - Special Ensemble in Music Composition (1-4 Credit Hours)

Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition.

MUSP 245 - Special Ensemble in Music Collaboration (1-4 Credit Hours)

Special Ensemble in Music Collaborations are courses that do not fall within the other designations in nature. They may be courses within the department or in collaboration with other Denison departments.

MUSP 251 - Private Lesson (Violin) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 252 - Private Lesson (Viola) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 253 - Private Lesson (Cello) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 254 - Private Lesson (Guitar) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 255 - Private Lesson (String Bass) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 256 - Private Lesson (Electric Bass) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 257 - Private Lesson (Harp) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 258 - Private Lesson (Bluegrass Guitar) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 261 - Private Lesson (Clarinet) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 262 - Private Lesson (Flute) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 263 - Private Lesson (Oboe) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 264 - Private Lesson (Bassoon) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 265 - Private Lesson (Saxophone) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 271 - Private Lesson (Trombone) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 272 - Private Lesson (French Horn) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 273 - Private Lesson (Trumpet) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 274 - Private Lesson (Euphonium) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 275 - Private Lesson (Tuba) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 281 - Private Lesson (Piano) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 282 - Private Lesson (Jazz Piano) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 283 - Private Lesson-Gospel Piano (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 290 - Private Lesson (Percussion) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 295 - Private Lesson (Voice) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 297 - Private Lesson (Composition) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 341 - Special Ensemble in Music Performance (1-4 Credit Hours)

Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music.

MUSP 343 - Special Ensemble in Music Composition (1-4 Credit Hours)

Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition.

MUSP 344 - Special Ensemble in Musicianship Skills (1-4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUSP 345 - Special Ensemble in Music Collaboration (1-4 Credit Hours)

Special Ensemble in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments.

Music Theatre (Minor)

Mission Statement

The Music Theatre minor, open to students in any major, provides a grounding in the fundamental principles of the music and theatre arts as well as an opportunity to explore how the disciplines come together in both conventional musicals and productions that combine music and theatre in new and innovative ways. The Music Theatre minor is designed not only for performers but also for students interested in dramaturgy, directing, composing, dance, history, and criticism, as

well as costume, stage, lighting, and sound design. Minors will gain an historical perspective, an appreciation of aesthetic form, and the tools to perceptively question their fundamental assumptions about the relationship between music and theatre. At Denison we value the role of the liberal arts in helping students make connections across disciplines; this program is designed to spark collaboration and innovation in this interdisciplinary way. Our goal is to provide students engaging creative experiences and to prepare them for postgraduate pursuits in Music Theatre as well as for lives as active supporters of the arts.

Faculty

Professor Ching-Chu Hu, Associate Professor Richard D. Blim, Assistant Professor Brad Frenette, Instructor Kevin Wines

Requirements

The requirements for the Music Theater minor differ depending on whether a student is a Music major or minor, a Theatre major or minor, or neither. All three tracks require 26 credit hours, including MUTH 100 - Introduction to Music Theatre. In the case of a student with a double major in both Theatre and Music, the Music Theatre minor requires a reduced track of 22 credit hours.

Music Theatre courses count toward the Fine Arts GE separately from either Music or Theatre courses. That is, students may fulfill their Fine Arts GE requirement by taking one 4-credit Music Theatre course and either a 4-credit Music course (or the equivalent in 1-credit ensembles) or a 4-credit Theatre course (or the equivalent in 1-credit laboratories).

Each student's course of study should be developed in consultation with and approved by the Music Theatre Committee. Students are advised to choose electives that deepen their knowledge of music and theatre and meet their primary area(s) of interest (e.g., performance, dramaturgy, directing, composing, dance, history, criticism, and/or costume, stage, lighting, and sound design).

A list of approved electives is updated each semester by the Music Theatre Committee (see below for the current list). Elective courses are selected based on their ability to meet the program's learning goals. For example, dance courses will help students build artistic skills in movement in ways that will expand their versatility as performers or directors and/or spark new ideas for collaboration. Likewise, courses in creative writing, playwriting, and screenwriting will deepen students' understanding of the fundamental principles of dramatic narrative, whether designed to be read, staged, or filmed.

The Music Theatre Committee Chair will maintain careful records of student course approvals and keep in close contact with the Registrar to ensure regular updates.

STUDENTS WHO ARE NEITHER MUSIC NOR THEATRE MAJORS OR MINORS

Code	Title
MUTH 100	Introduction to Music Theatre
THTR 100	Introduction to Theatre-making
THTR 200	Intermediate Theatre-making ^[1]
or MUS 215	Popular Musical Theater in America
or MUS 315	Popular Musical Theater in America
MUS 200	Music Theory I
1 elective from a list of approved courses or approved by committee	
2 credits of Theatre Laboratory	

MUSP 132 Music Theatre Workshop - Ensemble (2 credits required)

Private Lessons, minimum 2 semesters (on the same instrument)

Total: 26 Credits

STUDENTS WHO ARE THEATRE MAJORS OR MINORS

Code	Title
MUTH 100	Introduction to Music Theatre
MUSP 132	Music Theatre Workshop - Ensemble (2 credits required)
MUS 200	Music Theory I
MUS 215 or MUS 315	Popular Musical Theater in America
2 electives from a list of approved courses or approved by committee	
Private Lessons, minimum 4 semesters (on the same instrument)	
Total: 26 Credits	

STUDENTS WHO ARE MUSIC MAJORS OR MINORS

Code	Title
MUTH 100	Introduction to Music Theatre
THTR 100	Introduction to Theatre-making
MUSP 132	Music Theatre Workshop - Ensemble (2 credits required)
THTR 200 or MUS 315	Intermediate Theatre-making
2 electives from a list of approved courses or approved by committee	
2 credits of Theatre Laboratory	
2 credits of ensemble experience, approved by the Music Theatre Committee	
Total: 26 Credits	

STUDENTS WHO ARE DOUBLE MAJORS OR HAVE A MAJOR AND A MINOR IN MUSIC AND THEATRE

Code	Title
MUTH 100	Introduction to Music Theatre
MUSP 132	Music Theatre Workshop - Ensemble (2 credits required)
MUS 315	Popular Musical Theater in America
2 electives from a list of approved courses or approved by committee	
2 credits of Theatre Laboratory	
2 credits of ensemble experience, approved by the Music Theatre Committee	
Total: 22 Credits	

MUSIC THEATRE MINOR ELECTIVES

Code	Title
ARTS 225	Stop Motion Animation
ARTS 267	Performance Art
DANC 122 or DANC 222	African/Diaspora Dance Level I
DANC 132 or DANC 232 or DANC 332	Modern/Postmodern Dance I
	Modern/Postmodern Dance II
	Modern/Postmodern Dance III

DANC 174	Dance as an Art Form (depending on the topic)
DANC 274	Cultural Studies (depending on the topic)
DANC 284	The Art of Dance-Making (depending on the topic)
DANC 384	Laban Movement Analysis
CINE 104	Film Aesthetics and Analysis
CINE 202	Screenwriting
ENGL 237	Introduction to Creative Writing
ENGL 240	20th-Century Drama
ENGL 340	Contemporary Drama
MUS 215 or MUS 315	Popular Musical Theater in America
MUS 216	Sound Editing and Recording
MUS 246	Psychology of Performance in the Arts
MUS 247	Music, Race, and Identity
MUS 314	Music in America (Majors/Minors)
MUS 320	Women in Music (Majors/Minors)
MUS 331	Film Music and Sound
MUS 332	Music and Sexuality
MUS 339	The History of Rock Music (Majors/Minors)
THTR 200	Intermediate Theatre-making
THTR 210	Scenic Design
THTR 220	Lighting Design
THTR 230	Acting: Realism I
THTR 240	Acting: Brecht and Beyond
THTR 270	Directing: Realism
THTR 275	Fashion: History, Culture and Identity
THTR 301	Advanced Theatre-Making: Performers, Directors, and Text
THTR 302	Advanced Theatre-Making: Devising and Collective Making
THTR 340	Practicum: Assistant Costume Designer
THTR 373	History, Literature, and Theory of the Theatre: Modern World
THTR 374	History, Literature, and Theory of the Theatre: Theatre of the Americas

[1] (p.) MUS 215 and MUS 315 are the same course; music majors register for 315, non-majors for 215.

MUTH 100 - Introduction to Music Theatre (4 Credit Hours)

A workshop course that explores the relationship between music (both instrumental and with lyrics) and theatre (the live presentation of drama) in the creation of music theatre works. The course will involve the investigation and discussion of significant concepts and theories regarding musical composition, playwriting, and lyric writing.

MUTH 201 - Acting the Song: Performance Skills for Musical Theatre (4 Credit Hours)

This course explores the singing actor’s responsibilities in preparing a vocal selection for performance in any given situation – as an audition piece, as a stand-alone piece in a recital, and as a song integrated in a full theatrical production. Opportunities to perform or create a simulated performance in all three areas will be provided. Spoken presentations will be given throughout the semester as well as musical performances.

Prerequisite(s): MUS 107 or MUS 200 or permission of instructor.

Corequisite(s): MUSP 195 or MUSP 295 or MUS 117.

Neuroscience (Concentration)

Program Guidelines & Mission

Neuroscience is the study of the nervous system, seeking to understand not only the biology of the brain and nervous system, but also how chemical and cellular functions relate to the cognitive processes and behavior of organisms. Thus, neuroscience is founded on the tenet that an understanding of the brain and nervous system is only possible when approached from an interdisciplinary perspective.

The **Neuroscience Concentration** at Denison is designed to offer students an interdisciplinary perspective on the nervous system and behavior via courses in Biology, Computer Science or Data Analytics, Philosophy, and Psychology. This design is rooted in the liberal arts, providing a study with breadth and depth of study as students build connections across courses. The courses are intended to complement, and potentially overlap with, the student’s major and general education requirements. Through these courses, many of which have labs, students will cultivate their understanding of the scientific method, as well as various research designs and the corresponding data-analysis techniques. They will also be introduced to different ways of thinking about and conceptualizing problems through courses in philosophy and either computer science or data analytics. As they continue through advanced course work in biology and psychology, students will develop depth in the concentration by learning more detailed and advanced topics. They will also refine their “hands on” laboratory skills, including experimental design, data collection, analysis and scientific writing. Additionally, the students participate in a neuroscience seminar in which they dive into recent neuroscience literature, applying knowledge from other courses to current questions in the field, and practicing their skills in verbal and written communication.

Faculty

Nestor Matthews (Psychology / Data Analytics), Neuroscience Program Director

Faculty: Seth Chin-Parker (Psychology), Barbara Fultner (Philosophy), Franne Kamhi (Psychology), Susan Kennedy (Psychology), Matthew Kretchmar (Computer Science), Nestor Matthews (Psychology / Data Analytics), Heather Rhodes (Biology)

View faculty profiles and contact information (<https://denison.edu/academics/neuroscience/contacts/>)

Neuroscience Concentration

Neuroscience Concentration requires students to complete the ten 4-credit courses listed below, and the zero-credit NEUR 401.

Four Foundational Courses in Biology and Psychology

Students may begin these courses as early as the first semester at Denison. It is recommended that they be completed in the first 2 years, as they are prerequisites for other courses in the concentration. Note that the two biology courses must be taken in order; both courses are offered in all semesters. Likewise, the two psychology courses must be taken in order; both courses are offered in all semesters.

Code	Title
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
PSYC 100	Introduction to Psychology
PSYC 200	Research Methods and Statistics

One Upper-Level Neuroscience Seminar

Note that this course is offered once a year and can be taken anytime after prerequisites are completed. In this course, students will delve into current research topics from across the field of neuroscience by reading and discussing recent scientific literature.

Code	Title
NEUR 312	Current Topics in Neuroscience (pre-requisites: BIOL 210, BIOL 220, PSYC 100, PSYC 200.)

One Computational Course

Because computational modeling, computational research methods, and analyses of large datasets are fundamental aspects of modern neuroscience, students must take either an introductory Computer Science or Data Analytics course as part of the concentration. **We recommend CS 111 or DA 101** , but other introductory CS courses will also fulfill the requirement. These courses are offered frequently; this requirement can be fulfilled at any time.

Code	Title
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or DA 101	Introduction to Data Analytics
or CS 109	Discovering Computer Science
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
or CS 113	Discovering Computer Science: Physical Computing
or CS 114	Discovering Computer Science: Computing for the Social Good

One Philosophy Course Related to Neuroscience

Neuroscience is an interdisciplinary field that seeks to interrogate how humans (and other animals) perceive, think, and behave. The ideas neuroscientists wrestle with therefore, overlap with the work of philosophers, and philosophy can inform the work of neuroscientists. Students will take one philosophy course as part of the concentration. This requirement can be fulfilled at any time. These courses are offered periodically, and it is recommended that students check offerings with the philosophy department. Note that PHIL 210 has no prerequisites when taken by a junior or senior science major; similarly, PHIL 280 has no prerequisites for neuroscience concentrators, and PHIL 285 has no prerequisites.

Code	Title
PHIL 210	Philosophy of Science
or PHIL 280	Philosophy of Mind
or PHIL 285	Biomedical Ethics

Three Advanced Courses in Biology and Psychology

These courses may be taken in any order, except that PSYC 350 and PSYC 351 must be taken concurrently. BIOL 349 is recommended over BIOL 334, but BIOL 349 is typically offered every other year, so BIOL 334 is an alternative if needed for scheduling. PSYC 350/PSYC 351 is typically offered every year. Note that all of these courses have prerequisites, but they are fulfilled by the foundational courses in the concentration.

Code	Title
BIOL 349	Neurophysiology
or BIOL 334	Comparative Physiology: Human and non-human animals
PSYC 350	Biological Psychology
PSYC 351	Research in Biological Psychology

(In place of PSYC 351, students may take one of the following course pairings: PSYC 310 & PSYC 311, PSYC 330 & PSYC 331, PSYC 340 & PSYC 341. Note that PSYC 350 is still required, and thus this substitution increases the total number of courses for the concentration by one.)

Neuroscience Assessment

Satisfactory completion of NEUR 401 is required of all senior Neuroscience concentrators during the semester before graduation. NEUR 401 is a zero-credit course graded S/U.

Courses

NEUR 299 - Introductory Topics in Neuroscience (1-4 Credit Hours)

A general category used only the evaluation of transfer credit.

NEUR 312 - Current Topics in Neuroscience (4 Credit Hours)

In this seminar-style course, students will learn about and explore current areas of research in the field of neuroscience. Topical areas may vary but typically include perspectives from cellular & molecular neuroscience, neural systems & circuits, neural development / plasticity / repair, behavioral & cognitive neuroscience, and the neurobiology of disease. Students will read a variety of sources, from popular press to scientific journal articles, and develop oral and writing skills for communicating neuroscience research to different audiences.

Prerequisite(s): BIOL 210, BIOL 220, PSYC 100, PSYC 200.

NEUR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

NEUR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

NEUR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

NEUR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

NEUR 401 - Neuroscience Assessment (0 Credit Hours)

Satisfactory completion of NEUR 401 is required of all senior neuroscience concentrators. NEUR 401 is a zero credit course.

NEUR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

NEUR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

NEUR 499 - Advanced Topics in Neuroscience (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

BIOL 210 - Molecular Biology and Unicellular Life (4 Credit Hours)

This course, the first of the three-course biology majors core sequence, is designed to introduce students to principles of molecular and cellular biology, with an examination of both prokaryotic and eukaryotic unicellular species. Major themes that will be covered include molecular origins of life, bioenergetics, the molecular basis of genetic expression, and cellular reproduction. Coursework will be designed to train students in the scientific method; finding, reading, and understanding scientific literature; analyzing data; and communicating scientific research in written and oral formats. A weekly laboratory period will allow students to learn cellular and molecular biology techniques and carry out independent group research projects. Three class periods and one lab session per week. Offered Fall and Spring semesters. This course satisfies the Quantitative Reasoning GE requirement.

Corequisite(s): CHEM 131 is recommended (but is not required).

BIOL 349 - Neurophysiology (4 Credit Hours)

We will use neurophysiology and neuroanatomy to understand the links between molecules, cells, systems, and ultimately behavior. The course will start with an exploration of neurons and signaling within and among cells. We will then examine some sensory and motor systems. The last portion of the course will examine the whole animal in a neurophysiological context. The classroom portion of the course consists of lectures, discussion of the text and of research articles, problem sets, analysis of case studies, and other activities. The laboratory component will involve a mixture of behavioral, anatomical, and physiological studies on vertebrate and invertebrate animals, electronic modeling of nerve circuits, and computer simulations of nerve activity. The labs are designed to introduce students to some fundamental neurophysiological techniques and to a variety of study organisms, and to strengthen experimental design and analysis skills.

Prerequisite(s): Biology Core, and CHEM 131 or consent, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 210, BIOL 220, and PSYC 200.

CS 111 - Discovering Computer Science: Scientific Data and Dynamics (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract (or model) otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems motivated by research in the sciences. Additional topics may include Monte Carlo methods, data analysis, population dynamics, computational biology, genetic algorithms, cellular automata, networks, data mining, and fractals. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

PSYC 100 - Introduction to Psychology (4 Credit Hours)

A laboratory course that provides an introduction to the scientific study of behavior and mental processes. Topics include the biological bases of psychological processes and behavior, sensation, perception, learning, cognition, development, social processes, personality, abnormal psychology, and possibly others. The course emphasizes current knowledge and research in the field and its application. The laboratory component of this course examines the strengths and limitations of correlational, experimental, and observational research methods, and enhances understanding of course concepts and principles. Laboratory experiences include development of research questions, design of studies, data collection in classroom laboratories and field settings, data analysis and interpretation. Laboratory assignments involve written reports and demonstration of critical thinking skills about psychological concepts and scientific research. This course has a research participation (or equivalent activity) requirement. PSYC 100 is a prerequisite for all other courses in the department.

PSYC 200 - Research Methods and Statistics (4 Credit Hours)

This course examines the primary research methods and data analysis procedures used by psychologists to describe, predict, interpret and/or explain psychological phenomena and behavior. Observational, experimental, and quasi-experimental methods are studied along with principles of research design, control, validity, reliability, and ethical practice. Throughout the course, methodological procedures are considered in conjunction with principles and methods of data analysis, presentation, and interpretation. The logic and procedures of descriptive and inferential statistics are emphasized. This course prepares students to design, conduct, analyze and evaluate psychological research and is a prerequisite for all psychology research courses at the 200 and 300-level. To promote research ethics, all PSYC 200 students must successfully complete the Citi Program's Research Ethics & Compliance training.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 310 - Psychology of Learning (4 Credit Hours)

An intensive survey of experimental research on fundamental emotional cognitive processes of learning and memory, with a focus on how those processes manifest themselves in, influence, and determine behavior. The learning processes of instrumental and Pavlovian conditioning, and the interactions of those learning processes, comprise the main focus of the course. Theory, research, implications and applications pertaining to the basic principles of behavior are emphasized. The course, and learning/conditioning research traditionally, is valuable because of the use of models to understand learning about biologically and emotionally significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety, depression, other behavior disorders, education and parenting practices. This course does not cover techniques for improving academic learning skills for students.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 311 - Research in Psychology of Learning (4 Credit Hours)

Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Research requires time outside of class. Some work with live animals is usually involved. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 310.

PSYC 330 - Cognitive Psychology (4 Credit Hours)

This course examines how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, and cognitive neuroscience. Applications to contexts such as learning and teaching, social behaviors, and individual behavior and performance will be considered.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 331 - Research in Cognitive Psychology (4 Credit Hours)

Provides the student with research experience on problems of current interest in cognitive psychology.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

PSYC 340 - Sensation and Perception (4 Credit Hours)

This course explores sensory and perceptual systems. Discussions on these topics will reflect biological, ecological and evolutionary perspectives. Topics include sensitivity to light and sound; color perception; depth and form perception; perceptual illusions; music perception, and speech perception. Power and justice issues associated with sensory disabilities (e.g., blindness and deafness) will be emphasized. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 341 - Research in Sensation and Perception (4 Credit Hours)

This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 340.

PSYC 350 - Biological Psychology (4 Credit Hours)

This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of mental illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 351 - Research in Biological Psychology (4 Credit Hours)

This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands-on" experience in the design and execution of several research projects.

Off-Campus Study Overview

Global experiences are integral to a Denison education. The Center for Global Programs provides individualized advising to help students explore and plan for various types of off-campus experiences to foster global competencies essential in today's world. With a list of more than 200 Denison-approved off-campus study programs (view approved programs (<https://ocsdenison.via-trm.com/visitor-programs-v2/>)), both domestic and foreign, students have many opportunities to learn or hone a foreign language, undertake an international internship tied to an academic program, conduct independent research, and more. The

approved programs are carefully vetted for safety and academic rigor associated with a Denison liberal arts education.

The current list is located on the OCS website (<https://sites.google.com/denison.edu/ocs/home/>). Students are not eligible to transfer any academic credit from an unapproved off-campus study program to Denison. Students who take time away from Denison, through any leave or separation process, are expected to maintain a satisfactory standard of conduct during their time away from the university and may not enroll in an off-campus program (OCS). **Approval by the Center for Global Programs is the only way to participate in and receive credit for Off-campus study program participation.**

Students normally seek approval for one semester and/or a summer of off-campus study during their Denison career. A second semester abroad is exceptional, requiring special review by the Center for Global Programs and subject to different financial rules.

To pursue off-campus study for academic credit, students must first select an approved program found on the OCS website, develop an academic plan around the program, and obtain approval for study. Once approved by the Center for Global Programs, the student is then responsible for completing an application with the program provider. See Eligibility Guidelines below for more detail.

Students can pursue many other opportunities for off-campus learning, in the U.S. or abroad. The Center for Global Programs works closely with the Knowlton Center for Career Exploration and Lisska Center for Intellectual Engagement to share information about such opportunities and the resources available.

Semester, Summer, or Full Year Off-Campus & Study Abroad 101

The first step in planning for a semester, summer or year of off-campus study is to open a Denison OCS Application in the OCS application portal during fall semester. As part of this application students will complete a remote, video-module Study Abroad 101 series. Next, students attend an OCS group advising session to explore, discuss, and ask questions about programs. Working with our office and their academic advisors, students articulate learning goals for an off-campus study experience, explore a range of options among the Denison-approved programs, and carefully consider the timing of participation and integration with degree requirements.

Eligibility Guidelines

Please note that eligibility guidelines for off-campus study are reviewed annually and subject to change.

Denison approval is granted only if the student is adequately prepared for the proposed off-campus program. The Denison evaluation criteria are as follows:

- The proposed off-campus study program represents a well-defined continuation of the curricular and pedagogical goals of a Denison liberal arts education and the student's academic program.
- The student's academic record demonstrates clear evidence of curricular preparation and academic achievement appropriate for the off-campus study program.
- The student has completed a minimum of forty-eight credits prior to participation on an off-campus program. This requirement does not apply to summer study. It is recommended that transfer students

complete one semester of study at Denison prior to participation on an off-campus program.

- The student must have a *cumulative minimum GPA* of 2.3 to *pursue and complete* off-campus study. In exceptional cases, the Center for Global Programs' staff will review mid-term and final semester grades to ensure that students meet the minimum GPA threshold of the program provider before approving the application. The Center may request supplemental materials for a student's application, e.g., faculty recommendations, additional essays, etc. The final decision to approve a student for off-campus study will be made by the Center in close consultation with the program provider's requirements.
- Important note:** The vast majority of approved off-campus study programs require a minimum of a 2.5 GPA or higher to qualify for participation. Accordingly, we will accept applications from students with a 2.3 GPA, but if the GPA required by the program is higher, *the Center is obligated to follow the provider's GPA requirements in approving students for all programs.*
- We can only work with students currently enrolled at Denison. We cannot approve plans for study away during a semester in which students are not enrolled.
- Once approved by the Center for Global Programs, the student is then responsible for completing an application with the program provider according to their own requirements and eligibility criteria.
- Students must complete all application requirements for both Denison and the program provider by their stated deadlines. Failure to complete requirements by deadlines will result in withdrawal of the application and/or revocation of Denison approval. Financial penalties resulting from withdrawal will be the responsibility of the student.
- Students approved for off-campus study must complete Denison's mandatory orientation and complete all pre-departure administrative eligibility requirements until the start of the OCS program. This includes obtaining program provider housing, meeting any legal requirements to study in your program, such as a visa or residency permit, or any other program requirements. Failure to do so will result in revocation of approval. Financial penalties resulting from withdrawal will be the responsibility of the student.
- Final approval for Off-Campus Study is contingent upon maintaining your enrollment at Denison and your academic performance as well as your conduct between now and your term of off-campus study. Failure to do so, including failing course/assignment grades, repeated missed class attendance, or other repeated behaviors indicating a lapse in academic preparedness, may result in revocation of approval. Financial penalties resulting from withdrawal will be the responsibility of the student.

Participation

Denison strives to accommodate all qualified students for off-campus study. There are, however, two related points that impact this policy. First, Denison establishes limits on the number of participants in individual programs in order to facilitate optimal integration into a range of experiential learning contexts and communities. Second, slots for off-campus study in the Fall and Spring semesters are awarded on a *first come, first served basis* by program and by term, according to the date/time stamp of the student's submitted application materials via the OCS application portal. Students are strongly recommended to complete the advising and application process as early as possible. This provides the best chance to secure the preferred term and program of study.

Financing Off-Campus Study (effective Summer 2026)

Please note that financial guidelines for off-campus study are reviewed annually and subject to change.

Note: The policy below primarily impacts students studying on SEMESTER (e.g., fall or spring) programs. Students studying on Summer or January-Term programs are responsible for all fees associated with their programs.

General Information

Global experiences are integral to a Denison education. The Center for Global Programs provides individualized advising to help students explore and plan for various types of off-campus experiences to cultivate and strengthen global competencies essential in today's world. With a list of more than 200 Denison-approved off-campus study programs, both domestic and foreign, students have many opportunities to learn or hone a foreign language, participate in a domestic or international internship tied to an academic program, conduct independent research, and more. Approved programs are carefully vetted for safety and academic rigor associated with a Denison liberal arts education. The current list is located on the OCS website.

To pursue off-campus study for academic credit, students must select an approved program listed on the OCS website, develop an academic plan around the program, and obtain approval for the program. Once approved by the Center for Global Programs, the student is then responsible for completing an application with the program provider. Students approved for off-campus study must complete an online mandatory orientation session. Failure to do so may result in revocation of approval.

Eligibility Guidelines

The opportunity to apply for an off-campus program is available to all Denison students who are in good standing with the university. However, participation is not guaranteed. An application process, prerequisites and minimum requirements are in place for each approved Denison program. Denison approval hinges on students successfully completing all parts of the application process and meeting all deadlines. Eligibility guidelines for off-campus study are reviewed annually and subject to change. They can be found here (<https://sites.google.com/denison.edu/ocs/getting-started/eligibility/>).

Costs, Financial Aid, Billing and Fees General Guidelines

- All students participating in an approved off-campus program for the SEMESTER remain registered at Denison. They are charged Denison tuition, housing, and meal plan for the semester abroad. This applies to students living on campus as well as commuter students.
- Tuition will be equal to Denison's full-time tuition charges which covers up to 18 credits. Each credit over 18 will generate an additional fee at the current excess hour/hourly tuition rate. The housing and meals costs will be equivalent to the current Denison Housing & Meals fee. Students are also charged a non-refundable Off-Campus Study Administrative Fee.
- Students may apply all awarded financial aid [merit and need-based aid] for **one semester** to the cost of the off-campus study program, except work-study.
- In the instance that a student pursues a second semester of off-campus study, merit and institutional need based aid **will** be applied if they meet the following exceptions:
 - 1) language majors and minors participating in language intensive programs;

- 2) non-language majors where two semesters are mandatory parts of the program.

Students who meet these qualifications must pay the Off-Campus Study Administrative Fee for both semesters.

Merit and institutional need based aid will **not** be applied to a second semester of off-campus study for students who do **not** meet the aforementioned exceptions. In these instances, students are charged Denison's full tuition, plus the housing and meal plan for each semester of off-campus study, including the Off-Campus Study Administrative Fee. Students are billed according to the regular billing cycle.

- Denison pays the program providers' standard expenses, *minus* program deposits, application fees, commitment fees, or a combination thereof [see below]. This includes tuition and other costs that are mandatory parts of the program (e.g. housing and meals, mandatory excursion fees, health insurance).
- In instances where the off-campus program does not provide meals and/or housing, students will receive an allowance to cover those expenses according to estimates from the provider.
- Denison does not pay for any program provider or host institution non-refundable deposits, application fees, commitment fees, or combination thereof.
- Denison does not pay for excursions that are not required by the program or course of study while the student participates in the program. This includes extra-curricular activities such as optional tours and field trips. Students will pay these fees on their own, from their personal funds.
- Denison pays for supplemental emergency insurance coverage [EIIA].
- Most off-campus study providers build health insurance into the program and Denison pays when it is invoiced for it. For students whose chosen off-campus study program does not provide health insurance, Denison will automatically cover the cost of an insurance policy through a third party vendor selected by Denison. Note, this policy will be limited to the duration of the off-campus study program and the program location.
- The Denison tuition benefit and GLCA tuition remission may be applied to off-campus programs as applicable.
- Outside and program awards: Awards offered directly from the program provider do not provide any additional financial assistance and will not reduce the amount a student will be **required to pay, nor will it result in a surplus of funds**. Students are advised not to apply for them. In some cases these additional awards can decrease aid awarded by Denison.
- Students should inform the Office of Financial Aid and the Center for Global Programs if they plan to apply for outside scholarships, e.g. Gilman Scholarships. The student's financial aid package may be adjusted according to the amount received. Some outside scholarships present exceptions to the general policy, e.g. Boren Fellowship. These will be managed separately and on a case-by-case basis.
- To receive Denison University credit for any off-campus study, students must complete Denison's Off-Campus Study (OCS) application and obtain formal approval from the Center for Global Programs before participating. Students who take a leave of absence, withdraw, or otherwise separate from Denison University to attend an off-campus program without prior approval through this process are not eligible for Denison transfer credit. Retroactive approval will not

be granted. This policy applies to all off-campus academic programs, regardless of location or institutional affiliation.

Student Responsibilities

- Students are responsible for paying Denison tuition, housing and meals, Denison health insurance fee [if they do not opt out], the non-refundable Off-Campus Study Administrative Fee and any other charges on their student account *in full* by Denison's due date. Failure to pay the student account will result in suspension of study abroad eligibility and the assessment of applicable penalties as outlined in the Student Financial Responsibility Policy.
- Students are required to establish ACH/wire transfer payment for meal allowances and any other funds provided by Denison.
- Denison's student health insurance is an annual plan that covers both semesters. Students may waive the health insurance if they are covered by another plan, but that waiver will cover both semesters. If students are not covered by another plan, they must purchase the Denison insurance plan.
- Students are responsible for paying Program Provider upfront charges, e.g. deposits, tuition deposits, housing deposits, education abroad fees, application fees, commitment fees, or combinations thereof.
- Unless otherwise noted on the OCS website, Denison will only pay for the least expensive housing option, often referred to as a "standard option" by the program/host institution. Students selecting housing that includes a supplemental fee for enhanced accommodation, including catering, are subject to additional charges and will be billed separately by the provider or host institution for those charges.
- Specific housing (usually a homestay) is required on some programs.
- Students are responsible for any penalties or cancellation fees associated with changes to airline travel arrangements.
- Students are required to complete the program according to the **program provider's program start and end dates**, irrespective of the host institution's calendar. For students in direct enrollment programs, students are required to complete the program according to the *official university calendar* denoting the start and end date of the semester. This includes adhering to the move-in schedule and attending the on-site orientation.
- The student is responsible for extra student fees/items included on the program and billed to Denison. These include, among other things, tutorials, books, art course fees, lab fees, course supplies, music lesson fees, athletic fees, and other expenses that are not the standard costs of the program [tuition, meals, housing, health insurance].
- The student is responsible for any expenses that are not part of program costs billed by the provider to Denison. These expenses may include:
 - personal travel and sojourns
 - personal expenses
 - food costs above those budgeted by the program
 - personal meals/snacks during personal sojourns/discretionary travel
 - lodging during travel to and from the host city
 - passport, visa fees, residency permits
 - local transportation
 - equipment, gear, supplies required for courses taken off-campus
 - immunizations

- security fees
- cell phones, extra cell-phone data, additional WiFi data

This list is **not** exhaustive. It is important for students to remember that incidental and personal expenses are, in almost all cases, significantly higher for off-campus programs because of personal travel and other activities undertaken on a voluntary basis.

- Students with demonstrated financial need may make a request for up to \$250 for funds to cover visas and visa-related travel, immunizations related directly to the study abroad program, subject to review by the Center for Global Programs.
 - Students may make more than one request, but that assistance is capped at \$250 per student across all programs/terms. Students may not receive more than \$250 in off-campus supplemental funds while they are a student at Denison.
- Supplemental funds will be transferred via ACH after students are approved by Denison for an off-campus program. If students withdraw from their intended program they are responsible for paying the funds back to Denison (check or cash) within 14 business days of notifying the Center for Global Programs of the official withdrawal from the program. If this presents a hardship, the amount will be added to the student's account.
- In accordance with federal guidelines, this additional funding will be appended to the student's financial aid package documentation. The financial aid office will notify students by email when the update has been made.
- Students with demonstrated need may request funds for *US passports and passport renewals*. The amount awarded will be based on the current rate as determined by the Department of State.
- Denison requires that students participate fully and responsibly in all academic aspects of the proposed off-campus study program, including required language and area studies courses, and/or a homestay stipulation. Failure to complete the academic aspects of the program will result in a grade of "TF" for the off-campus study placeholder course listed on the Denison academic record for the term abroad. There are no refunds if students fail courses and/or fail to fulfill all academic aspects of the program.
- Students are enrolled for a holding place registration of 12 credits for each term of off-campus study in order to report full-time study to the Federal Clearinghouse to facilitate the portability of financial aid and/or to use 529 college funds. Students are, therefore, required to enroll for at least 12 transferable U.S. semester credits for each semester of off-campus study, but may choose to enroll for up to 18 U.S. semester credits per semester. Additional charges may be assessed for each registered hour in excess of 18 hours [see above]. Students should consider these costs at the time they apply to the program and consult the Denison Catalog and the Office of the Registrar for advice and further details. A student may request twice during their Denison career to take up to 20 hours and request to waive the excess credit hours fee. Any such request should be submitted with this form (https://my.denison.edu/system/files/Excess%20Credit%20Hour%20Fee%20Waiver%20Request%20Form%20fillable%20092020_0.pdf) to the Registrar's Office prior to the beginning of the semester in question. Any hours over 18 will be billed to the student account. Excess hour fees that are not waived will remain on the student's account.
- *The University is under no obligation to transfer coursework or apply transferred coursework toward specific degree requirements unless that coursework has been approved in advance.* Students wishing to apply a course toward a GE, major, minor, or concentration requirements

must receive approval directly from the relevant department/program. Other coursework for transfer credit will be evaluated through the combined efforts of the Registrar, the Center for Global Programs, and, as necessary, specific departments/programs.

- It is not possible for Denison to predict world events or assure that a study abroad experience is entirely risk-free. Rarely, but occasionally in the past, emergencies (dangerous conflicts, natural disasters, COVID-19 pandemic etc.) have resulted in alteration or cancellation of an off-campus study program for which a student has been approved. It is the student's responsibility to be aware of all program policies regarding suspension/cancellation and implications for their academic program.

Withdrawal Policies

- Students are responsible for knowing, in advance, a program's withdrawal policy. If a student officially withdraws from a program after confirming participation, the student is responsible for any unpaid program deposits, as well as any late withdrawal charges assessed by the program provider. These charges will be placed on the student's Denison account. If a student intends to dispute these charges, they must work with the program provider.
- *In the event of an official withdrawal from the program after the first day of Denison's classes, a student may receive a partial refund of tuition and housing & meals.* The withdrawal process begins once the student notifies the Center for Global Programs. The student will not be considered withdrawn until the intent to withdraw is communicated to and confirmed by the Center for Global Programs.
- If a student withdraws from a program before the program ends the student is required to reimburse all allowances provided by Denison. Meal and/or housing allowances shall be reimbursed on a prorated basis according to Denison's withdrawal schedule.
- If a student withdraws from a program and they receive OCS supplemental funds [see p. 4], they are responsible for paying the funds back to Denison (check or cash) within 14 business days of notifying the Center for Global Programs of official withdrawal from the program. If the student cannot pay up front, the amount will be added to the student's account.
- Upon withdrawal, any adjustments to the student's account are automatically made in accordance with Denison University refund policies. Questions regarding the amount of refund or forfeiture of charges should be directed to the office of Student Accounts. Additional information can be found at the university website. (<https://denison.edu/campus/finances/refund-or-forfeiture/>)

Student Impacts of a Withdrawal

- Program Provider Costs and Fees: Based on the provider's withdrawal policy.
- Denison Costs:
 - Tuition: Prorated per Denison's withdrawal schedule (<https://denison.edu/campus/finances/refund-or-forfeiture/>).
 - Housing & Meals: Prorated per Denison's withdrawal schedule (<https://denison.edu/campus/finances/refund-or-forfeiture/>).
 - Off Campus Study Administrative Fee: Billable. Not refundable, non-reversible, non-transferrable to a different term of study.
- Allowances:
 - Housing & Meals: Student is responsible for reimbursing Denison based on the Denison withdrawal schedule (<https://denison.edu/campus/finances/refund-or-forfeiture/>).

Deferment Policy

- If a student defers participation to a different term of study the Off-Campus Study Administrative fee must be paid again.

Academic Regulations for Off-Campus Study

Denison requires that students participate fully and responsibly in all academic aspects of the proposed off-campus study program, throughout the program's official dates, including required language and area studies courses, orientation, exams, and/or a homestay stipulation. Students are required to complete the program according to the program provider's program start and end dates, irrespective of the host institution's calendar. For students in direct enrollment programs, students are required to complete the program according to the *official university calendar* denoting the start and end date of the semester. This includes adhering to the move-in schedule and attending the on-site orientation. Failure to complete the academic aspects of the program will result in a grade of "TF" for the course(s) listed on the Denison academic record for the term abroad. There are no refunds if students fail courses and/or fail to fulfill all academic aspects of the program.

Denison students studying in a non-English speaking country during a semester will be required to take a language course, if offered by the program or partner university, in the official language of the host country. Students attending the Centro- Intercollegiate Center for Classical Studies may choose Latin or Ancient Greek as their language in lieu of Italian. This requirement is waived for students with a documented language disability accommodation on file in Denison's Academic Resource Center (ARC).

Students are enrolled for a holding place registration of 12 credits for each term of off-campus study in order to report full-time study to the Federal Clearinghouse to facilitate the portability of financial aid and/or to use 529 college funds. Students are, therefore, required to enroll for at least 12 transferable U.S. semester credits for each semester of off-campus study. Additional charges may be assessed for each registered hour in excess of 18 hours, even when required by the program [see above]. Students should consider these costs at the time they apply to the program and consult the Denison Catalog and the Office of the Registrar for advice and further details. A student may request twice during their Denison career to take up to 20 hours and request to waive the excess credit hours fee. Fees for any hours that are not waived will remain on the student's account.

Only one course may be taken on a Satisfactory (S/Grade) Evaluation (<https://catalog.denison.edu/catalog/academic-program/grading-system-evaluation/#text>) option. Arrangements for such a choice must be made directly with the program provider or partner institution on site according to their processes and deadlines. Students should notify the Registrar's Office of the arrangement to take a course on an S/Grade basis as part of the pre-approval process for courses.

To receive transfer credit for an off-campus study experience, students must work with the Registrar's Office and often with specific department chairs to obtain pre-approval for their courses. Students should submit course pre-approvals to the Registrar's Office during the semester prior to their program according to the instructions in MyDenison. *The University is under no obligation to transfer coursework or apply transferred coursework toward specific degree requirements unless that coursework has been approved in advance.*

Students wishing to apply a course toward a GE, major, minor, or concentration requirements must receive approval directly from the relevant department/program. Other coursework for transfer credit will be evaluated through the combined efforts of the Registrar, the Center for Global Programs, and, as necessary, specific departments/programs.

All courses reported on the program provider's transcript are posted to the Denison academic record with course titles, credits, and grades. This includes any course for which a student receives a failing grade. Credit will only be awarded for grades of D or better. While the grades for off-campus study coursework are not factored into the Denison cumulative grade point average, it is important to note that they could be factored into a composite grade point average should a student pursue graduate or professional school after graduating from Denison.

Review of Disciplinary Records

Recognizing the role of students as ambassadors of Denison, the special privilege of participating in off-campus programs, and the level of maturity required for students to be successful negotiating the challenges and potential risks associated with study away, the Center for Global Programs [CfGP] routinely consults with the Office of Community Values and Student Conduct [OCVSC] to assess students' disciplinary history as part of the approval process for off-campus study. Frequency, severity, community impact of violations, and student's disciplinary status (e.g., Disciplinary Probation) are the variables that may impact eligibility.

Students on disciplinary probation or suspension are not eligible to participate in off-campus study during the semester of probation or suspension. Students with incomplete sanctions prior to departure on their off-campus study program should consult with OCVSC and CfGP about the incomplete sanctions and possible impact[s] on eligibility for off-campus study.

Violations that occur after a student has been approved for study abroad, but before their departure for off-campus study may also influence a student's eligibility to participate. Denison reserves the right to withhold or rescind approval for any student based on their disciplinary history or violations, regardless of the number of incidents on the student's record. If a student's disciplinary status changes after approval, it is their responsibility to notify the CfGP as well as the program provider.

The program provider may request information from the student about their disciplinary record as part of the admission process. Any student concerns about how disciplinary history may affect eligibility for study away should be conveyed as soon as possible to staff in the Center for Global Programs.

While participating in off-campus study, students are under the jurisdiction of the local laws, the policies of their program, and Denison's Code of Student Conduct. If an incident should arise during a program, that information may be shared with the Division of Student Life and OCVSC and result in a response under the Code of Student Conduct, including possible disciplinary sanctions and the revocation of your eligibility to participate in the program with the requirement to depart.

Housing for Off-Campus Study

Denison carefully selects approved programs that offer student housing that balances the needs for student safety, immersion, and convenience. Because of the importance of residential living to the off-campus study program, Denison may further designate specific housing options within an approved program which our students may/may not select. Students

are not allowed to opt out of program-provided housing, even when the program provider would otherwise allow students to live independently.

Health Advisories, Travel Advisories, and Travel Warnings

All U.S. passport holders are further required to register with the Department of State's Smart Traveler Enrollment Program (STEP) at <https://step.state.gov/>

Denison strongly recommends that all students avail themselves of the travel information available at the U.S. State Department (DoS) (<http://travel.state.gov/>), Centers for Disease Control (CDC) (<http://wwwnc.cdc.gov/travel/>), and World Health Organization (WHO) (<http://www.who.int/en/>) web sites. In particular, students should carefully consider the safety information included in State Department travel advisories for the country(ies) in which they are pursuing off-campus study and/or for any other country to which they are planning to travel during their time abroad.

The Center for Global Programs routinely reviews CDC, DoS, and WHO travel advisories, as well as safety and risk updates from our program partners around the world. Denison reserves the right to withdraw its approval for study on an off-campus program at any point due to elevated travel advisories from any/all of the aforementioned agencies, and/or advice from our program partners, and/or general risk concerns. Withdrawal of approval for an off-campus study program bars a student from receiving Denison credit for the program and from applying financial aid to the program costs. Please see the OCS website for the most up-to-date policies regarding international travel.

In the case of an elevated U.S. State Department travel warning, or a CDC or WHO travel advisory issued before or after a program has started, Denison will work closely with the educational partner/program provider and other informed parties to determine an appropriate course of action. In the case of requiring that a student return home, Denison will pursue reasonable steps with the program provider to mitigate the financial and academic impact of such an action.

It is not possible for Denison to predict world events or assure that a study abroad experience is entirely risk-free. Rarely, but occasionally in the past, emergencies (dangerous conflicts, natural disasters, COVID-19 pandemic, etc.) have resulted in alteration or cancellation of an off-campus study program for which a student has been approved. It is the student's responsibility to be aware of all program policies regarding suspension/cancellation and implications for their academic program.

Off-Campus Study Staff

Kelly McGee, Ph.D., Director, Center for Global Programs

Craig First, Senior Administrative Coordinator, Center for Global Programs

Courtney Johnson Fowler, Ph.D., Associate Director, Center for Global Programs

Mia Miller, Off-Campus Study Advisor, Center for Global Programs

Nasra Farah, Program Assistant, Center for Global Programs

Organizational Studies Program Guidelines

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation and leadership requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop:

1. an understanding of the human condition as it is experienced in organizational life;
2. an understanding of the complex nature of systems and institutions, and;
3. the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals.

The goals of this theoretical base are to be supplemented by, and integrally related to, both a practical summer session and a significant internship experience in an appropriate organization.

Faculty

Associate Professor of Psychology Sarah Hutson-Comeaux (<https://denison.edu/people/sarah-hutson-comeaux/>), Director

View faculty profiles and contact information (<https://denison.edu/academics/organizational-studies/contacts/>)

Organizational Studies Certificate General Requirements for the Certificate

In order to fulfill the requirements for certification in Organizational Studies, a student must accomplish the following:

- complete PSYC 230 - Organizational Psychology, which is offered each spring semester
- complete three additional core courses: one from the two major content areas and a third from either content area (some courses are listed below)
- participate successfully in the multi-week OS Summer Session
- complete an appropriate internship following the OS Summer Session
- write an integrative paper on these experiences in the senior year

To further the integration and thoughtful choices, the program director shall advise and have final authority over each student's particular program selections. Course selections are to be made from the approved course list. Exceptions are by petition only. Petitions must include a complete course syllabus and a detailed rationale for the exception.

Core Courses

The three courses — one from Area A, one from Area B, and an additional one from either area — must be taken from at least two different departments. By petition, a relevant Directed Study, Senior Research Project, or Off-Campus Study course may be approved to count as the third core course (see the Alternative Options section below).

1. **Area A: The Individual Within the Organization.** Courses that meet this requirement are designed to focus on the role and development of the individual in organizational settings. Students will examine some combination of the following issues:

1. how individuals acquire, develop, and use knowledge in organizational settings;
2. how individuals communicate in the process of social interaction;
3. how individuals gain an overview of the nature and foundations of sociocultural behavior. Examples of courses that satisfy this requirement:

Code	Title
COMM 101	Public Address
COMM 221	Theories of Group Communication
COMM 224	Theories of Interpersonal Communication
COMM 244	Theories of Intercultural Communication
PSYC 220	Social Psychology
PSYC 240	Theories of Personality
PSYC 330	Cognitive Psychology
THTR 210	Scenic Design

2. **Area B: Organizational Processes and Social Organizing.** Courses that meet this requirement are designed to focus on interdependent relationships within organizations. Students will develop an understanding of organizational life that reflects either the broad nature of social organizing or a specific aspect of organizational life. Examples of courses that satisfy this requirement:

Code	Title
BLST 265	Black Women and Organizational Leadership
or WGST 265	Black Women and Organizational Leadership
COMM 306	Organizational Culture
ECON 422	Industrial Organization and Antitrust Economics
ECON 423	International Trade
ECON 425	Race and Ethnicity and the U.S. Economy
ECON 464	Labor Economics
EDUC 213	The U.S. Education System
GC 101	Commerce and Society
HESS 401	Organization and Administration of Athletics and Physical Education
PPA 101	Selected Topics in American Politics
PPA 307	The Politics of Congress
PPA 319	Topics in the Study of American Politics
REL 217	Sects and Cults
SES 240	Environmental Politics and Decision-Making
SES 264	Environmental Planning and Design

3. **Additional Electives or Alternative Options.** Students may petition to have other courses and/or academic projects fulfill their 3rd core course. Courses and projects that meet this option must be designed to focus on an aspect of organizational studies that is particularly appropriate to the student's vocational aspirations and/or major as well as the integrity of the OS certification program. Students may petition (including rationale, syllabus, etc.) for one of the following options to count:
 - i. A directed study or independent study focusing on organizational behavior (or)
 - ii. A senior research project in the major that integrates aspects of organizational studies into a new research project (or)

- iii. An elective course (e.g., off-campus study or a special topics course) approved by the director.

Additional Points of Interest

Summer Session

The premise guiding the OS Summer Session is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions derived from a broad knowledge base. A major strength of Denison's liberal arts program is that it fosters the development of this broad knowledge base, as well as critical-thinking and problem-solving skills. This multi-week, immersive summer session focuses on the application of those skills and deepens their knowledge about how organizations are structured and function and how individuals interact in those settings. The session includes workshops and seminars focused on developing practical understanding of organizational behavior, culture, and management as well as providing students with insights and opportunities to hone their personal communication skills and workplace leadership style. During the session, students travel to major U.S. cities (e.g., Chicago, San Francisco, New York, Columbus) to learn first-hand the nature of these operations in a wide range of organizations across various industries (e.g., sales & marketing, human resources, finance, nonprofit, technology, sports, retail, healthcare, and manufacturing). Working primarily with Denison alumni, students are introduced to the language and fundamental principles of organizational development, company culture, decision-making, project management, design thinking, marketing, entrepreneurship, and more. Equipped with this knowledge, students serve as consultants for local companies, taking on the tasks of researching and analyzing problems, formulating solutions, and presenting findings to clients. These applied experiences, together with the program's coursework, are designed to help students build a foundation for understanding the value of a liberal arts education for organizations and their leadership.

Internship and Integrative Paper

All students seeking certification in Organizational Studies must complete an appropriate internship. The internship should take place following the summer session. The internship will become the venue where coursework and lessons from the summer session are brought into play to master practical skills and build knowledge beyond the regular curriculum.

In the senior year, OS students will prepare a major, integrative paper incorporating the knowledge base and skills developed through the significant OS certification experiences (i.e., coursework, summer session, and internship) and reflecting on the value of a liberal arts education to understanding organizations.

Philosophy

Departmental Guidelines & Mission Statement

Philosophy asks some of the most fundamental questions about human existence. Philosophical inquiry leads students to recognize the potentially unnoticed assumptions that underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive worldview for a more considered and justifiable one. In doing

so, students learn to think in ways that are simultaneously disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

Students without previous experience with philosophy will usually enroll in PHIL 101 - Introduction to Philosophy, PHIL 121 - Ethics: Philosophical Considerations of Morality or PHIL 126 - Social and Political Philosophy. Students who wish to continue in Philosophy and perhaps to major or minor in it will often take PHIL 231 - Ancient Greek and Roman Philosophy or PHIL 232 - Modern Philosophy as their second course. These are required courses for the major and prerequisites for some of our upper-level courses. However, there are many ways to move through our curriculum depending on a student's particular interests and departmental offerings in any given semester.

Mission Statement

The Philosophy Department at Denison University sees our goals for student learning as three-fold. First, and perhaps most crucially in terms of the mission of the college, we understand ourselves as attempting to help students develop the sort of critical/self-critical perspective described earlier, teaching them to take nothing for granted and to raise questions about all claims to obviousness, truth, and authority – not, it's important to say, because we don't think truth exists, but because we think if it does exist the search for it must be undertaken rigorously and in a way that refuses to be short-circuited by premature claims of success. Second, we want to teach them to do philosophy: to think about some of the central (and arguably perennial) questions that philosophers examine, questions that should be live and significant ones for any reflective person, and to develop the skills of philosophical argumentation (and the meta-skills of thinking about the value of those skills, and of that argumentation, themselves) that seem crucial to understanding and answering those questions. And thirdly, we want our students – especially our majors and minors, but even introductory students as well – to have the opportunity to learn about some of the key thinkers and texts in the history of philosophy, precisely because the questions those thinkers and texts consider are indeed live and significant ones for all reflective people, but also because what's said about those questions by those thinkers and texts deserve our careful scrutiny, and because our own situation today – both intellectually and also concretely – is in many ways the product of those questions and those answers.

We have other goals, too, which cannot be easily separated from the main ones listed above. In order to develop the skills of critical and philosophical thinking and the understanding of great philosophical ideas, our students must be able to read important but also often difficult texts, many written in a style (and in a context) that's unfamiliar to them, and we see teaching students to read, carefully and critically, again without accepting what's written as true but rather in a questioning spirit, as a very important part of our task. And to be a critical thinker – and a practitioner of philosophy as well – without being able to write, correctly and thoughtfully and persuasively, is impossible; all of our courses involve writing and we take instruction about writing – in particular the sort of persuasive writing in which arguments for a thesis are presented and counter-arguments against it are considered and answered – to be central to what we do in the department, both at the lower- and the upper-levels.

Faculty

Associate Professor Mark Moller, Chair

Professors Sam Cowling, Barbara Fultner; Associate Professors Jonathan Maskit, John McHugh, Mark Moller (Dean of Transfer Students); Assistant Professors Chelsea Bowden, Zachary Joachim, and Lindsey Schwartz; Visiting Associate Professor Chloe Armstrong; Visiting Assistant Professor Eric MacTaggart

Academic Administrative Assistant
Juneda Marhevka

View faculty profiles and contact information (<https://denison.edu/academics/philosophy/contacts/>)

Philosophy Major

A major in Philosophy requires ten (10) courses selected in consultation with the major advisor. These courses must include:

Code	Title
PHIL 231	Ancient Greek and Roman Philosophy (offered in the fall semester)
PHIL 232	Modern Philosophy (offered in the spring semester)
At least three (3) courses numbered 300 or higher, of which at least one must be:	
PHIL 431	Junior and Senior Seminar in Philosophy (offered in the spring semester)
All majors must participate in and pass the Senior Symposium in their senior year.	
PHIL 440	Senior Symposium

- Only one semester of Senior Research (PHIL 451 or PHIL 452) may count as a 300 or higher level course.
- Directed Study (PHIL 361 or PHIL 362) may only count as a 300-level course with the consent of the Department.
- No more than three courses numbered below 200 may count toward the major.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, students considering a major in Philosophy (or one that includes Philosophy) should consult the Department early in their college career.

The Philosophy Department participates in the interdepartmental major in PPE (p. 203), and several philosophy courses are either cross-listed with other interdisciplinary programs or count toward majors, including Data Analytics, Global Commerce, Environmental Studies, Queer Studies, and Women's and Gender Studies.

Philosophy Minor

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating knowledge gained in other areas. For this reason, we attempt to tailor a student's minor program in Philosophy around the specific course of studies being pursued in the selected major subject.

Our minor program places a premium upon departmental advising; thus, each Philosophy minor is required to choose a department member as a Philosophy advisor. The Philosophy advisor will not replace the student's primary academic advisor. However, the Philosophy advisor will have responsibility for guiding the student in designing the minor program in Philosophy.

A minor in Philosophy requires five (5) courses in the department. Among these courses must be:

Code	Title
PHIL 231	Ancient Greek and Roman Philosophy
or PHIL 232	Modern Philosophy

And at least one course numbered 300 or higher.

Additional Points of Interest

Additional information about Philosophy courses and a course guide with more detailed descriptions of current courses may be obtained from the Philosophy Department, and is available on the department's website (<https://denison.edu/academics/philosophy/>).

The Titus-Hepp Lecture Series

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who present their current work and meet with students and faculty. Visitors have included Tyler Burge (UCLA), Bonnie Honig (Brown), Graham Harman (SCI-Arc), Anthony Kenny (Oxford), Linda Martín Alcoff (Hunter College and CUNY Graduate Center), Jennifer Lackey (Northwestern), Ruth Millikan (Connecticut), Charles Mills (CUNY Graduate Center), Paul Taylor (Vanderbilt), Martha Nussbaum (Chicago), Geoffrey Sayre-McCord (UNC Chapel Hill), Peter Singer (Princeton), and others.

Other Philosophy Activities

The Philosophy Department annually publishes a national undergraduate philosophy journal, *Episteme*. This journal is edited and produced by philosophy majors and minors in consultation with a faculty advisor. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country and internationally. In addition, philosophy students organize Philosophy Coffees, informal discussions of philosophical topics, about three times each semester. Special coffees are held annually for parents during Big Red Weekend, and during Denison's Martin Luther King, Jr. Day Celebration.

Courses

PHIL 101 - Introduction to Philosophy (4 Credit Hours)

This course introduces students to philosophical inquiry by confronting fundamental issues in areas of philosophy such as ethics and moral theory, political and social philosophy, metaphysics (what there is), and epistemology (how and what we can know). Students develop skills in rigorous thinking and engage in the process of philosophizing.

PHIL 121 - Ethics: Philosophical Considerations of Morality (4 Credit Hours)

This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics - having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. - will be raised as well.

PHIL 126 - Social and Political Philosophy (4 Credit Hours)

This course is about justice, power, and freedom, as ideals and as realities, and about whether objective or rational justifications of political and social views and actions are practical or even possible. The course includes an exploration of some fundamental philosophical questions regarding the nature of the community, the state, the individual, and the relationships among them. Students will study great texts in Western political thought as well as contemporary discussions and critiques, including works from thinkers such as Plato, Hobbes, Locke, Marx, Rawls, Mills, and Pateman.

PHIL 191 - Introductory Topics Seminar in Philosophy (4 Credit Hours)

Select introductory topics in Philosophy.

PHIL 199 - Introductory Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit. Courses with this number do not count towards the major or minor in Philosophy.

PHIL 205 - Logic (4 Credit Hours)

This course is an introduction to logic and its philosophy. We will begin by considering the nature and significance of arguments in everyday life as well as the cognitive psychology of human reasoning. We will then examine the fundamental features of arguments with a particular focus on the techniques of formal epistemology, decision theory, and deductive logic. Throughout this course, students will acquire a facility with logical methods, investigate the foundations of quantitative reasoning, apply general logical principles to specific cases, and examine the limitations and advantages of logical and formal methods by exploring theoretical puzzles and paradoxes.

PHIL 210 - Philosophy of Science (4 Credit Hours)

This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, rationality, methodology and the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome.

Prerequisite(s): One previous course in Philosophy, or Science Major with Junior or Senior standing, or consent.

PHIL 231 - Ancient Greek and Roman Philosophy (4 Credit Hours)

This class offers a general survey of the ideas and texts from the major philosophical schools of Ancient Greece and Rome. Over the course of the semester, you will have the opportunity to read a selection of key works of philosophers from each of the four subperiods of ancient philosophy: Presocratic (600–400 BCE), Classical (400–320 BCE), Hellenistic (320–50 BCE), and Imperial (50 BCE–529 CE). In addition to learning about the philosophical ideas of each of these schools and the major figures within them, you will learn some interesting and important aspects of Ancient Greece and Rome in order to be able to situate the philosophy within the context in which it was written, and to see how the features and values of these societies may have influenced the philosophical ideas within them.

Prerequisite(s): One previous course in Philosophy, or one Classics course, or consent.

PHIL 232 - Modern Philosophy (4 Credit Hours)

Thinkers such as Rene Descartes, David Hume, and Immanuel Kant are currently referred to so often, in so many different contexts, that their names have been transformed into immediately recognizable adjectives (Cartesian, Humean, Kantian). But what did these philosophers actually believe? And why did they believe it? This course is an intermediate-level survey of western philosophy from their period (now known as the "Early Modern" or "Modern" era, which runs roughly from 1600-1800). While these and other thinkers (such as Spinoza, Leibniz, Locke, and Berkeley) in this era dealt with a wide variety of subjects, we will focus mostly on their contributions to epistemology, metaphysics, and philosophy of mind. We will address their writings with three different aims: a) to appreciate the sense in which they were, at one time, fresh and radical; b) to understand how, for better or for worse, they set the foundation for much of the modern—western, anyway—worldview; and c) to determine if what they say is either true or false.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 250 - Philosophy of Law (4 Credit Hours)

What is the nature of law? What is its purpose? Am I obligated to obey the law? Why? What is the relationship between law and justice? Believe it or not, these are live questions! In this course, we will consider these questions and dive into some of the answers that have been given to them. We'll subject the views on offer to critical scrutiny, compare them to competing views, and try to make sense of our own relationships to the law along with what we think those relationships ought to be like. Readings will include scholarly articles and book excerpts from a variety of disciplines as well as briefs, news articles, decisions, and case descriptions from legal cases, both real and imagined. Questions in analytic jurisprudence include: What does it mean for something to be a law? Why are some things a matter of law, while others are not? What is the relationship between law and morality? Is the law exhausted by the meaning of words in constitutions and statutes? Questions of normative jurisprudence concern the proper content of law, such as, what should the law permit, prohibit, and promote? The course concludes with an emphasis on questions about the enforcement of law: how should society respond when someone breaks the law?

PHIL 260 - Environmental Philosophy (4 Credit Hours)

This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention.

Prerequisite(s): One previous course in Philosophy, ENVS/SES major or minor, or consent.

Crosslisting: SES 260.

PHIL 269 - Philosophy of the Arts: Aesthetics (4 Credit Hours)

This course addresses issues in philosophical aesthetics both in relationship to the arts as well as to other domains of human life (e.g., nature, food, and design). We will ask what makes something an artwork; how to differentiate between artworks and non-artworks; how to evaluate artworks; what it means to judge something aesthetically; how aesthetic judgment differs for different kinds of objects; and other central issues from the field.

Prerequisite(s): One previous course in Philosophy, ART, AHVC, DANC, CINE, MUS or THTR Major, or consent.

PHIL 272 - Ethics of Data and Information (4 Credit Hours)

This course is a problem-driven, technically informed engagement with the ethics of data and information as well as an investigation of the moral dimensions of collecting, analyzing, and protecting data. It aims to equip students with the ethical frameworks and philosophical tools necessary to effectively engage with the urgent questions posed by data-driven technology in its various forms. Students will hone their understanding of the ethics of surveillance, scientific research, algorithmic bias, and policy decision-making. We will also investigate how familiar moral notions like privacy, property, fairness, and equality are challenged or illuminated by computational tools and the advent of novel possibilities for data collection and analysis. Projects in the course will seek to put into practice the ethical principles and moral theories in hopes of tackling data-driven decisions prudently and permissibly.

PHIL 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: QS 275 and WGST 275.

PHIL 278 - Technology, People, and Power (4 Credit Hours)

One common understanding of technology is that it provides a set of tools with which humanity can control its environment. Philosophical thought about technology suggests that the situation may well be not only far more complex, but radically different. Life without the technologies we use daily can seem unimaginable. Yet those very same technologies raise profound political, social, and ecological concerns. Some authors have argued that technological advances in fields such as computing, medicine, robotics, and artificial intelligence are fundamentally changing (or have already fundamentally changed) who and what we are by making us post- or transhuman. This course poses questions such as: Does technology affect us in merely superficial or more fundamental ways? Has our technology made us fundamentally different from our ancestors? Are there essential differences between types of technology (hand tools, "simple" machines, cybernetic devices, so-called "smart" technologies, etc.)? How is technology related to politics? Is technology value-neutral? Can technology be sexist or racist?

Prerequisite(s): One previous course in PHIL or consent of instructor.

PHIL 280 - Philosophy of Mind (4 Credit Hours)

This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading contemporary theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia Churchland, Fred Dretske, Ruth Millikan, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are reducible to brain states, how our thoughts can be about anything at all, whether there is a "language of thought", what it means to view the mind as embodied or as extending into the world.

Prerequisite(s): One previous course in Philosophy, Neuroscience concentrator, or consent.

PHIL 285 - Biomedical Ethics (4 Credit Hours)

This course focuses on a variety of ethical issues arising in the context of biological research, health, and medicine. Students will be introduced to the major theories and methods of biomedical decision making. The aim is to provide them with the concepts and tools necessary for engaging critically with ethical questions arising from the practice of medicine and the rapid development and commercialization of biomedical technologies. Topics include genetic testing and genetic medicine, genetically modified organisms, abortion, cloning, the use of stem cells, reproductive technologies, and organ donation, as well as the just allocation of healthcare and other scarce resources (like organs, vaccines), ethical issues surrounding the use of human and nonhuman subjects in research, and global disparities in health and healthcare access.

PHIL 288 - Ancient Chinese Philosophy (4 Credit Hours)

This course surveys the philosophical texts at the foundation of two millennia of Chinese thought and of East Asia as a global region. The core concern of these texts is the 'way' (dao): the way to live, the way to rule, the way to know, and the way for words to guide us. We will read the books of Confucius, Mozi, Mencius, Laozi, Zhuangzi, and Xunzi (among others), and critically assess their most unique and groundbreaking ideas.

Crosslisting: EAST 288.

PHIL 292 - Intermediate Topics Seminar in Philosophy (4 Credit Hours)

An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 293 - Topics in the History of Philosophy (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues in the history of philosophy.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 294 - Topics in Ethics (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues in ethical theory.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 295 - Topics in Social and Political Philosophy (4 Credit Hours)

This course provides a venue in the curriculum for topical seminars dealing with major issues in social and political theory.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 296 - Topics in Contemporary Philosophy (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues and debates in contemporary philosophy.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 298 - Existentialism (4 Credit Hours)

Existentialism asks how we can generate a meaning for our lives without appealing to outside sources. Many existentialists embrace a view characterized with the slogan "existence precedes essence." This slogan means that any attempt to figure out what one is must begin with the fact that one is. In addition, if existence precedes essence, then there may well be a multiplicity of ways that one can be, making choosing between these ways a difficult task. That one's existence may well be experienced as constrained by social forces seemingly beyond one's control complicates matters. We will read major philosophical sources of existentialism (e.g., Nietzsche, Kierkegaard, Sartre, Beauvoir, Fanon, Nishitani) and watch some of the existentialist films they inspired (by, e.g., Kurosawa, Tarkovsky, Bergman).

PHIL 299 - Intermediate Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHIL 305 - Metaphysics (4 Credit Hours)

This course is an introduction to the methodology of and various issues within metaphysics. Typically, these questions address certain general features about the nature of reality. Many of these are ontological, concerning whether certain kinds of entities exist—e.g., numbers, holes, fictional characters, gods, and possibilities. Other metaphysical questions concern the nature and interrelations among entities and various features of the world. Among the familiar metaphysical issues are debates regarding the nature of human beings, the reality of space and time, the limits of thought and possibility, and the connection between truth and existence. Readings will be drawn from a mix of contemporary and classical sources.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 306 - Theories of Knowledge (4 Credit Hours)

An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class aims to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 321 - Metaethics (4 Credit Hours)

We spend much of our time trying to answer such questions as: How ought we to act? What should we value? and What type of person should we be? Yet, it seems right that we can evaluate our answers to these questions and decide among them only if we correctly answer another set of questions first. For instance, how can we know what we should value unless we understand what values are, whether they exist and whether we can know them if they do? How can we know how we ought to act if we do not know what it means for an act to be morally good or why we are even obligated to do what is morally good in the first place? This course pursues answers to this other set of questions. It inquires into the nature of ethical statements, properties, judgments and attitudes. As such, it draws on many other areas of philosophy, including epistemology, metaphysics and the philosophy of language.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 326 - Theories of Justice (4 Credit Hours)

This course focuses on contemporary work in political philosophy concerned with justice, including that of philosophers such as Rawls, Dworkin, Nozick, Young, MacIntyre, Sandel, Nussbaum, and Habermas. We will examine questions such as: What is justice? Can it be defined independently of consideration of what the "good" is for human beings? Is justice possible in a society marked by significant religious, ethnic, cultural or other sorts of pluralisms? What is the relation between justice and nationhood, and what can be said about justice between nations? How is justice connected to social equality, and to liberty? What is meant by economic justice? What is the relation between justice and democracy? The course will examine contemporary philosophical debates about these questions, in order to help students think critically about the issue of justice in the context of the pressing real world issues in which such questions play a crucial role.

Prerequisite(s): PHIL 126 or PHIL 250, and one other philosophy course, or consent.

PHIL 330 - Nineteenth-Century Philosophy (4 Credit Hours)

This course examines some of the most important developments in European philosophy during the nineteenth century. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege, and others.

Prerequisite(s): One previous PHIL course or consent of the instructor.

PHIL 333 - History of Analytic Philosophy (4 Credit Hours)

This course is an introduction to the methods and the history of the analytic tradition. This tradition can be distinguished in a number of ways. Methodologically, it tends to employ careful argumentation and formal tools like logic and mathematics to provide analyses of scientific, psychological, and linguistic data. Historically, it is usually traced back to a group of Anglo-European philosophers—Frege, Russell, Moore, and Wittgenstein—writing around the beginning of the twentieth century. Thematically, it is primarily driven by the ambition of providing a systematic account of the relationship between language, thought, and the world. This course explores early and recent contributions of the analytic tradition to epistemology, metaphysics, philosophy of language, philosophy of science, and ethics.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 334 - Continental Philosophy (4 Credit Hours)

This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others.

Prerequisite(s): PHIL 232 and one other course in Philosophy, or consent.

PHIL 360 - Philosophy of Language (4 Credit Hours)

This course examines the nature of language, meaning and communication. It considers questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? It addresses topics such as reference, the role of speaker intentions, and the indeterminacy of translation as well as some applications and political implications of philosophy of language. Students will be introduced to several strands of philosophy of language such as formal semantics, ordinary language philosophy, and speech act theory and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Chomsky, Davidson, Langton, and others.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PHIL 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PHIL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHIL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHIL 391 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

This course provides an advanced approach to a selected area of philosophy. Topics vary from semester to semester. Typically offered in the fall.

PHIL 392 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

This course provides an advanced approach to a selected area of philosophy. Topics vary from semester to semester. Typically offered in the spring.

PHIL 399 - Advanced Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHIL 431 - Junior and Senior Seminar in Philosophy (4 Credit Hours)

An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Aristotle and Aquinas, Foucault, Deleuze, Wittgenstein, Kant, Putnam and Rorty, Hume, and Heidegger.

Prerequisite(s): PHIL 231 or PHIL 232, and one other Philosophy course, and junior/senior standing, or consent.

PHIL 440 - Senior Symposium (1 Credit Hour)

In the spring semester, senior philosophy majors orally present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions.

PHIL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PHIL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Philosophy, Politics and Economics

Program Guidelines

The PPE Program enables students to pursue a rigorous course of study that explores significant historical, methodological, and theoretical interconnections between philosophy, politics, and economics. It is designed to help students understand the theoretical and normative foundations of political and economic analysis.

The PPE Program is overseen by the PPE Committee, made up of one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as their PPE Major Advisor. The PPE Committee (as a whole) must approve the individual Course of Study Proposal of each PPE student. Students who are interested in pursuing a major in PPE should contact a member of the PPE Committee shortly after they arrive on campus.

Faculty Committee

John McHugh (Director), Jessica Bean, Heather Pool

Faculty Philosophy

Chloe Armstrong, Chelsea Bowden, Barbara Fultner, Zachary Joachim, Jonathan Maskit, John McHugh, Mark Moller, Lindsey Schwartz

Politics

Paul Djupe, Anthony Ives, Andrew Katz, Andrew McWard, Malliga Och, Heather Pool, Scott Smitson

Economics

Belinda Azenui, Jessica Bean, Ted Burczak, Pedro Cadenas, Quentin Duroy, Zarrina Juraqulova, Botir Okhunjanov, Hyun Woong Park, Katherine Snipes, Luis Villanueva, Adam Walke, Andrea Ziegert

View faculty profiles and contact information (<https://denison.edu/academics/philosophy-politics-economics/contacts/>)

PPE Major

The course requirements for the PPE Program are divided into three sections:

- 1. Core Courses (13 courses)
- 2. Electives (5 courses)
- 3. Senior Research (one semester)

Core courses are chosen to provide students with a basic understanding in each of the three disciplines. Also included in the core is PPE 201, a course in which students independently design the final portion of their PPE studies by developing a topic of focus that unifies their five elective courses and senior research. Electives allow students to concentrate on a specific area or topic of interest, while the senior research project offers a capstone experience where students integrate work in the three disciplines. In effect, the PPE major is a double major distributed across three departments.

Core Courses

Code	Title
Philosophy (4 courses)	
The following two Philosophy courses:	
PHIL 121	Ethics: Philosophical Considerations of Morality
PHIL 126	Social and Political Philosophy
And any two of the following:	
PHIL 250	Philosophy of Law
or PHIL 275	Philosophy of Feminism
or PHIL 294	Topics in Ethics
or PHIL 295	Topics in Social and Political Philosophy
or PHIL 321	Metaethics
or PHIL 326	Theories of Justice
Politics (4 courses)	
PPA 132	Introduction to Theorizing About Political Life: Normative Issues Common to Democratic Systems
Plus any one of the following two courses:	
PPA 102	Introduction to Policymaking in Democracies
or PPA 122	Introduction to Global Governance
Plus any one of the following courses:	
PPA 381	Ancient Political Theory
or PPA 382	Modern Political Theory
or PPA 383	Contemporary Political Theory
or PPA 385	American Political Thought
Plus one additional upper-division PPA course (300-level) that is not PPA 381, PPA 382, PPA 383, or American Political Thought.	
Economics (4 courses)	
The following two Economics courses:	

ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics

And any two of the following:

ECON 201	Economic Justice
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or ECON 401 History of Economic Thought I

or ECON 402 History of Economic Thought II

or ECON 466 Evolution of the Western Economy

PPE Course of Study Proposal

All PPE majors must satisfactorily complete PPE 201 - Course of Study Proposal, a half-credit, partial-semester course in spring of their sophomore year. In the course, students will complete a Course of Study Proposal (COSP), which is meant to outline a topic of focus within the PPE disciplines that will unify the student's five major elective courses and senior research project into a coherent whole. In working on the COSP, students will learn how to identify a PPE topic of focus, brainstorm and workshop possibilities with their classmates, and reflect upon the relationship between their studies and their plans for life after Denison. Continuation in the PPE major requires a "Satisfactory" grade in the course.

Electives

A student must select five additional advanced courses (generally, 200-level or above) in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two elective requirements with courses outside of the Philosophy, Politics and Public Affairs, and Economics departments. It is the responsibility of each student's PPE advisor and ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research

In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project linking the three areas.

Courses

PPE 201 - Course of Study Proposal (0.5 Credit Hours)

This is a half-credit, partial-semester course that all PPE majors are required to take in spring of their sophomore year. In the course, students will complete a Course of Study Proposal (COSP). The main purpose of the COSP is to outline a topic of focus within the PPE disciplines that will unify the student's five major elective courses and senior research project into a coherent whole. In working on the COSP, students will learn how to identify a PPE topic of focus, brainstorm and workshop possibilities with their classmates, and reflect upon the relationship between their studies and their plans for life after Denison. Continuation in the PPE major requires a "Satisfactory" grade in the course, which is conditional upon approval of the COSP, completion of all course assignments, and full participation in course activities.

PPE 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPE 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPE 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPE 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPE 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPE 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Physical Education

Departmental Guidelines

All PHED offerings are activity classes or intercollegiate sports and are offered for S/U credit. A student may count no more than four credits for participation experiences towards graduation that are credited S/U. One and two credit hour PHED activity courses are offered for 14 weeks during the 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

Administration

Matt Tanney, Associate Vice President; Director of Athletics & Recreation

Sara Lee, Senior Associate Director of Athletics, Deputy Title IX Coordinator, Professor of HESS

Lynsey Whisner, PHED Coordinator, Director of Club Sports, Athletics Business Manager

Faculty

Professors: Sara Lee, Gregg Parini; Associate Professor: Amanda Daniels, Mike Deegan, Jack Hatem, Tiffany Ozbun; Assistant Professors: Brandon Bianco, Sarah Brink, Carter Cassell, Mark FitzPatrick, Lauren Grogan, Maureen Hirt, Eric Koch, Mike MacDonald, Gail Murphy, David Schilling, Chris Sullivan

Head Coaches

Brandon Bianco, Sarah Brink, Carter Cassell, Amanda Daniels, Mike Deegan, Mark FitzPatrick, Peter Grandbois, Lauren Grogan, Jack Hatem, Maureen Hirt, Eric Koch, Mike MacDonald, Tiffany Ozbun, Gregg Parini, Veronica Rocco, David Schilling, Jamie Scott, PJ Soteriades, Chris Sullivan

Academic Administrative Assistant

Marti Halm

Courses

PHED 100 - Special Topics in Physical Education (0.5-2 Credit Hours)
Special topics in Physical Education.

PHED 105 - Learn to Swim and Dive (1 Credit Hour)

This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming.

PHED 106 - Introduction to Mindfulness Meditation (1 Credit Hour)

In this course, students will be introduced to the core practices of mindfulness meditation for stress reduction. Each week, new meditation practices will be taught and discussed during class time. Students are expected to practice outside of class time regularly and to log and reflect on their meditation practices. The type of secular mindfulness meditation practices taught in this class have been selected because they have been established as effective methods for reducing stress and improving a range of physical and mental health outcomes. The goal of the course is for students to develop the ability to independently practice mindfulness meditation for the purpose of stress reduction and personal health promotion.

PHED 120 - Golf (0.5 Credit Hours)

For players on every level. An introduction to the techniques and rules required for participation in the sport of golf.

PHED 131 - Racquet Sport (1 Credit Hour)

This class will involve the three sports of tennis, racquetball and squash. The primary focus will be on tennis for the first half of the semester, and then racquetball and squash for the second half. During an inclement weather day, the outdoor tennis instruction may be changed to indoor squash or racquetball.

PHED 133 - Badminton (1 Credit Hour)

Learn, understand and execute the rules and techniques of Badminton.

PHED 160 - Lifetime Fitness (1 Credit Hour)

This course will provide the students with exposure to various fitness activities and lifetime sports. Activities will be determined by the instructor of the course but could include strength training, hiking, aerobic fitness, basketball, soccer, floor hockey, etc.

PHED 161 - Strength Training (1 Credit Hour)

Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered.

PHED 162 - Self-Defense for Women (1 Credit Hour)

This is an empowered self-defense course that will equip participants with verbal and physical skills to defend themselves in a variety of situations. The class combines emotional, mental and physical strategies that address situations ranging from street and job harassment, dating abuse, threats and harassment, conflicts with acquaintances and sexual assault. Based on empowerment principles of choice, context, systems of abuse, intersectionality and identity, students will learn how to manage their adrenaline, respond to threat and fear, and ground themselves in times of stress with simple easy to learn techniques. These skills are practical for everyday situations.

Crosslisting: WGST 162.

PHED 163 - Indoor Cycling (0.5 Credit Hours)

For individuals of any fitness level. Students will participate in a high intensity aerobic exercise program using a stationary bicycle. This instructor led fitness program will focus on cycle based goals such as intervals, strength, endurance and recovery. Participants can use indoor cycling to improve overall fitness, set and achieve heart rate goals, or train for a cycling competition.

PHED 166 - Introduction to Taekwondo (2 Credit Hours)

This is a basic level self-defense course in which students will learn the fundamental kicking and punching skills of Taekwondo. A large portion of the class will involve conditioning. Associated course fees may apply.

PHED 167 - Intermediate Taekwondo (2 Credit Hours)

This course is a continuation of the beginner/introductory class (must have taken PHED 166 or be an orange belt). Students will be exposed to new material, which includes new kicks and blocks specific for the next two belt levels. Students will start sparring which involves putting on gear and making light contact with a partner as each student comes up with his or her own combinations and attacks. Students will be tested on the material at the end of each quarter, and will receive a new belt if they pass. Associated course fees may apply.

PHED 171 - Run for Your Life (1 Credit Hour)

This class is designed for the student who wants to prepare for an endurance race. Students learn how to train properly and effectively. Topics covered during the course are: equipment, hydration, stretching, cross-training, speedwork and injury prevention. After completing this course the participant will have the opportunity to run in a 5K, 10K or half marathon.

PHED 172 - First Aid and CPR (1 Credit Hour)

It is expected that students will master the techniques and skills that are associated with the primary and secondary injury survey, immediate care, basic life support, and injury stabilization. Students who master the standards will receive American Red Cross certification in first aid and CPR. Students who expect to major in athletic training must complete the CPR for the professional rescuer prior to the conclusion of their first-year. (Offered fall and spring semesters)

PHED 173 - Varsity Fencing - Women (1 Credit Hour)

Varsity Fencing - Women.

PHED 175 - Introduction to Yoga (2 Credit Hours)

This course is designed for students who are interested in deepening their understanding of the science of yoga. Lecture and discussion will include the history, philosophy and practice of classical yoga and its overall health benefits. In-class postures, breathing and relaxation techniques will be explored in order to provide a personal experience of this ancient healing practice.

PHED 176 - Varsity Squash - Men (1 Credit Hour)

Varsity Squash - Men.

PHED 177 - Varsity Squash - Women (1 Credit Hour)

Varsity Squash - Women.

PHED 178 - Varsity Golf - Women (1 Credit Hour)

Varsity Golf - Women.

PHED 179 - Varsity Cross Country - Women (1 Credit Hour)

Varsity Cross Country - Women.

PHED 180 - Varsity Baseball - Men (1 Credit Hour)

Varsity Baseball-Men.

PHED 181 - Varsity Basketball - Men (1 Credit Hour)

Varsity Basketball-Men.

PHED 182 - Varsity Cross Country - Men (1 Credit Hour)

Varsity Cross Country - Men.

PHED 183 - Varsity Football - Men (1 Credit Hour)

Varsity Football - Men.

PHED 184 - Varsity Golf - Men (1 Credit Hour)

Varsity Golf - Men.

PHED 185 - Varsity Lacrosse - Men (1 Credit Hour)

Varsity Lacrosse - Men.

PHED 186 - Varsity Soccer - Men (1 Credit Hour)

Varsity Soccer - Men.

PHED 187 - Varsity Swimming & Diving - Men (1 Credit Hour)

Varsity Swim & Diving - Men.

PHED 188 - Varsity Tennis - Men (1 Credit Hour)

Varsity Tennis - Men.

PHED 189 - Varsity Indoor - Outdoor Track Men (1 Credit Hour)

Varsity In & Outdoor Track Men.

PHED 190 - Varsity Basketball - Women (1 Credit Hour)

Varsity Basketball - Women.

PHED 191 - Varsity Softball - Women (1 Credit Hour)

Varsity Softball - Women.

PHED 192 - Varsity Field Hockey (1 Credit Hour)

Varsity Field Hockey.

PHED 193 - Varsity Lacrosse - Women (1 Credit Hour)

Varsity Lacrosse - Women.

PHED 194 - Varsity Swimming and Diving - Women (1 Credit Hour)

Varsity Swim & Dive - Women.

PHED 195 - Varsity Tennis - Women (1 Credit Hour)

Varsity Tennis - Women.

PHED 196 - Varsity Indoor and Outdoor Track - Women (1 Credit Hour)

Varsity Track Women.

PHED 197 - Varsity Volleyball - Women (1 Credit Hour)

Varsity Volleyball - Women.

PHED 198 - Varsity Soccer - Women (1 Credit Hour)

Varsity Soccer - Women.

PHED 199 - Introductory Topics in Physical Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHED 201 - Red Cross Lifeguard Training (2 Credit Hours)

This course is designed to certify students in CPR-PR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment as a lifeguard at pools and camps.

PHED 202 - Water Safety Instructor (2 Credit Hours)

The purpose of this course is to train instructor candidates to teach water safety, including the Basic Water Rescue and Personal Water Safety courses, six levels of Learn-to-Swim, three levels of Preschool Aquatics and two levels of Parent and Child Aquatics. Prerequisites for the course include: the candidate must be 16 years of age and be able to swim at least 300 yards demonstrating three of the following six swimming strokes: freestyle, backstroke, breaststroke, butterfly, sidestroke and/or elementary backstroke. Students will learn strategies for teaching basic swimming skills, as well as learn to effectively plan, manage and teach safe swimming lessons. The course includes a 16-hour field experience teaching swimming lessons to faculty and staff children. Successful completion of the course will lead to American Red Cross Certification in Water Safety Instructor.

PHED 203 - Skin and Scuba Diving (2 Credit Hours)

Successful completion of this course will lead to international certification as a PADI Open Water Diver. Students must furnish mask, fins and snorkel which can be rented or purchased from Discover Diving. Additional fees apply, which includes text, diving tables, diving log and use of scuba equipment.

Prerequisite(s): Above average swimming skill (200 yard swim and 10 minute tread water), good physical condition, free of asthma and chronic sinus or ear conditions.

Physics

Mission Statement

The Department of Physics & Astronomy at Denison University seeks to foster an understanding and deep appreciation of the physical world and our relationship to it. Our mission is centered on an engaging curriculum that balances breadth and depth, empowering students to explore, comprehend, and apply the fundamental principles of the universe.

Our faculty prioritize undergraduate education, combining effective teaching practices with the latest scholarly insights. We invite students

to become active partners in the pursuit of original investigations, nurturing a culture of inquiry and discovery. Through our comprehensive program, students achieve increasing levels of autonomy in both experimental and theoretical physics.

The key objectives of our program are for students to:

1. understand the principal laws which govern the physical world;
2. master the fundamental reasoning process used in solving problems;
3. learn mathematical techniques and computational tools to solve physics problems;
4. develop an understanding of electronics, technical measurements, and data analysis;
5. identify, organize, and conduct independent investigations and communicate the results.

Departmental Guidelines

The physics curriculum at Denison University begins with an exploration of modern physics and astronomy in the very first class, titled "Quarks to Cosmos" (Physics / Astronomy 125). In this course, students examine how time and space transform near the speed of light, the structure of atoms and nuclei, elementary particles, and the evolution of the universe.

The following courses in the introductory sequence investigate motion, fluids, heat, electricity, magnetism, waves, and optics. Advanced courses dive deeper into classical mechanics, electrodynamics, quantum physics, and thermodynamics, as well as electronics and data analysis. Many of our students are also involved in research during their time at Denison, contributing to the generation of new knowledge.

A physics degree is a strong foundation for a wide range of careers, from engineering and medicine to finance and industrial management.

Physics majors develop problem-solving, effective communication, quantitative reasoning, and technical skills that are highly valued by employers. They are also well-prepared for graduate study in physics, astronomy, and related fields.

All students interested in the physics major or in engineering should enroll in Physics 125 and calculus during the fall of their first year.

Students can also complete a major in physics by beginning in the sophomore year, although they may have fewer course options. Students who have taken Physics 121 and Physics 122, and those that have transferred to Denison, should consult with the Department Chair about degree requirements.

Faculty

Associate Professor Melanie Lott, Chair

Professors Steven D. Doty, N. Daniel Gibson, Daniel C. Homan, Riina Tehver, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Melanie Lott, Steven Olmschenk; Visiting Assistant Professor Sandra Doty

Technician/Instrument Maker

Michael Thomas

Academic Administrative Assistant

Cathy Geho

View faculty profiles and contact information (<https://denison.edu/academics/physics/contacts/>)

Physics Major

The Department offers a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree in Physics, as well as a minor in Physics and a minor in Astronomy. Both the B.A. and the B.S. are excellent preparation for a wide range of careers. The B.S. degree is highly recommended for students planning to pursue advanced study in Physics, Astronomy, or related fields.

The requirements for the B.A. and B.S. degrees in Physics, as well as the minor in Physics, are described below. Requirements for the B.A., B.S., and minor include courses in both Physics and Math; the B.S. also requires completion of an approved independent project. (Requirements for the minor in Astronomy appear under the Astronomy (p. 36) section of this catalog.) Students who have taken PHYS 121 - General Physics I and PHYS 122 - General Physics II should consult with the Department Chair about course requirements. All students interested in a major or minor in Physics, or a minor in Astronomy, should consult with a faculty member in the Department as soon as possible.

1. Physics courses

a. The B.A. degree requires:

Code	Title
PHYS 125	Physics I: Quarks to Cosmos
or ASTR 125	Physics I: Quarks to Cosmos
PHYS 126	Physics II: Mechanics, Fluids, and Heat
PHYS 127	Physics III: Electricity, Magnetism, Waves, and Optics
PHYS 200	Modern Physics
PHYS 201	Applied Mathematics for Physical Systems
PHYS 305	Classical Mechanics
PHYS 311	Electronics
PHYS 312	Experimental Physics

And two semesters of PHYS 400 (1 credit each), plus one additional Physics or Astronomy course at the 200-level or above.

Any courses used to satisfy the upper-level elective requirement for the Physics major (B.A. or B.S.) or for the Physics minor may not also be used to satisfy the Astronomy minor.

b. The B.S. degree requires:

Code	Title
PHYS 125	Physics I: Quarks to Cosmos
or ASTR 125	Physics I: Quarks to Cosmos
PHYS 126	Physics II: Mechanics, Fluids, and Heat
PHYS 127	Physics III: Electricity, Magnetism, Waves, and Optics
PHYS 200	Modern Physics
PHYS 201	Applied Mathematics for Physical Systems
PHYS 305	Classical Mechanics
PHYS 311	Electronics
PHYS 306	Electricity and Magnetism
PHYS 312	Experimental Physics
PHYS 330	Quantum Mechanics

And two semesters of PHYS 400 (1 credit each), plus one additional Physics or Astronomy course at the 200-level or above.

Any courses used to satisfy the upper-level elective requirement for the Physics major (B.A. or B.S.) or for the Physics minor may not also be used to satisfy the Astronomy minor.

2. Math courses

- The B.A. degree requires MATH 135 - Single Variable Calculus and MATH 145 - Multivariable Calculus.
- The B.S. degree requires MATH 135 - Single Variable Calculus and MATH 145 - Multivariable Calculus, as well as one additional Math class (200-level or above) or a course in Computer Science.

3. Independent project

The B.S. degree requires the successful completion of an independent project. The project must be approved in advance by the department.

Physics Minor

The requirements for a minor in Physics are:

Code	Title
PHYS 125	Physics I: Quarks to Cosmos
or ASTR 125	Physics I: Quarks to Cosmos
PHYS 126	Physics II: Mechanics, Fluids, and Heat
PHYS 127	Physics III: Electricity, Magnetism, Waves, and Optics
MATH 135	Single Variable Calculus
MATH 145	Multivariable Calculus

Plus three Physics courses at the 200-level or above; at least one of these courses must include a significant laboratory component.

(Students who have taken PHYS 121 - General Physics I and PHYS 122 - General Physics II should consult with the Department Chair about requirements.)

Additional Points of Interest

Engineering

Denison offers the opportunity to study engineering via dual-degree programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with the Pre-Engineering Director, Steven Doty. Additional details can be found in this catalog under Pre-Professional Programs.

Courses

PHYS 100 - Special Introductory Topics in Physics (4 Credit Hours)

An introductory, general education science course. The topical focus of each iteration of this course is determined by the instructor. No previous training in physics is expected; mathematical preparation is assumed to include high school algebra and trigonometry.

PHYS 121 - General Physics I (4 Credit Hours)

A calculus-based course providing quantitative coverage of the foundations and concepts of physics and its approach toward understanding natural phenomena. Topics include Newtonian mechanics and dynamics, fluids, and thermal physics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): MATH 130 or MATH 135 (or concurrent) or MATH 145 (or concurrent).

PHYS 122 - General Physics II (4 Credit Hours)

A calculus-based course providing quantitative coverage of the foundations and concepts of physics and its approach toward understanding natural phenomena. Topics include electricity, magnetism, waves, and optics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 121.

PHYS 125 - Physics I: Quarks to Cosmos (4 Credit Hours)

A course that introduces students to topics that are at the current frontiers of physics and astronomy, and helps students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics typically include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. This course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

Crosslisting: ASTR 125.

PHYS 126 - Physics II: Mechanics, Fluids, and Heat (4 Credit Hours)

The second course in a calculus-based sequence primarily designed for those interested in physics, astronomy, and engineering. This course quantitatively explores the principles of physics and its approach toward investigating natural phenomena and the universe around us. Topics include Newtonian mechanics and dynamics, vibrations, fluids, and thermal physics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 125 or ASTR 125, MATH 135 or MATH 145 or concurrent.

PHYS 127 - Physics III: Electricity, Magnetism, Waves, and Optics (4 Credit Hours)

The third course in a calculus-based sequence primarily designed for those interested in physics, astronomy, and engineering. This course quantitatively explores the principles of physics and its approach toward investigating natural phenomena and the universe around us. Topics include electricity, magnetism, waves, and optics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 126, MATH 145 or concurrent.

PHYS 199 - Introductory Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 200 - Modern Physics (4 Credit Hours)

A quantitative study of topics in modern physics including relativistic kinematics and dynamics, interactions between light and matter, quantum mechanics, and atomic physics. Analytical techniques are emphasized throughout.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201 or concurrent.

PHYS 201 - Applied Mathematics for Physical Systems (4 Credit Hours)

An overview of mathematics applied to physical systems, with extensive use of examples from introductory and intermediate physics. Topics covered will include operators, functions, vectors, complex numbers, integration, differentiation, geometry, differential equations, and linear algebra. The unity of linear systems will be emphasized. Students will develop both analytical and computational techniques.

Prerequisite(s): PHYS 122 or PHYS 127, MATH 145.

PHYS 220 - Optics, Photonics, and Lasers (4 Credit Hours)

A course on the physics of controlling and generating light. Topics typically include geometric optics, optical instruments, polarization, interference and diffraction, optical fibers, optical cavities, and lasers. Three class hours and one laboratory per week.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 245 - Special Intermediate Topics in Physics (4 Credit Hours)

A course exploring a topic in physics at the intermediate level. The topical focus of each iteration of this course is determined by the instructor. In some cases, the course may be repeated for credit.

Prerequisite(s): PHYS 121 or PHYS 126.

PHYS 299 - Intermediate Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 305 - Classical Mechanics (4 Credit Hours)

A course in classical mechanics with a focus on analytical techniques. Topics include an in-depth exploration of Newton's laws, oscillations, rotations, the calculus of variations, central forces, non-inertial frames, the Lagrangian-Hamiltonian formulation of mechanics, and modern-day applications.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201.

PHYS 306 - Electricity and Magnetism (4 Credit Hours)

A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201, PHYS 305.

PHYS 311 - Electronics (4 Credit Hours)

A course in digital and analog electronics with an emphasis on circuit design and lab work. Topics typically include binary encoding, combinational and sequential logic, microcontrollers, AC circuits, transistors, op-amps, and interfacing with scientific instruments.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 312 - Experimental Physics (4 Credit Hours)

An advanced lab course focused on experimental design and techniques, applying statistical principles to analyze and interpret data, and communicating scientific results through writing. May be repeated once for credit as either PHYS 312 or ASTR 312.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 200 recommended.

Crosslisting: ASTR 312.

PHYS 320 - Statistical and Thermal Physics (4 Credit Hours)

A course in statistical mechanics and thermodynamics. Concepts such as free energy, entropy, chemical potential, and statistical ensembles are introduced and applied to a variety of both classical and quantum systems.

Prerequisite(s): PHYS 200, PHYS 201.

PHYS 330 - Quantum Mechanics (4 Credit Hours)

A course in quantum mechanics focusing on solutions of the Schrödinger equation for elementary systems, the mathematical formalism of quantum theory, the hydrogen atom, angular momentum, and perturbation theory.

Prerequisite(s): PHYS 200, PHYS 201, PHYS 305.

PHYS 345 - Special Advanced Topics in Physics (4 Credit Hours)

A course exploring a topic in physics at the advanced level. The topical focus of each iteration of this course is determined by the instructor. In some cases, the course may be repeated for credit.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

PHYS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

PHYS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHYS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHYS 399 - Advanced Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 400 - Physics Seminar (1 Credit Hour)

Current topics in physics. May be repeated.

Prerequisite(s): PHYS 125 or ASTR 125 or above or concurrent.

PHYS 451 - Senior Research (4 Credit Hours)

Research under faculty supervision for qualified senior students. Prior consent of the instructor (faculty member advising the research) and the Department Chair required for registration.

PHYS 452 - Senior Research (4 Credit Hours)

Research under faculty supervision for qualified senior students. Prior consent of the instructor (faculty member advising the research) and the Department Chair required for registration.

PHYS 470 - Teaching Methods in Physics (1 Credit Hour)

In this course students will develop an understanding of methods and techniques used to teach physics.

Prerequisite(s): PHYS 121 and PHYS 122, or PHYS 126.

Politics and Public Affairs

Departmental Guidelines

Mission Statement

The Department of Politics and Public Affairs seeks to help our students develop the analytic tools, communication skills, and knowledge base to be active citizens and life-long learners better equipped to understand, navigate, and influence the political world. We aim to do so squarely within the liberal arts tradition, drawing on resources available across the college as well as beyond our campus to foster reflection as well as action. Accordingly, we conceive the study of politics and public affairs broadly, encompassing timeless normative questions about the role of politics in society as well as the latest means for crafting and evaluating the efficacy of policy. To best achieve our goals, we value ideological, theoretical, and methodological diversity. Our curriculum offers diverse paths for investigating and analyzing politics and public affairs, yet our courses share in common the exploration of institutional arrangements, pathways of political influence, the importance of ideas and norms in politics, and patterns of policymaker responsiveness to political and social inputs.

Goals

Upon completion of the major, we expect PPA students to:

- Be able to construct lucid and coherent written arguments about political questions or issues which mobilize appropriate forms of evidence (normative and/or empirical) and include cogent, meaningful counterarguments (which demonstrate an ability to consider a political question from one or more sides).
- Be able to speak knowledgeably and effectively about multiple, often intersecting, contemporary political questions or issues.
- Demonstrate knowledge and understanding of the interconnections between key political institutions (domestically and internationally) as well as various pathways of political influence (e.g., media, law, religion, etc.).
- Understand the benefits and limitations of a variety of analytic tools used by those who study politics to assess claims, including normative analysis, case studies, quantitative analysis of aggregate data, survey research, experimental research designs, counterfactual analysis, cost-benefit analysis, and game theory.
- Conduct independent research on political issues or questions and produce cogent analyses that reflects critical thinking and analytic rigor.

Faculty

Associate Professor Heather Pool, Chair

Associate Professors Katy Crossley-Frolick, Malliga Och; Assistant Professors Anthony Ives, Andrew McWard; Distinguished Visiting Fellow Scott Smitson; Visiting Assistant Professors Judith Grant, Yunus Orhan

Academic Administrative Assistant

Jennifer Rumbaugh

View faculty profiles and contact information (<https://denison.edu/academics/political-science/contacts/>)

Politics and Public Affairs Major Requirements

Majors must complete:

A total of seven courses in Politics and Public Affairs, consisting of:

Code	Title
Three introductory Courses	
PPA 102	Introduction to Policymaking in Democracies
PPA 122	Introduction to Global Governance
PPA 132	Introduction to Theorizing About Political Life: Normative Issues Common to Democratic Systems
And	
PPA 201	Sophomore Seminar
And	
Two upper level departmental electives	
And	
PPA 491	Senior Seminar

In addition, all majors must fulfill the following requirements:

1. Complete a Major Proposal
2. Complete a Curriculum Plan
3. Complete one statistics course from an approved list of classes available from the PPA office, recommended to be fulfilled by the end of sophomore year.
4. Declare a Track of Study by the end of Sophomore Seminar (PPA 201). Politics and Public Affairs defines three possible Tracks of Study:

• International Affairs

How are actors in the global domain constrained, driven, or impeded in the international system absent a central authority? To what extent does the international system reflect what Hedley Bull (1977) referred to as an “anarchical society,” and to what degree does collective international governance emerge as a result?

• Policy Analysis

Emphasizes the evaluation of public policy and explores the conditions under which the exercise of political power is most likely to be successful. This track provides a foundation for the evaluation of the efficacy of policy.

• Government and Legal Affairs

How does the structure of government shape the interactions of individuals and institutions? How does debate over public affairs, legal arguments, and/or the political process, generate policy outcomes?

Students may also propose their own Track during Sophomore Seminar, subject to departmental approval.

5. Complete three cognate courses from outside the PPA department geared toward the emphasis of your Track as indicated on your Curriculum Plan:

- **International Affairs**

- One additional language course beyond Denison's foreign language requirement.
- Two additional cognate courses on their "theme" of emphasis (one of these may be a foreign language course).

- **Policy Analysis**

- 3 additional courses focusing on the analysis of empirical data

- **Government and Legal Affairs**

- 3 cognate courses reflecting the area of emphasis established in Major Proposal

6. Participate in an off-campus experience, PPA 050 - PPA Off-Campus Experience, confirmed by the end of Sophomore Seminar, examples include:

- Semester (or summer) enrollment in a Denison-approved Off-Campus Study program.
- An off-campus internship that advances/enhances the coursework for your selected Track.
- Participation in Moot Court, Model UN, or similar co-curricular activities which augments the focus of your Track of study.

Additional Items of Note:

Cognate courses may also fulfill GE requirements.

No more than two cognate courses can come from a single department or program. Two need to be courses above the introductory level (199).

Because off-campus study is an integral part of the PPA major, courses taken off-campus cannot be brought in to replace any of the seven required PPA courses; however, one course from an off-campus program may fulfill a cognate course requirement.

Politics and Public Affairs Minor

Minors in PPA would complete six courses: the three introductory courses; the sophomore seminar; and two upper-division electives in PPA. Minors would not declare a track of emphasis nor would an off-campus experience be required.

Courses

PPA 050 - PPA Off-Campus Experience (0 Credit Hours)

Off-Campus Experience.

PPA 101 - Selected Topics in American Politics (4 Credit Hours)

This course provides a venue in which to explore topics in American Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 102 - Introduction to Policymaking in Democracies (4 Credit Hours)

This course will introduce students to the politics of democratic states. Among the states considered in this course are: the United States, the United Kingdom, France, and Germany. Much of the course will focus upon politics and policies in individual countries, however, the course will also seek to compare political phenomena across states and look at some conceptual and theoretical issues that these systems have in common.

PPA 111 - Special Topics in Comparative Politics (4 Credit Hours)

This course provides a venue in which to explore topics in Comparative Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 121 - Selected Topics in International Politics (4 Credit Hours)

This course provides a venue in which to explore topics in International Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 122 - Introduction to Global Governance (4 Credit Hours)

This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs and the place of morality in statecraft. This course is recommended as preparation for advanced study in the areas of international relations and foreign policy.

PPA 131 - Selected Topics in Political Theory (4 Credit Hours)

This course provides a venue in which to explore topics in Political Theory at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course in some cases, this course may be repeated for credit.

PPA 132 - Introduction to Theorizing About Political Life: Normative Issues Common to Democratic Systems (4 Credit Hours)

An introduction to the art and science of political philosophy. This class teaches the skills of making normative arguments in the context of understanding politics as purposive behavior. What should be the means and ends of government? What kind of government should we create, and how will power be distributed? How should we prioritize our commitments to ideas like order, justice, liberty, and equality? What role do our material realities, our economies and our culture play in the formation of our identities and our commitments? This course will link normative arguments to contemporary political and policy debates about the state and governing, rights, obligations, diversity and multiculturalism.

PPA 199 - Introductory Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 201 - Sophomore Seminar (4 Credit Hours)

All PPA majors are required to complete Sophomore Seminar in the spring of their sophomore year. Sophomore Seminar will serve three purposes. First, Sophomore Seminar will provide students with an opportunity to integrate their learning experiences in our three introductory courses. Second, students will gain an understanding of how to conduct research and evaluate political and policy issues through a series of shorter assignments culminating in completion of a substantial policy analysis paper. Third, over the course of the semester, students will develop a coherent plan for an established track of study within PPA which identifies relevant cognate courses or proposes and develops an individualized track of study.

Prerequisite(s): PPA 102, 122, and PPA 132, or consent of instructor.

PPA 299 - Intermediate Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 306 - The American Presidency (4 Credit Hours)

This course focuses on the history of the presidency with particular attention to the origins, development, and exercise of executive powers. We also examine writings on the character, policies, reputation, and rhetoric of individual presidents; presidential management of the executive branch; and presidential leadership of Congress.

Prerequisite(s): PPA 201, or consent of instructor.

PPA 307 - The Politics of Congress (4 Credit Hours)

The U.S. Congress is often considered the 'First Branch' of the federal government, and by its construction is easily the most complex. In this course we will consider the politics that underlie the development and operation of the contemporary Congress, detail the legislative process and its organization. We will consider how various institutions such as parties, committees, and procedures help legislators reach their goals and help solve problems such as collective action, voting cycles, and ambition. While we begin by looking at Congress at its inception and the electoral goals of members, the course will quickly move to the development of these institutions and in the early Twentieth Century (pre-1974) and their use today. Over the course of the semester, we will apply our institutional study of Congress to current events and through a multi-week simulation of the legislative process. Since many of the readings make use of existing quantitative data and existing research prior experience with this type of material is recommended.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 309 - Campaigns and Elections (4 Credit Hours)

This course examines the structure, strategy, and influence of federal campaigns and elections in the United States. With a focus on both Congressional and Presidential campaign contests the course explores topics such as primary and nominating politics, the role of money in elections, candidate selection, incumbency advantage, the influence of elections on voting behavior, campaign strategy, advertising, and election reform. Throughout the course we will apply the readings to analyze the current election cycle, historical trends, and election forecasting. In addition, students will participate in a simulated campaign exercise. By the end of the semester students will complete a research paper investigating data related to congressional campaigns centered on questions raised by one or more of the topics covered in class.

Prerequisite(s): PPA 201, or consent of instructor.

PPA 314 - Foreign Policy Formulation (4 Credit Hours)

Foreign policy formulation is concerned with how internal factors shape a state's policy toward the outside world. Traditionally, foreign policy analysts considered the state as a unitary actor. Today, we are more appreciative of the multiple domestic inputs in foreign policy making, and more sophisticated in the use of analytic tools to facilitate our understanding of the foreign policy formulation process. The class is structured around four distinct "sources" of US foreign policy formulation: institutional; role; societal; and, individual. While we cover each source in distinct units for purposes of analytic clarity, throughout our study we will observe that no one decision can be explained fully without some overlap of sources.

Prerequisite(s): One 100-level PPA course, or permission of the instructor.

PPA 319 - Topics in the Study of American Politics (4 Credit Hours)

This course provides a venue in which to explore topics in American Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 323 - Issues and Politics in Europe (4 Credit Hours)

This course will focus on contemporary issues and policy debates in European politics. We will look at a broad range of countries such as Poland, Spain, Denmark, the Czech Republic, and others. Some of the issues discussed could include: health care policies, minority rights and minority communities, energy politics, and more. The exact issues, policies, and countries will vary over time.

Prerequisite(s): PPA 201 or consent of Instructor.

PPA 326 - Radical Right Parties and Politics in Europe (4 Credit Hours)

What accounts for the emergence, persistence and demise of "radical" or "far right" political parties in Europe? After a period of post-war stability, European party systems began to break down in the 1960s. This led to several new developments, namely, a decline in democratic participation; a decline in the traditional parties of the center Left and center Right; and the emergence of new parties on both the Left and the Right. This course focuses on the newer parties on the Right that emerged in Western Europe during the 1980's and 1990's. Specifically we focus on what many scholars label the "far" or "radical" right. These parties tend to be organized around a particular set of ideological concepts emphasizing nationalism, exclusion of "foreigners," a strong state, welfare chauvinism and, more recently, Islamophobia. Over the course of the semester students will compare and contrast the emergence of these parties and their politics across Europe and discern the differences between what scholars describe as "populist radical" or "populist far" right parties from other parties on the extreme right, namely neofascist or neo-Nazis parties which are viewed as inherently undemocratic and often elitist.

PPA 339 - Topic in the Study of Comparative Politics (4 Credit Hours)

This course provides a venue in which to explore topics in Comparative Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 341 - The Conduct of American Foreign Policy (4 Credit Hours)

This course explores the evolution of U.S. foreign policy from the beginning of the Cold War to the present day. The course focuses on the responses of successive American administrations to potential or actual threats to the national interests of the U.S. Emphasis will be placed on the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment following the end of the Vietnam war and the end of the Cold War.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 344 - The United Nations and World Problems (4 Credit Hours)

The founding of public international organizations represent an attempt to bring order to an unruly international system. International organizations are formal institutions established by states to address global problems. They include not only the United Nations, but also many other public or private, international, national or local, formal or informal institutions. Collectively, these institutions engage in global governance. Our goals in this course are to understand the theoretical and practical approaches to international organizations and global governance, the limitations under which global governance operates, and the future prospects for a system of global governance. This course has a substantial oral component and oral skills work and so satisfies the University's oral general education requirement.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 345 - Human Rights in Global Perspectives (4 Credit Hours)

This course analyzes the emergence, expansion and enforcement of international human rights norms. Students taking the course will acquire an enhanced understanding of the United Nations, national governments, nongovernmental organizations, customary international law, treaty law, regional courts, and international tribunals in articulating and enforcing human rights. Students will acquire a broad understanding of human rights as a topic of both intellectual inquiry and political action.

Prerequisite(s): PPA 201 or consent of instructor.

Crosslisting: INTL 265.

PPA 346 - The European Union (4 Credit Hours)

The course explores the peculiarities of the EU and what makes it a unique organization, sharing characteristics of a state and characteristics of a traditional international organization. First, we will place the study of European integration in a historical context. Then we will make sense of the various decision-making processes and institutional actors of the EU. We will also examine theories of European integration to understand competing explanations for the integration process. Fourth, various policy areas will be studied to show how the power of the EU is distributed unevenly across areas. During the final two weeks of the course we will simulate a gathering of the European Council. This course has a substantial oral component and oral skills work and so satisfies the University's oral general education requirement.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 349 - Terrorism and Political Violence (4 Credit Hours)

Political violence, including terrorism, has been around since the beginnings of organized political society, though the word terrorism dates only from the French Revolution (1789-1799). In this course, we will explore what terrorism is, whether it is new (and why some analysts argue it is), who uses terrorist tactics, why they do so, and how terrorism differs from other forms of political violence such as war, insurgency, and so on. We will investigate various definitions of terrorism. Most scholars think that terrorism is not a random act of violence. They see terrorism as planned and, for those who use it, rational. However, there is still a lot of disagreement on what terrorism is, what motivates terrorists, how it can be fought, and on what we mean by rational and planned. We will compare the various definitions and perspectives to determine which might work best for our understanding of the phenomena. In addition, we will focus on some key concepts in the discipline of political science and how they relate to terrorism, for example: power, ethnicity, religion, and the media.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 359 - Topics in the Study of International Policies (4 Credit Hours)

This course provides a venue in which to explore topics in International Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPA 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPA 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPA 374 - Constitutional Law (4 Credit Hours)

This course examines the basic principles of the U.S. Constitutional framework from an interdisciplinary perspective. What is the purpose and function of law in society? How does the legal process work through precedents, legal reasoning and case law? What are civil rights and civil liberties? Where are the lines or boundaries to be drawn between an individual's freedom and the public good or the rights of the community? Which liberties does the Court consider worth protecting and which liberties are circumscribed by the public interest? What might be the difference between liberty as a legal concept, and freedom? This course examines important political and theoretical questions regarding the rule of law, interpreting the Constitution, and the role of the Supreme Court in the U.S. system of politics and government.

PPA 375 - Race and Law in US Politics (4 Credit Hours)

How have ideas about race shaped law, legal institutions, and legal practices in the United States? Conversely, how have law, legal institutions, and legal practices shaped how we think about and make race? In line with the work of Critical Race Theorists (such as Derrick Bell, Kimberlé Crenshaw, and Gary Peller), the fundamental assumption of the course is that these two domains are integrally related, such that to think of or analyze one requires thinking of or analyzing the other, as well. Thus, studying race without considering law's role in shaping race is deficient, and studying law without considering how race has shaped it is similarly unsatisfactory. This follows from contributions by scholars such as Michael Omi and Howard Winant who argue that categories of race are sociohistorical formations rather than eternal essences and that racial categories can be created, transformed, and destroyed; part of our work in this course will be to trace how categories of race in US politics have been built by law and within legal practices and institutions. To better understand our world, we should consider how they work together to shape our institutions and lives. The bulk of the course will consider the interaction between race and law in major policy areas such as immigration, incarceration and policing, education, or housing.

Prerequisite(s): PPA 201, BLST major/minors or consent of instructor.

PPA 381 - Ancient Political Theory (4 Credit Hours)

Debating classical Greek and Roman thought through the works of thinkers like the Greek tragedians, Socrates, Plato, Aristotle, Cicero, Augustine or Aquinas. This course involves intensive textual analysis and a study of the problems of morality, government, membership and expansion in the ancient Greek and Roman world. We will also judge the moral and political legacy of the ancients by addressing contemporary debates about democracy, citizenship, power, empire, and the rule of law.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 382 - Modern Political Theory (4 Credit Hours)

Debating the moral and political problems of modernity through the works of thinkers like Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Burke, Paine, or Mill. This course involves intensive textual analysis and a study of the problems of virtue, interest, power, sovereignty, rights, and revolution in the modern era. We will also judge the place of ideas like liberty and equality within the system of law in republican, liberal, conservative and radical political thought.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 383 - Contemporary Political Theory (4 Credit Hours)

Debating contemporary political theory through the work of such thinkers as Marx, Nietzsche, Dewey, Arendt, Fanon, Marcuse, Foucault, Rawls, Habermas, Walzer, or Butler. This course involves intensive textual analysis and a study of the problems of power, capitalism, rights, obligations, culture, and identity in the contemporary era. We will also judge the legacies of radical, liberal, and pragmatic thought, and the challenges offered by critical theory, feminism, and post-colonial studies.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 384 - Black Political Thought (4 Credit Hours)

This course focuses on black political thought in the United States and around the world by considering how Afrocentric scholars, activists, and intellectuals have considered and acted to realize justice for Black persons (and thus for all persons). The course will broadly focus on the experience of blackness since ~1500CE, also known as "modernity." This choice of periodization is based on arguments made by foundational theorists of race such as Orlando Patterson, Omi & Winant, and Charles Mills, among others, who argue that racial formation is a sociohistorical process that unfolds over time and place, such that categories of race are neither eternal, unchangeable, or material, but subject to creation, evolution, and transformation through intellectual, political, social, and legal struggles. While we may experience race as real, the creation of race as a category of meaning was a political project. We will pay special attention to the experience and political significance of enslavement, colonization, and Afro-independence struggles to consider the meaning of freedom and grapple with contemporary legacies of violence. How does Black Political Thought enrich our understanding of significant political questions such as the nature of political equality, justice, and democracy? The course may include, among others, thinkers such as David Walker, Maria Stewart, Frederick Douglass, Ida B. Wells, Booker T. Washington, W. E. B. Du Bois, Alain Locke, Franz Chinua Achebe, Fanon, Martin Luther King, Jr., Malcolm X, James Baldwin, Audre Lorde, Patricia Hill Collins, Orlando Patterson, Michael Omi and Howard Winant, Michael Dawson, Ta-Nehisi Coates, Angela Davis, and Claudia Rankine.

PPA 385 - American Political Thought (4 Credit Hours)

An examination into the issues, debates, debates and contested ideals of American political theory. Liberal, radical, and conservative perspectives on American political life are canvassed through a study of primary texts. Authors may include Jefferson, Madison, Tocqueville, Douglass, Stanton, Lincoln, DuBois, and King, in addition to others varying with the instructor's expertise. We will address debates about colonialism, constitutionalism, federalism, rights, equality, popular sovereignty, and slavery, as well as religion, the long term legacies of both industrial capitalism, and race, and gender, and their long-term legacies. No FYS.

Prerequisite(s): One PPA 100-level course or consent of the instructor.

PPA 389 - Topics in the Study of Political Theory (4 Credit Hours)

This course provides a venue in which to explore topics in Political Theory at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 399 - Advanced Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPA 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPA 491 - Senior Seminar (4 Credit Hours)

Senior Seminar is a required part of the politics and public affairs major and is offered only in the fall semester. Senior seminars will vary in topic but all emphasize skills in research and writing that will provide a capstone experience in the major. For senior majors. Others with consent of instructor.

Portuguese

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding of what it means to be human in today's world.

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in all subsequent courses. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate another culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce and global health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad, with programs approved by Denison, should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are also subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Associate Professor Mónica Ayala-Martínez

Academic Program Coordinator, Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/portuguese/contacts/>)

Additional Points of Interest

General Departmental Regulations

Students who want to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO, which is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authenticated materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars that use a variety of digital materials for class discussion.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

Although the Department of Modern Languages offers majors in French, German and Spanish, it also offers courses in other languages for the purpose of general education and support of other college programs. Courses in Portuguese are listed below.

Courses

PORT 111 - Beginning Portuguese I (4 Credit Hours)

An introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will develop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. It will also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities and difference.

PORT 112 - Beginning Portuguese II (4 Credit Hours)

A continuation of Portuguese 111. The course will continue developing the basic language skills with an emphasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and Brazilian popular culture. Important literary texts will be included as reading materials.

PORT 211 - Intermediate Portuguese (4 Credit Hours)

A course focused on the development of oral and writing skills. The course is designed as an analysis and class discussions of important Brazilian contemporary movies. Discussions cover issues such as poverty, migration, dictatorship, gender and race.

PORT 245 - Intermediate Portuguese (4 Credit Hours)

Topics in Portuguese (Portuguese-245). A review of language modalities (speaking, listening, reading, writing) in a cultural context, with an emphasis on speaking and writing.

PORT 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PORT 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PORT 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PORT 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Psychology

Departmental Guidelines

Psychology is the scientific study of behavior. As a behavioral science, psychology focuses on mental states, feelings, overt actions, and physiological processes and how these dimensions of behavior interact and influence one another over time. The courses offered in the Psychology Department examine contemporary psychological theories, research, and special topics in the field; give you the opportunity to learn and practice research methodologies and strategies used in the discipline; and challenge you to apply your knowledge of psychological science to social issues and your everyday life. The Psychology Department is also committed to the University's focus on educating students in the liberal arts. To this end, the coursework and faculty facilitate your discovery of connections between psychology and other disciplines and, ideally, will foster your development as a human being and citizen.

The course offerings in the Psychology Department strive to:

- Present an overview of contemporary psychology, including both the natural and social science aspects of the discipline.
- Stimulate interest and curiosity about human and animal behavioral phenomena.
- Promote an understanding of the nature of scientific inquiry and the methodologies used in psychological science.
- Explore applications of psychology to personal and social issues. Some examples of these applications include study techniques and academic performance, the effects of anxiety or stress on performance, and the role of prejudice in society.
- Facilitate and encourage the discovery of connections between psychology and other disciplines: For instance, connections to biology (e.g., neuroscience), computer science and philosophy (e.g., cognitive science), psychological questions raised in the humanities and arts, and psychological assumptions reflected in political, social, and economic theories.

The first priority for all majors should be to obtain a strong foundation in the basic topic areas of psychology and in the research methodologies associated with psychological science. For this reason, all students begin with PSYC 100 - Introduction to Psychology which includes a lab component. Subsequently, all psychology majors and minors take a series of research oriented courses that allow them to develop their understanding of and skills engaging in psychological science. Students also explore specific psychological perspectives and topics in their elective and seminar courses. Psychology majors are urged to select a broad range of courses in addition to those offerings that are relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for Denison's psychology major are relatively flexible so that students can select courses and experiences that best complement their personal goals. At the same time, the flexibility of these requirements necessitates that psychology majors work closely with their academic advisors to develop an appropriate plan of study.

Writing Program Statement: The curriculum for psychology majors and minors is structured to allow students to develop their writing skills in line with the goals of the Denison Writing Program. First, students learn to tailor their writing style to meet the needs of a scientific audience. Students are provided instruction in APA style and the conventions adopted by psychologists in their written communications. Students

learn a scientific writing style characterized by parsimony, objectivity, and the citation of empirical evidence to support one's claims. The development of these scientific writing skills are coordinated across the department's research courses. In addition, across the curriculum, students write both formal and informal papers that challenge them to integrate information about a topic from multiple sources, to evaluate the ideas from those sources, and to generate and then defend their own ideas about the topics.

Mission Statement

Psychology, broadly defined, is the science that involves the study of physiological, behavioral, and mental processes in humans and animals. Psychology has several interrelated facets, being a scholarly discipline, a scientific field of study, and an applied profession. As a scholarly discipline, psychology represents a major field of study in academic settings. As a scientific field of study, psychology entails the investigation of human and animal phenomena, principally by examining the factors that affect psychological processes. As an applied profession, psychology involves the application of knowledge, skills, and techniques to the prevention and solution of individual and social problems.

The Department endeavors to introduce students to theories, research and special topics in the field of psychology, enable students' understanding and development of scientific inquiry skills, and increase students' awareness of the application of psychology to social issues.

Faculty

Gina A. Dow, Department Chair

Professors: Nida Bikmen, Erin Henshaw, Nestor Matthews, Robert Weis

Associate Professors: Cody Brooks, Seth Chin-Parker, Gina A. Dow, Sarah L. Hutson-Comeaux, Susan L. Kennedy, Kristina Steiner

Assistant Professors: Sydney Green, Frances Kamhi

Academic Administrative Assistant

Sarah Jones

View faculty profiles and contact information (<https://denison.edu/academics/psychology/contacts/>)

Overview of the Psychology Major and Minor Requirements

A student can complete either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Psychology at Denison University. The primary difference between the two majors is the completion of additional science courses outside of the Psychology Department when pursuing a B.S. degree in psychology (see details below for a more complete overview of the B.S. degree). A student should discuss with a faculty member of the Psychology Department whether the B.A. or B.S. degree is more appropriate for their situation and future plans. A student can also complete a minor in psychology to accompany their major in another program or department.

Requirements for the B.A. degree in Psychology

The B.A. degree in Psychology requires the completion of ten (10) courses in psychology. Required courses for the B.A. include the following:

Code	Title
PSYC 100	Introduction to Psychology
PSYC 200	Research Methods and Statistics
Two Psychology Elective Courses (see details below)	
One Psychology Seminar Course (either PSYC 300 or PSYC 301)	
PSYC 410	History and Systems of Psychology
One 200 level Topical/Research Course Combination (counts as two separate courses)	
One 300 level Topical/Research Course Combination (counts as two separate courses)	
PSYC 401	Assessment Exam (does not count as a course)

Requirements for the B.S. degree in Psychology

The B.S. degree in Psychology requires the completion of eleven (11) courses in psychology and four (4) cognate courses from the Natural Science Division departments outside of psychology. Required courses for the B.S. include the following:

Code	Title
PSYC 100	Introduction to Psychology
PSYC 200	Research Methods and Statistics
One Psychology Seminar Course (either PSYC 300 or PSYC 301)	
PSYC 370	Advanced Statistics for the Behavioral Sciences
PSYC 410	History and Systems of Psychology
One 200 level Topical/Research Course Combination (counts as two separate courses)	
Two 300 level Topical/Research Course Combinations (each count as two separate courses)	
PSYC 401	Assessment Exam
Four Cognate Courses in the Natural Sciences Division (not in Psychology). This requirement may be fulfilled by taking two courses from two different departments or by taking all four courses from a single department. Each of the four courses must be courses that meet the requirements for the major in the respective department. Courses offered by disciplines without a major (e.g., Astronomy or Neuroscience) do not meet this cognate requirement. Courses from Environmental Studies and other Departments/Programs outside the Natural Sciences Division do not meet this cognate requirement.	

Requirements for the Minor in Psychology

A minor in psychology requires the completion of seven (7) courses in psychology. Required courses for the minor include the following:

Code	Title
PSYC 100	Introduction to Psychology
PSYC 200	Research Methods and Statistics
Three Psychology Elective Courses (see details below)	
One 200 level Topical/Research Course Combination (counts as two separate courses)	

Students are strongly encouraged to select a Psychology Department faculty member as their primary or secondary advisor when they declare a major or minor in psychology.

The flexibility of the requirements for the psychology majors and minor means that it is the responsibility of the student to select a course of study most compatible with their future goals. We encourage students to study a broad range of topics in psychology.

Students contemplating graduate school are strongly encouraged to become involved in research activities in the department (e.g., Directed Study, Independent Study, Senior Research, Research Assistant, Denison Summer Science Scholars). Students interested in the intersection of biology and behavior may be attracted to the Neuroscience Concentration. Students interested in the application of psychology to organizations and businesses may be drawn to the Organizational Studies (OS) Program. All students are encouraged to work closely with their advisors in developing an appropriate set of career steps and program of courses in the major.

Overview of the Psychology Course Offerings

PSYC 100 - Introduction to Psychology

This course provides an overview of the topics and perspectives in contemporary psychology and an introduction to the methods of psychological science.

PSYC 100 fulfills the lab science general education requirement (the Y GE).

PSYC 100 is a prerequisite for all other psychology courses offered.

Refer to information below regarding Advanced Placement (A.P.) and transfer credit for PSYC 100.

PSYC 200 - Research Methods and Statistics

This course focuses on the primary research methods and data analysis procedures used by psychologists. Completion of the Citi Program's Research Ethics & Compliance training is a requirement of the course.

PSYC 200 fulfills the quantitative reasoning general education requirement (the Q GE).

PSYC 200 is a prerequisite for the 200-level research courses.

Psychology Elective Courses

Elective courses provide an opportunity to study specific topics and perspectives in psychology.

Psychology electives include topical courses numbered between 206 to 299, 305 to 399, and topical courses numbered above 401. For reference, many of the topical courses are listed below in the 200- and 300-level combination course options. Other topical courses that can be taken as a psychology elective include (but are not limited to):

Code	Title
PSYC 206 or PSYC 306	200-level Special Topics courses 300-level Special Topics courses
PSYC 224	Psychology of Music
PSYC 280	Psychology of Diversity
PSYC 284	Self Regulation
PSYC 305	Psychopharmacology
PSYC 315	Development of Children with Special Needs

The following courses do NOT count toward the elective courses required for the major:

Code	Title
PSYC 361 or PSYC 362	Directed Study Directed Study
PSYC 363 or PSYC 364	Independent Study Independent Study
PSYC 451 or PSYC 452	Senior Research in Psychology Advanced Senior Research in Psychology

Psychology Seminar Courses (PSYC 300 - Seminars)

Psychology seminars allow for a "deep dive" into a specific topic in psychology.

PSYC 300 – Seminars or PSYC 301 – Seminar: Psychology of Women fulfill the psychology seminar requirement.

PSYC 300 is open to students who have junior or senior status and have completed a 200-level research course combination.

PSYC 401 - Assessment Exam

A zero-credit course used to track each Psychology major's completion of the required departmental assessment exam during their senior year. The exam provides an opportunity for students to receive feedback on their mastery of psychology content knowledge.

PSYC 410 - History and Systems of Psychology

This course offers an overview of the ideas and approaches that have informed psychological study since its inception and explores their relationship to contemporary issues.

Junior or senior status is required to enroll in this course.

Topical/Research Course Combinations

The topical/research course combinations allow students to study a particular area or approach in psychology while simultaneously conducting related research.

Research courses must be taken concurrently with their accompanying topical courses. The first topical/research course combination must be at the 200-level; the second topical/research course combination must be at the 300-level.

200-level Topical/Research Course Combinations

PSYC 200 and successful completion of the Citi Program's Research Ethics & Compliance training are prerequisites for all 200-level Topical/Research Course Combinations.

All 200-level research courses fulfill a writing requirement (a W GE).

200-level Topical/Research Course Combination options:

Code	Title
PSYC 210 & PSYC 211	Development in Infancy and Childhood and Research in Development in Infancy and Childhood
PSYC 220 & PSYC 221	Social Psychology and Research in Social Psychology

PSYC 230 & PSYC 231	Organizational Psychology and Research in Organizational Psychology
PSYC 240 & PSYC 241	Theories of Personality and Research in Personality Psychology
PSYC 245 & PSYC 246	Adolescence and Research in Adolescence
PSYC 250 & PSYC 251	Psychopathology and Research in Psychopathology
PSYC 265 & PSYC 266	Cultural Psychology and Research in Cultural Psychology
PSYC 270 & PSYC 271	Health Psychology and Research in Health Psychology
PSYC 290 & PSYC 291	Psychology of Thinking and Research in Psyc of Thinking
PSYC 207	200-level Special Topics Research Course (– Special Topics Research Course may be offered in combination with a 200-level topical course that does not have a preassigned research course.)

300-level Topical/Research Course Combinations

Successful completion of a 200-level research course is a prerequisite for all 300-level topical/research course combinations.

300-level Topical/Research Course Combination options:

Code	Title
PSYC 310 & PSYC 311	Research in Psychology of Learning and Research in Psychology of Learning
PSYC 330 & PSYC 331	Cognitive Psychology and Research in Cognitive Psychology
PSYC 340 & PSYC 341	Sensation and Perception and Research in Sensation and Perception
PSYC 350 & PSYC 351	Biological Psychology and Research in Biological Psychology
PSYC 355 & PSYC 356	Clinical Psychology and Research in Clinical Psychology
PSYC 380 & PSYC 381	Nonverbal Behavior in Human Interactions and Research Nonverbal Behavior in Human Interactions
PSYC 385 & PSYC 386	Adult Development and Aging and Research in Adult Development and Aging

Important Policies Regarding Psychology Courses

Advanced Placement (A.P.) Credit and PSYC 100 - Introduction to Psychology

Students who earn a 4 or 5 on the A.P. Psychology exam will receive credit toward graduation (it will appear on your transcript as PSYC 096 credit), but this credit does not count towards the psychology major or minor at Denison. Psychology majors/minors (including those with an A.P. Psychology exam score of 4 or 5) must still complete PSYC 100 - Introduction to Psychology at Denison or an equivalent Introductory Psychology course that includes a rigorous laboratory.

Transfer Credit for an Introductory Psychology Course

Students may waive the PSYC 100 - Introduction to Psychology requirement with approved PSYC 199 - Introductory Topics in Psychology credit. The student must submit a request for this transfer credit following the successful completion of an introductory psychology course taken at another college or university. However, it is important to note the following:

- PSYC 199 - Introductory Topics in Psychology does not fulfill a Y (Science) GE.
- PSYC 199 - Introductory Topics in Psychology does not count toward the courses for the psychology major or minor. Thus, students with PSYC 199 - Introductory Topics in Psychology credit will need to complete one additional psychology elective course to meet the required number of courses for the B.A. degree or minor in psychology. A psychology minor with PSYC 199 - Introductory Topics in Psychology credit would need to complete four psychology electives, and a student completing a B.A. degree in psychology would need to complete three electives.
- If a student with PSYC 199 - Introductory Topics in Psychology credit elects to take PSYC 100 - Introduction to Psychology at Denison, the PSYC 199 credit will be forfeited.
- Students with PSYC 199 - Introductory Topics in Psychology credit may begin their study of psychology at Denison with PSYC 200 - Research Methods and Statistics or a psychology elective course.

Study Abroad and the Psychology Major and Minor

Denison University works to make study abroad possible for all students. The Psychology Department encourages students to study abroad during their junior year. You will be able to transfer back one psychology elective course from your study abroad experience.

- For a transfer course to count toward this requirement for the major or minor, the transfer course must be equivalent to 3-4 credit hours in a psychology course at Denison, and must have been reviewed and approved, in advance, by the Psychology Department Chair. To request review of a potential transfer course, please submit to the Psychology Department Chair the Off-Campus Study transfer credit form along with a complete and current syllabus from the transfer course. Transfer and Off-Campus Study courses cannot be approved without a syllabus reviewed by the department chair.
- Additional Psychology courses taken from an Off-Campus Study program will not count toward the Psychology major or minor but may be eligible for credits toward graduation at Denison.
- Some Denison students studying abroad conduct independent research or internships as part of their study abroad experience. We encourage students to visit the Off-Campus Study office to

explore options. Students who conduct human subjects research while abroad must follow the policies described on the University IRB website in myDenison at Campus Resources => Provost => Institutional Review Board (IRB) - for Research involving Human Participants, and then scroll down to "Off-Campus Study & Human Subjects Research."

General Information for Students Transferring from other Universities and Colleges:

The Psychology Department strives to help transfer students settle in and succeed at Denison. We attempt to provide a fair assessment of psychology courses taken at other institutions in order to facilitate the transition of transfer students to Denison. Because of some unique qualities of the psychology curriculum at Denison, e.g. offering Introduction to Psychology as a lab science and the topical/research course combinations, we are not able to guarantee that all psychology courses taken at another college or university will fulfill course requirements for the Psychology major or minor at Denison. The transfer credit decisions are made on a course-by-course basis by the Psychology Department at Denison.

Courses

PSYC 100 - Introduction to Psychology (4 Credit Hours)

A laboratory course that provides an introduction to the scientific study of behavior and mental processes. Topics include the biological bases of psychological processes and behavior, sensation, perception, learning, cognition, development, social processes, personality, abnormal psychology, and possibly others. The course emphasizes current knowledge and research in the field and its application. The laboratory component of this course examines the strengths and limitations of correlational, experimental, and observational research methods, and enhances understanding of course concepts and principles. Laboratory experiences include development of research questions, design of studies, data collection in classroom laboratories and field settings, data analysis and interpretation. Laboratory assignments involve written reports and demonstration of critical thinking skills about psychological concepts and scientific research. This course has a research participation (or equivalent activity) requirement. PSYC 100 is a prerequisite for all other courses in the department.

PSYC 199 - Introductory Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit. Please see the notes under the B.A. degree regarding Transfer Courses and PSYC 199 credit.

PSYC 200 - Research Methods and Statistics (4 Credit Hours)

This course examines the primary research methods and data analysis procedures used by psychologists to describe, predict, interpret and/or explain psychological phenomena and behavior. Observational, experimental, and quasi-experimental methods are studied along with principles of research design, control, validity, reliability, and ethical practice. Throughout the course, methodological procedures are considered in conjunction with principles and methods of data analysis, presentation, and interpretation. The logic and procedures of descriptive and inferential statistics are emphasized. This course prepares students to design, conduct, analyze and evaluate psychological research and is a prerequisite for all psychology research courses at the 200 and 300-level. To promote research ethics, all PSYC 200 students must successfully complete the Citi Program's Research Ethics & Compliance training.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 202 - Field Experience in Psychology (2 Credit Hours)

This course provides practical experience working in some area of applied psychology. Students participate in a minimum of four hours of field experience per week at human-service agencies and schools in the Granville, Newark, and Columbus areas. Students are supervised by agency staff and participate in weekly didactics and discussion at Denison, facilitated by the instructor. The purpose of the field experiences is to help students integrate and apply information from their traditional courses, to discern future career goals, to assist in personal development, and to serve the community. This course is graded S/U (Satisfactory/Unsatisfactory) and may be taken a maximum of two times for a total of four credit hours with the following stipulations: 1) only two credit hours will count toward the requirement for a Psychology major or minor; 2) if taken twice, the two settings must be substantially different and approved by the instructor in advance. Students interested in taking this course must gain permission of the instructor during pre-registration.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 206 - 200-level Special Topics courses (4 Credit Hours)

The study of significant and contemporary psychological topics and perspectives at the 200 level. May be taken more than once for credit, unless otherwise noted.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 207 - 200-level Special Topics Research Course (4 Credit Hours)

Provides the student with research experience in psychological science. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 210 - Development in Infancy and Childhood (4 Credit Hours)

Psychological development through late childhood and preadolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social and emotional development (including attachment, development of self concept, peer relations, gender differences), family and social policy issues, and developmental psychopathology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 211 - Research in Development in Infancy and Childhood (4 Credit Hours)

Provides the student with research experience on problems of current interest in infant and child development. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 210.

PSYC 220 - Social Psychology (4 Credit Hours)

Social Psychology is the study of persons in contexts. The major aim of this course is to provide students with the ability to consider the various determinants of people's behaviors in specific social and cultural contexts. We will learn about social psychological research on how individuals define themselves as social beings (the social self), how they perceive, make sense of and evaluate the social world (social cognition), and how they think and act with and toward others (social influence).

We will also discuss some of the applications of social psychological research to social issues, such as facilitating intergroup harmony, promoting healthy behaviors, or engaging in environmentally sustainable practices.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 221 - Research in Social Psychology (4 Credit Hours)

Provides the student with research experience on problems of current interest in social psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 220.

PSYC 224 - Psychology of Music (4 Credit Hours)

This course adopts a scientific approach to understanding the behaviors, thoughts, and feelings associated with music. Students will increase their scientific literacy by reading and presenting texts that relate music perception and music performance to topics from Introduction to Psychology. These topics include Biological Psychology, Sensation; Perception, Learning, Cognition, Development, Social Psychology and Cultural Psychology. The course is appropriate for music novices and music experts alike. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 230 - Organizational Psychology (4 Credit Hours)

This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include team development and performance, organizational power and politics, organizational culture, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. Required for students completing the Organizational Studies certificate.

Prerequisite(s): PSYC 100 or PSYC 199 or consent of instructor.

PSYC 231 - Research in Organizational Psychology (4 Credit Hours)

Provides the student with research experience on problems of relevance to industrial-organizational psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 and PSYC 200.

PSYC 240 - Theories of Personality (4 Credit Hours)

This course offers a systematic introduction to "normal" human personality and addresses both historical and contemporary approaches to the study of individual differences, with an emphasis on primary research and debate in the field. Within each perspective, basic theoretical assumptions, relevant research, traditional assessment methods, and current applications (i.e., to the workplace, close relationships, or health behavior) are discussed. Recurring themes regarding the structure, origin, and function of personality are explored and compared across the different perspectives.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 241 - Research in Personality Psychology (4 Credit Hours)

Provides the student with research experience addressing problems of current interest in the study of personality. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 240.

PSYC 245 - Adolescence (4 Credit Hours)

Psychological development from late childhood through early adulthood. Topics covered include biological foundations, cognitive development, personality and social and emotional development (including development of self concept, family and peer relations, gender differences, and sexuality), culture, ethnicity and social policy issues, and developmental psychopathology in adolescence.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 246 - Research in Adolescence (4 Credit Hours)

Provides the student with research experience on problems of current interest in adolescent development. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 245.

PSYC 250 - Psychopathology (4 Credit Hours)

This course provides an introduction to the scientific study of psychopathology. We will consider contemporary approaches to defining abnormal behavior and the current diagnostic system: DSM-5. For each disorder, we will examine its essential features, associated characteristics, prevalence, course, and etiology. We will also examine both pharmacological and psychosocial treatments for each disorder. This course is especially designed for students interested in clinical/counseling psychology, psychiatry, social work, neuropsychology, or other helping professions.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 251 - Research in Psychopathology (4 Credit Hours)

Provides the student with research experience on problems of relevance to psychopathology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 250.

PSYC 265 - Cultural Psychology (4 Credit Hours)

This course is a survey of theory, methods, and research in culture and psychology. This course examines the ways in which culture shapes psychological and physiological functioning, and the cyclical nature of that relationship. The course will also draw from other areas such as anthropology, sociology, history, and biology to give a holistic overview of the dynamic and non-essentialist nature of culture. Special emphasis will be placed on topics such as health disparities, internalized stigma, race and ethnicity, and immigration. Critically, this course will emphasize the use of an intersectional (interacting social identities) perspective in the study of culture, with specific considerations of gender, sexuality, age, and ability status. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 266 - Research in Cultural Psychology (4 Credit Hours)

Provides the student with research experience on problems of relevance to cultural psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 265.

PSYC 270 - Health Psychology (4 Credit Hours)

The field of health psychology investigates the relationship between health, mental processes and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition, the course explores the ways in which psychological principles can aid in the development of both individual and medical interventions to prevent disease and promote health. Topics include stress, immunity, the management of chronic illness, and the contribution of psychological and social factors to cancer, cardiovascular disease, AIDS, and autoimmune diseases. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 271 - Research in Health Psychology (4 Credit Hours)

This course provides the student with research experience on problems of current interest in health psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 280 - Psychology of Diversity (4 Credit Hours)

This course will introduce students to issues that characterize diverse societies and will present analyses of these issues from a psychological perspective. We will learn how social categories, such as race, social class, religion, gender, ethnicity, sexual orientation, etc. inform individuals' identities, the way they make sense of their social world, and the way they act in it. The social hierarchies and power inequalities between different groups that characterize the U.S. and many other societies in the world will be at the heart of our analysis. We will read theory and research on social identities, origins and functions of prejudice and stereotyping, their effects on the targeted populations and on ways of reducing prejudice, improving intergroup relations as well as redressing inequality. This course fulfills the Power of Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 284 - Self Regulation (4 Credit Hours)

Self-regulation skills allow individuals to resist temptation and make good choices for the long term (self-control). Alternatively, many social problems may reflect at least a partial failure of self-regulatory ability. In this class we will consider how our self-regulatory skills are shaped and how they may be changed based on a critical examination of the current research. We will consider ways that these self-regulatory behaviors may be related to our own lives as well. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 290 - Psychology of Thinking (4 Credit Hours)

This course provides an introduction to the study of higher order cognition. The course will focus on reasoning, decision making, problem solving, creativity, and related issues. In class, we will consider current theories of cognition, explore the methodologies used to study higher order cognition, and uncover how these issues relate to our own thinking. We will also use this inquiry to examine and develop our critical thinking skills.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 291 - Research in PSYC of Thinking (4 Credit Hours)

This class provides students with research experience focusing on issues relevant to thinking and reasoning. Students engage in multiple empirical studies during the course of the semester, learning about the application of descriptive, correlational, and simple experimental methods. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 290.

PSYC 299 - Intermediate Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PSYC 300 - Seminars (4 Credit Hours)

Seminars are designed for majors in special areas within Psychology. Content will vary with staff and student interest. Typically, seminars include lecture/discussion and student presentations. Open to students in their junior and senior years only.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, one 200-level research course combination.

PSYC 305 - Psychopharmacology (4 Credit Hours)

This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function, neurotransmitters, dose response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be affected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, culture, and behavior are emphasized throughout the semester. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and/or BIOL 220, or permission of instructor.

PSYC 306 - 300-level Special Topics courses (4 Credit Hours)

The study of significant and contemporary psychological topics and perspectives at the 300 level. May be taken more than once for credit, unless otherwise noted.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 310 - Psychology of Learning (4 Credit Hours)

An intensive survey of experimental research on fundamental emotional cognitive processes of learning and memory, with a focus on how those processes manifest themselves in, influence, and determine behavior. The learning processes of instrumental and Pavlovian conditioning, and the interactions of those learning processes, comprise the main focus of the course. Theory, research, implications and applications pertaining to the basic principles of behavior are emphasized. The course, and learning/conditioning research traditionally, is valuable because of the use of models to understand learning about biologically and emotionally significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety, depression, other behavior disorders, education and parenting practices. This course does not cover techniques for improving academic learning skills for students.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 311 - Research in Psychology of Learning (4 Credit Hours)

Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Research requires time outside of class. Some work with live animals is usually involved. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 310.

PSYC 315 - Development of Children with Special Needs (4 Credit Hours)

Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairments and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 320 - Culture and Human Development (4 Credit Hours)

Cultural psychology is an examination of the influence of cultural processes on a wide range of psychological topics, including perceiving, thinking, child development, language, and social cognition. Its unifying theme is the claim that complex psychological phenomena need to be understood as being situated in a cultural context. Some broad topics considered in the course are the nature of human nature, the psychological properties of tools and technology, and research methods for the study of cultural psychology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 330 - Cognitive Psychology (4 Credit Hours)

This course examines how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, and cognitive neuroscience. Applications to contexts such as learning and teaching, social behaviors, and individual behavior and performance will be considered.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 331 - Research in Cognitive Psychology (4 Credit Hours)

Provides the student with research experience on problems of current interest in cognitive psychology.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

PSYC 340 - Sensation and Perception (4 Credit Hours)

This course explores sensory and perceptual systems. Discussions on these topics will reflect biological, ecological and evolutionary perspectives. Topics include sensitivity to light and sound; color perception; depth and form perception; perceptual illusions; music perception, and speech perception. Power and justice issues associated with sensory disabilities (e.g., blindness and deafness) will be emphasized. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 341 - Research in Sensation and Perception (4 Credit Hours)

This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 340.

PSYC 350 - Biological Psychology (4 Credit Hours)

This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of mental illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 351 - Research in Biological Psychology (4 Credit Hours)

This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands-on" experience in the design and execution of several research projects.

PSYC 355 - Clinical Psychology (4 Credit Hours)

This course introduces students to the discipline of clinical psychology from the scientist-practitioner perspective. Topics include psychological assessment, diagnostic interviewing, and evidence-based psychotherapies. We will also examine the efficacy and effectiveness of psychosocial treatments for mental disorders, professional ethics, and recent developments in the field of clinical/counseling psychology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 356 - Research in Clinical Psychology (4 Credit Hours)

This course provides students with experience conducting empirical research related to the field of clinical psychology.

PSYC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PSYC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PSYC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PSYC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PSYC 370 - Advanced Statistics for the Behavioral Sciences (4 Credit Hours)

An introduction to techniques of data analysis, interpretation, and presentation. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS for analysis. Cannot be taken for credit by students who have already taken both MATH 220 and PSYC 200. Cannot be taken concurrently with the MATH 120 course.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 380 - Nonverbal Behavior in Human Interactions (4 Credit Hours)

This course explores questions about how people communicate with their bodies. How do we perceive such nonverbal cues? How do they affect our interactions and relationships with others? To what extent are we aware of our own nonverbal behavior and what it communicates to others? The research areas include interpersonal accuracy (e.g., emotion recognition, deception detection, etc.); embodied cognition (e.g., behavioral mimicry, the role of gestures in learning, etc.), and ecological psychology (e.g., territoriality, personal space, seating arrangements, etc.). The course also addresses cultural similarities and differences, and how nonverbal behavior affects interpersonal as well as intergroup relations.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 381 - Research Nonverbal Behavior in Human Interactions (4 Credit Hours)

This course offers experience in researching how people communicate with their bodies.

Prerequisite(s): PSYC 100 or PSYC 199, and PSYC 200, and one 200-level research course combination.

PSYC 385 - Adult Development and Aging (4 Credit Hours)

The purpose of this course is to explore the theories and research on adult development and aging using the lens of developmental psychology. We will explore aging and how development is influenced by psychological, biological, social, cultural, socioeconomic, and environmental factors. Additionally, we will investigate discrimination against older adults and how ageism factors into almost all contexts around development and aging, with a goal of reducing our own aging stereotypes and ageism. Specific topics include theoretical perspectives, age stereotypes and ageism, biological and physical changes, health and illness, stress and coping, social networks and support, cognitive changes, racial and cultural contexts of aging, sexuality, and death and dying. Implications for social programs and services, public policy, and gerontological education will also be examined.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 386 - Research in Adult Development and Aging (4 Credit Hours)

Provides the student with research experience on problems of current interest in adult development.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and a PSYC 200-level research pairing.

PSYC 399 - Advanced Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PSYC 401 - Assessment Exam (0 Credit Hours)

A course used to track all psychology majors' completion of the required departmental assessment exam. Earning the required S (satisfactory) in the course entails attending an informational session explaining the psychology department's assessment exam, and taking the exam in good faith. This course is required for students matriculating in and after fall 2019 (graduating in spring 2023 and beyond).

Prerequisite(s): Senior Psychology Major status.

PSYC 410 - History and Systems of Psychology (4 Credit Hours)

This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to 20th and 21st century theories and experimental investigations. These issues include mind-body relations; processes of knowledge acquisition such as perception and learning; nature and nurture; the nature of mind and consciousness; characteristics of human motivation and personality; and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. Many issues considered connect to the current states of modern psychology. The course is a unifying experience for psychology majors.

Prerequisite(s): PSYC 100 or PSYC 199, junior or senior status or consent.

PSYC 451 - Senior Research in Psychology (4 Credit Hours)

For seniors desiring to conduct advanced research in psychology. PSYC 451 is intended to provide an initial examination of the topic of interest, e.g. review of the relevant literature and development of methodologies that could be used in the research project. The content and scope of the work to be completed are determined in consultation with the advising faculty. Students with prior, substantial experience with the research topic may petition to move directly into PSYC 452. Prior, substantial experience consists of at least one of the following completed within 12 months before beginning the course: summer research; independent study; directed study; or an alternate research experience approved by the psychology department. Students who plan to submit for recognition of a Senior Thesis with Distinction must either complete PSYC 451 followed by PSYC 452 or complete a summer research project followed by PSYC 452 in the fall of the same year. Consent of the advising faculty is required for registration in PSYC 451. The grade is determined by the advising faculty. Completion of PSYC 451 does not fulfill a course requirement for the major.

PSYC 452 - Advanced Senior Research in Psychology (4 Credit Hours)

For seniors working on advanced research in psychology. Following the completion of PSYC 451 or another prior, substantial research experience, students may take PSYC 452. PSYC 452 provides the opportunity for the student to conduct research on the topic of interest. Consent of the advising faculty is required for registration in PSYC 452. The grade is determined by the advising faculty. Students enrolled in PSYC 452 have the option of applying for the recognition of completing a Senior Thesis with Distinction only if they previously completed PSYC 451 or a summer research project. Interested students should speak with their research advisor to learn more about the recognition process and expectations. Completion of PSYC 452 does not fulfill a course requirement for the major.

Queer Studies (Concentration)

Program Guidelines & Mission

An evolving and expanding discipline, Queer Studies encompasses theories and thinkers from many fields: cultural studies, gay and lesbian studies, transgender studies, race studies, women's and gender studies, literature, history, film, media, postmodernism, post-colonialism, and

more. By engaging with this diverse range of fields, the work of Queer Studies distinguishes itself in that it focuses on issues surrounding sexuality and gender (and other axes of marginalized identity) and the way(s) that the questions raised in these other arenas might be modulated through that central lens.

The Queer Studies Program seeks to legitimate academic inquiry into sexuality, sex, and gender, to pose questions of normativity and power, and to foster community with and for historically marginalized groups.

In queer studies courses, students will consider the lived experience and intersecting histories and identities of diverse populations of queer people. Students will examine critically the social, cultural, and scientific constructs of sexuality and gender as well as acquire a working knowledge of the history, issues, and theories of queer studies. Students will make connections between queer studies as an interdisciplinary program and the broader liberal arts curriculum. Queer Studies aims to empower and equip students to engage with communities—both local and global—as agents of social change.

Faculty

Director: Michael Mayne, Assistant Professor of English

Committee: Ron Abram (Visual Arts), Barbara Fultner (Philosophy), Warren Hauk (Biology), Ching-chu Hu (Music), Clare Jen (Women's and Gender Studies/Biology), Michael Mayne (English), Zachery S. Meier (Music), Emily Nemeth (Education), K. Christine Pae (Religion), Fred Porcheddu-Engel (English), Sheilah Wilson Restack (Visual Arts), Charles St-Georges (Spanish)

Academic Program Coordinator

Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/queer-studies/contacts/>)

Queer Studies Concentration

The Queer Studies concentration requires a total of six courses. Three of these are core requirements, and three are electives that typically are offered by other programs or departments and are cross-listed with Queer Studies.

Core Requirements

The required core courses are:

Code	Title
QS 101	Introduction to Queer Studies
QS 227	Queer Theory
QS 400	Senior Seminar

Electives

The Queer Studies concentration requires students to complete three elective courses from among those approved by the Queer Studies Committee based on the following criteria or through a petition to the Committee:

At least two-thirds of the course should focus on some aspect of LGBTQ + identity, experience, culture, and history in relationship with relevant issues or themes (e.g., privilege, oppression, sexual behavior, identity, performance, and social movements) and/or conceptual categories (e.g., gender and sexuality) central to the field of Queer Studies.

Any course in the concentration should address the relationship between the normative and the transgressive. Through these courses, students should gain an understanding of, and respect for, differences in human identity such as age, ability, class, ethnicity, gender, gender identity, sexuality, race, and religion. Courses that already meet the criteria for Queer Studies electives, or that can be readily adapted to meet the above criteria through negotiations between instructor and student, include (but are not limited to) the following:

Code	Title
ARTS 213	Queer Graphix
ARTS 217	Photograph as Gesture into Time: Past, Present, Future
BLST 101	Introduction to Black Studies
COMM 229	Mediating Gender and Sexuality
COMM 349	The Trouble with Normal: Normalization, Discourse and Power
EDUC 330	LGBTQ+ Identities In and Beyond Schools
MUS 332	Music and Sexuality
PHIL 275	Philosophy of Feminism
WGST 101	Issues in Feminism
WGST 311	Feminist Theory

Courses

QS 101 - Introduction to Queer Studies (4 Credit Hours)

A survey of the legal regulation of sexuality and gender in the 19th and 20th centuries and the emergence of modern civil rights movements of sexual minorities. This course will focus on the history, strategies, conflicts, and issues associated with these political and social movements.

QS 102 - Introduction to Black Studies (4 Credit Hours)

This course introduces students to the interdisciplinary study of African American culture and experiences. The course surveys the field of Black Studies by introducing topics or issues relevant to Black American life from an interdisciplinary perspective. In this course, history, sociology, religion, literature, and philosophy provide the foundation for exploring dimensions of Black Studies. Literary works, historical works, social science theory, and contemporary issues will serve as texts for students to analyze. This course is taught from an interdisciplinary perspective, which requires students to explore their cultural frames of reference as a parallel process for studying Black cultures.

Crosslisting: BLST 101.

QS 108 - Bible, Gender and Sexuality (4 Credit Hours)

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: WGST 108 and REL 108.

QS 199 - Introductory Topics in Queer Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

QS 213 - Queer Graphix (4 Credit Hours)

Through a series of drawing and printmaking projects, this course seeks to explore and creatively express queer culture, aesthetics, and GLBT art history, as well as notions of identity, gender, orientation, and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines), and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self-identity and expression.

Crosslisting: ARTS 213.

QS 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: ARTS 217 and WGST 217.

QS 227 - Queer Theory (4 Credit Hours)

Queer Theory is an interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics, and law.

Crosslisting: ENGL 327.

QS 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media.

Crosslisting: COMM 229 and WGST 229.

QS 240 - Special Topics in Dance (4 Credit Hours)

This is a special topics course originating in the Dance Department. This course provides a venue in which to explore topics in Dance that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 245 - Human Diversity Through Literature (4 Credit Hours)

A study of selected works by and about bisexual, gay, lesbian and transgender people.

QS 250 - Special Topics in Literature (4 Credit Hours)

This is a special topics course originating in the English Department. This course provides a venue in which to explore topics in English that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: PHIL 275 and WGST 275.

QS 280 - Special Topics in Religion (4 Credit Hours)

This is a special topics course originating in the Religion Department. This course provides a venue in which to explore topics in Religion that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 281 - Introduction to Theology (4 Credit Hours)

Does Christianity sanction the status quo or is it an instrument of transformation? Is Jesus a personal savior or an agent of liberation? If the church reflects the society of which it is a part, how can it be an agent for a just order? Are women victims in our social order? Does Christianity contribute to our environmental crisis or its resolution? If God becomes male does male become God? Should the church have same-sex marriage ceremonies? Is the death penalty racist? This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: REL 101.

QS 290 - Issues in Feminism (4 Credit Hours)

An introduction to the field of Women's and Gender Studies, this interdisciplinary course considers the socio-political meanings and practices of gender in our lives. It examines whether gender is biologically or socially constructed and how notions of femininity and masculinity are (re)produced. Students will analyze the workings of power and the social production of inequality in institutions such as the family, the workplace, and the state, taking into account the intersections among gender, race, class, ethnicity, nationality, and sexuality. Topics will include sexual and gender violence, equal rights, reproductive technologies, body image, and transnational feminist issues. A central aim of the course is to develop critical reading and thinking about the plurality of women's experiences and about the ways in which women have resisted inequalities and engaged in local/global politics for social transformation and change. This course fulfills the Interdivisional (I), Power and Justice (P), and Oral Communication (R) GE requirement.

Crosslisting: WGST 101.

QS 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color's challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: REL 305 and WGST 305.

QS 311 - Feminist Theory (4 Credit Hours)

This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. This course is required for WGST majors and minors.

Prerequisite(s): WGST 101 or QS 290.

Crosslisting: WGST 311.

QS 312 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: AGRS 311 and WGST 312.

QS 320 - Unruly Bodies (4 Credit Hours)

What does it mean to inhabit an unruly body—that is, a body that is marked or othered in some way? How do we experience embodiment? And how does our bodily presence in a deeply unequal world shape identity, personhood, and politics/ethics? This course draws on theoretical approaches across critical race, disability, feminist, queer, and science and technology studies to unearth taken for granted assumptions about who/what bodies are and how they become sites of social and political contestation. That is, rather than presume bodies to be material artifacts, symbolic representations, or disciplined subjects, we will attend to the processes and relations through which bodies are made, unmade, and remade under particular configurations of power. We will pay specific attention to ethnographic approaches to marked bodies/ embodiment and draw on a range of texts, images, films, and podcasts across anthropology and cognate fields. In the process, you will develop a critical understanding of what is at stake in various approaches to thinking through bodies and a greater awareness of the possibilities that cohere in your own embodied self.

Prerequisite(s): ANTH 101 or ANSO 100 or consent of instructor.

Crosslisting: ANTH 330.

QS 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: REL 328 and WGST 328.

QS 330 - LGBTQ+ Identities In and Beyond Schools (4 Credit Hours)

The goal of this course is to examine the historical and contemporary experiences of LGBTQ+ students and teachers in schooling and to consider, more broadly, schools as sites where normative notions of gender, sex, and sexuality can be reinforced and/or disrupted. Relatedly, the seminar will support students in the development of habits of mind, strategies, and practices that (re)make school spaces where diverse gender identities and sexualities are acknowledged, imagined, and embodied, and queer futurity (Muñoz, 2009) can be realized.

Prerequisite(s): EDUC 213 or QS 101.

Crosslisting: EDUC 330.

QS 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: MUS 332 and WGST 332.

QS 345 - The Trans Novel (4 Credit Hours)

This class studies long fiction written by trans people that feature trans experiences. The Trans novel also reviews historical and methodological elements of Queer Studies.

QS 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: COMM 349 and WGST 349.

QS 350 - Special Topics Literature (4 Credit Hours)

This is a special topics course originating in the English Department. This course provides a venue in which to explore topics in English that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 351 - Contemporary Drama (4 Credit Hours)

Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights.

Crosslisting: ENGL 340.

QS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

QS 362 - Directed Study (1-4 Credit Hours)

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QS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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QS 400 - Senior Seminar (4 Credit Hours)

This is a capstone course for the QS concentration during the spring semester, when it may also serve to help students apply Queer Theory to a senior project or honors project in their chosen major.

QS 402 - Language, Identity and Politics: Discourse and the Public Sphere (4 Credit Hours)

This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of subaltern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives.

QS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

QS 452 - Senior Research (4 Credit Hours)
Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Religion

Departmental Guidelines & Mission

The academic study of religion is a multi-disciplinary exploration of how religion functions in the lives of individuals, American society, and the global community. It critically examines the role of religion as an active force that has social, ethical, and ideological consequences. Students learn to assess how religion has shaped their cultures, their family lives, their suppositions of what matters and what is ethical, and their sense of who they are. By studying religion, students gain the analytical, relational, and expressive skills essential to a liberal arts education.

One does not need to be religious to study religion. The academic study is a lens through which the persistence of religion in the social sphere becomes evident, and the personal sphere is enriched. This academic exercise confirms and contests the prevailing understanding of reality. In the process the study of religion enhances skill-sets with transfer value in the vocational sphere as well as deepened awareness of what defines us as individuals, communities, societies, and nations. Critical consciousness on moral issues, global relationships, and the existence of community is a result of this academic exercise. Therefore, the questions we pose concerning various social relations may be more important than the answers constructed. In Religion classrooms, students learn how to ask these critical questions.

Faculty
Professor K. Christine Pae, Chair

Professors K. Christine Pae; Assistant Professors Kelsi Morrison-Atkins, Rohit Singh; Visiting Assistant Professor Trad Nogueira-Godsey

Academic Administrative Assistant
Jodi Weibel

View faculty profiles and contact information (<https://denison.edu/academics/religion/faculty-staff/>)

Religion Major

Code	Title
A Religion major requires 9 courses, including:	
REL 200	Thinking about Religion (to be taken before the senior year.)
Majors elect at least two courses at the 300 level.	
REL 450	Religion Senior Research Colloquium (to be taken in the first semester of senior year.)

Majors take at least one course whose intellectual center, and the majority of the content (75%), lie outside the Euro-American Christian

historical and cultural tradition. The following courses will fulfill this requirement:

Code	Title
REL 103	World Religions
REL 104	Religions in India
REL 105	Buddhism
REL 215	Hinduism
REL 218	Islam
REL 327	Women and Social Ethics: In the Global Context

Ordinarily, no more than one course at the 100-level may count. By the middle of the student's junior year, each Religion major, in consultation with a member of the department, shall submit for departmental approval a proposal for a self-designed thematic concentration of 3-4 courses.

Religion Minor

A new Religion minor was approved by the Denison faculty in 2020. All students minoring in Religion from the class of 2024 forward will follow the curriculum below. It has the following components:

A minor requires 6 courses.

Minors take REL 200 - Thinking about Religion before the senior year.

Minors must elect at least one course at a 300 level.

No more than one 100-level course may be taken to fulfill the requirements.

All minor students must take at least one course whose intellectual center, and the majority of the content (at least 75%), lie outside the Euro-American Christian historical and cultural tradition. The following courses will fulfill this requirement:

Code	Title
REL 103	World Religions
REL 104	Religions in India
REL 105	Buddhism
REL 215	Hinduism
REL 218	Islam
REL 327	Women and Social Ethics: In the Global Context

Additional Points of Interest

Off Campus Study

Denison University works to make study abroad and other off-campus study possible for all students, typically during their junior year. Most students who major in Religion transfer one or two courses for the concentration within the Religion major, satisfy a GE requirement or two, and gain general credits towards graduation. Quite a few do independent research or internships as part of their study abroad experience. We encourage students to visit the Off-Campus Study office to explore options and to meet with a faculty advisor in the Religion Department to discuss how study abroad can best be integrated into the student's major.

Courses

REL 101 - Introduction to Theology (4 Credit Hours)

Does Christianity sanction the status quo or is it an instrument of transformation? Is Jesus a personal savior or an agent of liberation? If the church reflects the society of which it is a part, how can it be an agent for a just order? Are women victims in our social order? Does Christianity contribute to our environmental crisis or its resolution? If God becomes male does male become God? Should the church have same-sex marriage ceremonies? Is the death penalty racist? This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: QS 281.

REL 102 - Ethics, Society and the Moral Self (4 Credit Hours)

This course primarily focuses on religious ethics in our contemporary society. Students will explore diverse religious moral theories of justice, sustainability, solidarity, equity, peace, and love. Then, they examine these theories in social realities at both domestic and global levels. Contemplating how to become responsible citizens and discerning moral agents in the globalized world, students will envision the possibilities to build up a community of justice across religious, racial, cultural, and gender differences. Topics include justice in global economy, ecological ethics, race, gender, and sexuality. This course fulfills the Power and Justice (P) GE requirement.

REL 103 - World Religions (4 Credit Hours)

An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions?

REL 104 - Religions in India (4 Credit Hours)

"Religions in India" is an introductory survey of the religious life of the South Asian subcontinent. The course provides an introduction to religious traditions in South Asia, including: Hinduism, Buddhism, Jainism, and Sikhism.

REL 105 - Buddhism (4 Credit Hours)

A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America.

Crosslisting: EAST 105.

REL 106 - Special Topics in Religion (4 Credit Hours)

REL 108 - Bible, Gender and Sexuality (4 Credit Hours)

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: WGST 108 and QS 108.

REL 109 - Introduction to American Religions (4 Credit Hours)

This course examines American religions from the pre-colonial period to the present. Recognizing the uniquely prominent role religion has played in American society, we approach "American Religions" as a category to understand the relationship between religious belonging and marginalization in American society. This necessitates that our study revolves around important social themes such as race, class, gender, nationalism/xenophobia, sexuality, and disability. These social themes will be incorporated into our learning of American religious diversity and models of religious pluralism in American society. Students will gain an awareness of the breadth of American religious experiences while approaching larger questions about the distinctions between, and overlap in, American and religious identities.

REL 199 - Introductory Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 200 - Thinking about Religion (4 Credit Hours)

What makes religion 'religion'? Why does one study religion in academic context? This course is designed for current and prospective majors and minors as well as those who are intellectually curious about religion to explore the various approaches to religion not only as an academic discipline, but also as category of human activity and experience. Students will have the opportunity to examine diverse theories and methods in religious and theological studies, to raise critical questions concerning the relationship between religion and society/culture, and to develop their own understanding of what "counts" as religion/religious.

REL 201 - The Reality of God (4 Credit Hours)

The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we imagine God affect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives.

REL 202 - Judaism (4 Credit Hours)

The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism: Theology, History, and Rabbinic Literature.

REL 204 - Religious Pluralism and American Identity (4 Credit Hours)

What does it mean to be "American" in the twenty-first century? Is it even possible for such a religiously diverse people to affirm a common identity of any substance? Today, citizens must negotiate among the often competing demands of religion, community, and nation. This course will examine how Americans have historically viewed religious diversity, consider theoretical approaches to religious pluralism, and explore how contemporary local conflicts illuminate just how religious does (not) and should (not) affect engaged, democratic citizenship.

REL 205 - Religion and Nature (4 Credit Hours)

An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature.

Crosslisting: ENVS 205.

REL 211 - Introduction to the Bible (4 Credit Hours)

This course introduces students to the literary variety, historical circumstances, and cultural significances of the Bible. It treats the Bible as a collection of texts arising out of and used to make sense of the social worlds in which they were written. But a course about the Bible is never just about the Bible. As a foundational object and document for so many public social projects – including ones we might describe as “secular” – the Bible is much more than a religious book. It is an emblem of authority and power more generally, and the ways certain kinds of authorities (religious or otherwise), are often engaged less for their content than for what we imagine them to contain. So this course will regularly ask students to assess the fantasies and feelings that circulate around the Bible. Most significantly, students will practice ways to enter public conversations on the Bible, equipped with more nuanced historical and interpretive critical skills.

REL 212 - Introduction to the New Testament: Unbinding the Book (4 Credit Hours)

What we now have as the “New Testament” first appeared not as Christian nor even as “scripture,” but as texts interpreting Israelite traditions in the wake of Israel’s tenuous, subjected, or even annihilated status under the Roman empire. How did the New Testament become what it is now, the foundational documents of a dominant tradition? How does reading with deep historical attention to Israel’s history under Rome change what we think New Testament texts say? We will also be reading some “early Christian” texts that did not make it into the New Testament (The Gospel of Mary, The Gospel of Thomas, The Acts of Paul and Thecla), and asking how the New Testament came to be a collection that rendered the very Hebrew traditions composing it an “old” testament.

REL 214 - The Christian Right in American Culture (4 Credit Hours)

This course will examine the history, theology, practices, and politics of the so-called “Christian Right” in America. In coming to appreciate the complexities of pentecostalism, fundamentalism, and evangelicalism, we’ll look at megachurches, speaking in tongues, the feminism of submissive wives, creation science, and the commercialization of contemporary conservative Christianity.

REL 215 - Hinduism (4 Credit Hours)

One of the oldest surviving religions on the planet, what we call “Hinduism” is actually a complex of loosely related religious traditions that have been woven together by a shared geography and by historical circumstance. By reading primary texts—from the ancient Vedas and Puranas to the work of medieval poets and contemporary film makers—students will be invited into an encounter with the religious traditions and the world views that sprouted up in South Asia so long ago, and that continue to evolve even today.

REL 217 - Sects and Cults (4 Credit Hours)

A study of new religious movements, cults, and sects in modern America, this course will investigate the sociological and religious dimensions of such fascinating phenomena as Satanism, occultism, polygamy, witchcraft, new age religion, and UFO worship. Special attention will be given to the social-structural origins of cults and sects, to the church-sect continuum, to the religious economy theory and to the variety of social relationships that exist between religious groups and the larger society. The Unification Church, popularly known as the Moonies, Jimmy Jones’ Peoples’ Temple, the Hare Krishna Movement, the Branch Davidians and Heaven’s Gate are among the many religious groups to be examined.

REL 218 - Islam (4 Credit Hours)

A historical and thematic survey of the beliefs and practices of the Muslim tradition from the time of the Prophet Muhammad to the present. Emphasis upon the ways that Islamic teachings and practices have interacted with, changed, and been changed by various cultures in Asia, Africa, Europe, and more recently North America.

REL 220 - Human Rights, Indigenous Rights, Environmental Rights (4 Credit Hours)

This course explores two on-going global debates among academics, activists and policy-makers within the concept of human rights: (1) To what extent should human rights be limited to a narrow range of clearly defined individual rights, and to what extent should they be expanded to cover a larger range of individual and collective rights? (2) Are indigenous communities necessarily better environmental stewards, and so does the extension of rights to these communities lead to better environmental protection? This course fulfills the Power and Justice (P) and the Writing (W) GE requirement.

REL 224 - Religion and Social Ethics (4 Credit Hours)

What is faith community’s responsibility for society? What roles can be considered “proper” for the religious community to play in “seemingly” secular society? This course will explore various religious traditions’ responses to the social issues on both domestic and global level, including American foreign policy, Israel-Palestine relations, ecological crisis, racism, economic disparity, and sexual violence. The key moral principles drawn from multiple traditions are love, justice, and compassion. In light of these key principles, students will analyze complex social issues and delineate resolutions for the issues.

REL 227 - Women's Spiritual Activism (4 Credit Hours)

What is women’s spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists—their struggles for justice for all humanity.

Crosslisting: WGST 227.

REL 228 - Rebellion, Resistance and Black Religion (4 Credit Hours)

This course explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. It also examines the cultural continuities between African traditional religions and Black religion in the United States. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria.

Crosslisting: BLST 228.

REL 230 - Creation Narratives and Power Relations (4 Credit Hours)

Writing and re-writing the story of the creation of the world was a common ancient practice, especially as people experienced new or increasingly difficult political and social circumstances. In fact, ancient people regularly used descriptions of the creation of the world to express their dissatisfaction with the world in which they lived, to reimagine it, or to justify or critique the powers-that-be. This course reads a breadth of ancient literature describing the creation of the cosmos for not only their literary beauty and philosophical influences/distinctions, but their social and political implications. How do ideas of what is “human” support forms of ideal citizenship? How do these texts imagine and naturalize gender differences, the differences and affiliations between animals and humans, and the reason for pain and suffering in the world? How do they understand the world’s beauty alongside the ugliness of war? How do they try to transform the chaotic realities of the world into an ordered whole? This course fulfills the Power and Justice (P) GE requirement.

REL 238 - Sacred Texts and Social Justice (4 Credit Hours)

From women’s Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: BLST 238 and WGST 218.

REL 240 - Special Topics (4 Credit Hours)

Special Topics in Religion provides a venue in which to explore in some depth an aspect or issue related to Religion at a 200 level. Topics will vary by semester.

REL 299 - Intermediate Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 300 - Major/Minor Seminar (4 Credit Hours)**REL 301 - Empire: Is America the New Rome? (4 Credit Hours)**

Is America called by God to use its power to make things right in the world? Does the first-century struggle with empire have a parallel in the twenty-first century? Is empire imbedded in an American ideology? What is the connection between religion, violence, and terrorism? Is the global economic order a form of terrorism? How are class, race, and gender related to empire? This course fulfills the Power and Justice (P) GE requirement.

REL 302 - Ethics of Peace and War (4 Credit Hours)

War is one of our time’s most important “ethical” issues. Peace is a forced option when humanity faces the horrendous evil of violence. What roles does religion play in making war and making peace? Can we imagine peace independent from war? This course encourages students to take war and militarism into serious ethical consideration and to contemplate peace and justice in a global society. By critically analyzing the issues, theories, and practices of war and peacemaking, students will be prepared to be autonomous thinkers and responsible global citizens who can discern how to make peace in a violent world and how to heal the world broken by war and violence.

Crosslisting: WGST 321.

REL 304 - Race, Ethnicity, and Religion in the US (4 Credit Hours)

This course explores the formations and intersections of the scholarly concepts and practices of race and religion in the United States. The goals are to better understand how and why race often remains a taboo subject in the study of religion and the ways in which race and ethnicity are relevant to religious studies scholarship. To do this, the class examines the development of categories of race, ethnicity, nation, and religion in the context of American religious history and sociology. We then turn our attention to landmark texts and problems in contemporary scholarship. These texts engage with a variety of racial and religious identities.

REL 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color’s challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: QS 305 and WGST 305.

REL 308 - New Testament Studies (4 Credit Hours)

This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament.

REL 311 - Racial Politics and National Belonging in Early Christianity (4 Credit Hours)

This course will address the racial, ethnic and national politics of the Roman Empire in order to better understand early Christian texts. Why were early Christians described as a “new race” of people? Why did early Christians use the language of race and ethnicity to describe themselves, and how does that fit together with Christians’ universal theological claims about inclusion and being “for all people”? What does ancient Israel as a broken nation, conquered by the Romans, have to do with understanding who Jesus was and what Jesus and his death might have meant in the first century?

REL 312 - The Holocaust: Where Was God (4 Credit Hours)

The course intends to provoke an awareness of the Holocaust as a historical event, with particular attention to the death camps, and an agenda to eliminate Jews. Consideration will be given to the ways in which individuals were co-opted or resisted, and institutions accommodated or were oppositional. As a religion course it will consider alternative theological responses to the deadly event and the understanding of God. The range of positions will be from the death of god to the preservation of orthodoxy. Finally, attention will be given to the presence of women in the death camps and the designation of God as Mother.

REL 316 - Religion in Contemporary China (4 Credit Hours)

In this course, we will together examine the beliefs, practices, and discourse that consist of the Chinese religious landscape from the early 20th century to the present day. Our journey starts with a review of the religious heritage in pre-modern China, and moves on to the twentieth century, a formative age where a new country tries to establish itself on a long history of a religiously pluralistic society, by carefully negotiating the ways of its ancient civilization and the challenges presented by a new age of global conversation and conflicts. We will pay particular attention to the relationship between the many religious institutions and traditions, between religious institutions and the state, and between the ideologies, practices, and traditions past and present.

Crosslisting: EAST 316.

REL 327 - Women and Social Ethics: In the Global Context (4 Credit Hours)

The personal is internationally political!" Whether we are aware or not, we live in the globalized world and our actions here and now affect the lives of millions of people whom we may never meet face to face. Through the religious concept of "interdependence" with the secular understanding of "women's rights as human rights," this course will analyze and explore globalized issues of poverty, war, sex-trafficking, migration, reproductive rights, and religious conflict as well as ethically consider how diverse social groups are interconnected to each other beyond national and religious boundaries; and how we study, analyze, and practice transnational feminist activism for all humanity.

Crosslisting: WGST 327.

REL 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: QS 328 and WGST 328.

REL 340 - Seminar: Special Topics (4 Credit Hours)

Special Topics in Religion provides a venue in which to explore in some depth an aspect or issue related to Religion at a 300 level. Topics will vary by semester.

REL 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

REL 362 - Directed Study (1-4 Credit Hours)

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REL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

REL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

REL 399 - Advanced Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 450 - Religion Senior Research Colloquium (4 Credit Hours)

Religion 450 is the senior capstone seminar in Religion. The purpose of this seminar is to solidify students' mastery of research methods and contemporary theory in the academic study of religion, to refine students' own research and writing skills through the production of an independent research project, and to promote reflection on the students' role as a scholar of religion.

Prerequisite(s): Religion senior majors and minors.

REL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

REL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Spanish

Modern Languages Mission Statement

Educated people spend their lives pursuing growth in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the realization that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning another language contributes to our education by intimately exploring cultural and linguistic concepts that broaden our understanding

Our basic courses offer the opportunity to begin acquiring the skills and knowledge necessary for the eventual mastery of a language. When students take full advantage of that opportunity, they can use the target language in all subsequent courses. The department emphasizes the use of the target language in most of its courses because it believes that students can best appreciate another culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, politics and public affairs, global commerce, global health, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student who wants to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Center for Global Programs (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by language tables, international films, club meetings, and similar activities sponsored by the department. There are as well subsidized field trips to museums and pertinent activities in cities across the country, and in some cases international travel.

Spanish Program Mission

Our mission is to foster the development of cross-cultural communication skills through rigorous intellectual inquiry into a variety of archives from Spanish-speaking societies. By working closely with professors and peers, in and beyond the classroom, students acquire proficiency in critically analyzing the complex issues of today's world.

Spanish Program Vision

Our students become co-learners with each other and us, and competent in intercultural communication and the study of cultural discourses. They engage with a wide range of texts and develop analytic and evaluative skills to be active participants in an evolving world. They connect with the world in multiple significant ways: study abroad, student conferences, guest speakers, extracurricular activities, and community outreach. Our program is a rigorous, intellectually stimulating and fulfilling endeavor, responding to an ever-changing world. It integrates culture, language, and literature through, and across, multiple perspectives and methodologies. It also forges ties with many other departments throughout the university so that our discipline can facilitate research and the acquisition of knowledge across the curriculum.

Goals for the Major

In our courses students acquire functional language abilities and develop knowledge of the cultures and literature of Spanish-speaking peoples. Through historical breadth and depth of inquiry, students analyze issues pertaining to different Hispanophone regions and examine them through a variety of disciplinary approaches. Students develop critical language awareness, interpretative and translation skills, historical and political awareness, social sensibility, and aesthetic perception.

At the linguistic level the Spanish program subscribes to the Standards for Foreign Language Learning in the 21st Century articulated by the American Council on the Teaching of Foreign Languages. They include five areas of development in second language education.

Communication

- Interpersonal: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Interpretive: Students understand and interpret written and spoken language on a variety of topics from diverse media.
- Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

- Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

- Students reinforce and further their knowledge of other disciplines through the language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the language and its cultures.

Comparisons

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own, including the relationship between accepted practices, products and perspectives.

Communities

- Students use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Faculty

Associate Professor Charles St-Georges, Chair

Associate Professor Melissa Huerta, Associate Chair

Professor Dosinda Alvite; Associate Professors Mónica Ayala-Martínez, Jason Busic, Melissa Huerta, Francisco J. López-Martín, Charles St-

Georges; Assistant Professors Mary Beaton, Mirela Butnaru; Visiting Assistant Professors Ramiro Garcia-Olano, David Reher

Academic Program Coordinator Liz Barringer-Smith

View faculty profiles and contact information (<https://denison.edu/academics/spanish/contacts/>)

Spanish Major

Spanish major sequence (9 courses):

Core courses:

Students waived from SPAN 213 are required to complete the remaining curriculum, but will only need 8 courses to do so. Students waived from SPAN 215 are required to complete the remaining curriculum, but will only need 7 courses to do so.

Code	Title
SPAN 213	Communication Skills
SPAN 215	Writing Workshop

Electives - 6 courses (300-level):

Note that any one of the 300-level courses may be taken in English. Normally, these courses are taught within the Spanish program, but a course outside of the Spanish program whose focus is the Hispanic cultural archive may be approved by the Spanish faculty upon student or faculty request.

At least one course from language studies (301-319, 380-390 depending on theme). Examples include:

Code	Title
SPAN 310	Creative Writing
SPAN 312	Spanish in the United States
SPAN 314	Translation Studies: Being Translingual and Transcultural
SPAN 315	Foundations of Hispanic Linguistics

At least one course from cultural studies (320 and above, 380-390 depending on theme). Examples include:

Code	Title
SPAN 320	Survey of Spanish Literature
SPAN 322	Transatlantic Myth Busters: The Black Legend
SPAN 324	Al-Andalus and Its Diasporas: From the Middle Ages to the Present
SPAN 325	Survey of Latin American Literature
SPAN 330	Cultures of Spain
SPAN 335	Cultures of Latin America
SPAN 338	All the World is a Stage: Theater and Social Change in the Americas

Senior capstone course

Code	Title
SPAN 400	Senior Capstone Seminar

Secondary Concentration in Another Language

Students majoring in Spanish may opt to declare a secondary concentration in an additional language other than English offered at Denison. If the student wishes to do so, in addition to the above requirements, the student must complete the following:

- Language requirement: a fifth semester in the chosen language of concentration.
- If the student comes with advanced proficiency in the second language of concentration, then the student may complete the language requirement by taking an advanced course in said language.
- The fifth-semester/advanced course may be fulfilled by off-campus study. OCS may prove necessary for those languages that do not offer a fifth semester/advanced course at Denison.
- Senior capstone project: students must complete a project connecting the Spanish cultural and/or linguistic archive with that of their chosen language of concentration. The student will complete this project in the senior capstone course.

Students who declare a Spanish major should choose an advisor in the program to guide them through their educational career.

Spanish Minor

Spanish minor sequence (6 courses).

Core courses:

Students waived from SPAN 213 are required to complete the remaining curriculum, but will only need 5 courses to do so. Students waived from SPAN 215 are required to complete the remaining curriculum, but will only need 4 courses to do so.

Code	Title
SPAN 213	Communication Skills
SPAN 215	Writing Workshop

Electives

Students must take 4 courses at the 300 level:

At least 1 course from language studies (301-319, 380-390 depending on theme). Examples include:

Code	Title
SPAN 310	Creative Writing
SPAN 312	Spanish in the United States
SPAN 314	Translation Studies: Being Translingual and Transcultural
SPAN 315	Foundations of Hispanic Linguistics

At least 1 course from cultural studies (320 and above, 380-390 depending on theme). Examples include:

Code	Title
SPAN 320	Survey of Spanish Literature
SPAN 322	Transatlantic Myth Busters: The Black Legend
SPAN 335	Cultures of Latin America
SPAN 340	Hispanic Transatlantic Study
SPAN 344	Creativity and Movement in Contemporary Spain

Note that any one of the 300-level courses may be taken in English. Normally, this course is taught within the Spanish program, but a course outside of the Spanish program whose focus is the Hispanic cultural archive may be approved by the Spanish faculty upon student or faculty request.

Students who declare a Spanish minor should choose an advisor in the program to guide them through their educational career.

Additional Points of Interest

The Language Lab

An important asset of the department is the Language Lab with its 27 Macs, zone-free Blu-ray player and document camera. It also has a VIA Connect PRO, which is a wireless collaboration and presentation solution that makes sharing and presenting easier for all computers in the room. The lab provides support for learning activities outside and inside the classroom, ranging from grammar drills to research and collaborative writing projects, as well as discussions of authenticated materials published on the Internet. The area is designed not only for individualized instruction but also for group work and small seminars using a variety of digital materials for class discussion.

Cultural Enrichment

Each semester the department offers students exceptional opportunities for cultural enrichment in language study. These opportunities include, for example, off-campus trips to plays, movies and performances, as well as campus visits by scholars and performers. In that way, experiences in target cultures become more readily available to our students.

These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund. The department maintains a Modern Languages Facebook page where Denison community members can view upcoming events.

The Foresman Lounge

Located in the central hub of the department, the lounge provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a kitchenette with a table and chairs for sharing lunch or a coffee with our faculty as well as mobile soft seating for easy reconfiguration of the space. It is also equipped with a wide range of technological devices to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a webcam, zone-free Blu-ray player and a document camera. The lounge also has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and a VIA for wireless connection to the data projector.

General Departmental Regulations

Students who plan to major in the department are advised to begin course work in the first year. Those who want to fulfill the basic requirement in language by continuing one begun in secondary school will find it advantageous to begin their course work in the first year. The Department of Modern Languages strongly recommends that students complete their language requirement by the end of their sophomore year.

Study Abroad

Spanish majors and minors are strongly encouraged to study abroad in Spanish-speaking countries through approved programs. To receive Spanish credit, students must obtain pre-approval from the section coordinator and provide course content documentation (syllabus, description, reading list). A maximum of 3 study abroad courses can

transfer toward the major, and up to 2 toward the minor. Study abroad courses for Spanish language credit must be conducted in Spanish, be content-based, and match Denison's Spanish course quality and content. Students should select courses that enrich Denison's curriculum; technical courses and orientation sessions are not creditable. Approved summer programs (minimum 6 weeks/45 hours) allow one course transfer towards the major or minor.

Courses

SPAN 111 - Beginning Spanish I (4 Credit Hours)

Students learn about the Spanish-speaking world while they start developing their Spanish linguistic skills in four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish.

SPAN 112 - Beginning Spanish II (4 Credit Hours)

Students continue learning about the Spanish-speaking world while they solidify their Spanish linguistic skills at the ACTFL novice level in the four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish.

Prerequisite(s): SPAN 111 or placement.

SPAN 211 - Intermediate Spanish (4 Credit Hours)

Students further their knowledge of the Spanish-speaking world while developing a functional comprehension and use of spoken and written Spanish at the ACTFL novice-high/intermediate-low level. The course solidifies grammar structures and emphasizes the acquisition of cultural knowledge about the Spanish-speaking world through a wide variety of visual and written texts. Conducted in Spanish.

Prerequisite(s): SPAN 112 or placement.

SPAN 213 - Communication Skills (4 Credit Hours)

Students will enhance their proficiency in oral and written Spanish, in order to solidify a low-intermediate ACTFL level. Students will develop skills such as summarizing, comparing, contrasting and synthesizing. Students will practice communicational abilities through discussions, oral presentations, debates, reports and film reviews. Audiovisual materials, Internet based resources and cultural readings will be frequently used texts. Conducted in Spanish.

Prerequisite(s): SPAN 211 or placement.

SPAN 215 - Writing Workshop (4 Credit Hours)

Students develop their writing and analytical skills through an intensive writers' workshop, which includes linguistic, literary, and cultural analysis through grammar, readings, discussions, and essay. Students develop their writing through expository, argumentative, and analytical essay as well as other genres such as chronicle, journal, autobiography, and literary translation. Students will write, edit, and evaluate their work and that of their peers following models presented through readings organized around thematic units. Conducted in Spanish.

Prerequisite(s): SPAN 213 or placement or permission of instructor or department chair.

SPAN 217 - Teletandem: Spanish Conversation (1 Credit Hour)

This course is a collaboration between Denison University and the Universidad Complutense of Madrid, and it is intended for students of SPAN 213, SPAN 215, and SPAN 300 levels. It is a 1-credit course that consists of regular conversations with native Spanish speakers, and it aims to help students acquire greater skills and confidence in both oral and written expression. Moreover, this course will promote the familiarization of the students with ACTFL's 5 Cs: Communication, Culture, Connections, Comparisons, and Communities. In this one-semester-long course, students can communicate with their peers from Madrid about topics related to their interests: movies, shows, pop art, traveling, sports, art, books, and more.

Prerequisite(s): SPAN 211 or waiver.

SPAN 310 - Creative Writing (4 Credit Hours)

Students will enhance their skills in writing and composition through literary analysis, literary translation, and practice of the craft of writing in different genres (drama, poetry, short story) in the Spanish language. Using the close reading of great works of Hispanic literature in the above-mentioned genres, students will learn to translate literary texts and create literature of their own. Students will explore the process of writing, editing, and evaluating their work and that of their peers.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 312 - Spanish in the United States (4 Credit Hours)

Have you ever heard a Spanish speaker in the United States say escuela alta, rufo, llamar para atrás o queik? Or have you heard someone switch from English to Spanish in the same sentence? What is Spanglish? Do you have a friend who doesn't know Spanish even though his parents speak it? Is Spanish a foreign language in the US? Have you ever heard someone say that we shouldn't speak Spanish here? The United States has a Hispanic population that is larger than most Latin American countries. But, unlike other Spanish-speaking countries, Spanish is a minority language in the US. In this class, we study various social and linguistic phenomena that arise from this situation. Among other topics, we analyze the history of Spanish in the US, the racialization of Spanish, language policy, Spanish in education, Spanglish, and Latinx identity.

Prerequisite(s): SPAN 215 or permission of the instructor.

SPAN 314 - Translation Studies: Being Translingual and Transcultural (4 Credit Hours)

This course introduces students to the existing world of translation. Students work with written texts, transferring text from a source language into a target language (Spanish-English and English-Spanish). This is far more than replacing one word with another: the translator must also convey the style, tone, and intent of the text. Focus is on the actual process of translation: what the translator does and why. Students will work mostly with literary and journalistic texts. Students will gain an understanding of different cultural communication styles. Students will familiarize themselves with the relationship between language and power, and the role of the translator as the "in-between" agent.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 315 - Foundations of Hispanic Linguistics (4 Credit Hours)

Students will conduct an in-depth analysis of the Spanish grammatical system, which includes core areas of linguistics such as morphology, syntax, semantics, and pragmatics. Students will analyze the Spanish grammatical system in a wide variety of written and oral texts. For example, contrastive analysis will be used as a method of problem-solving. Spanish will be the medium of instruction as well as the content area. Written work and oral presentations in Spanish should be produced at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 320 - Survey of Spanish Literature (4 Credit Hours)

Students will analyze Spanish Literature from the Middle Ages to the Twentieth Century within its historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 322 - Transatlantic Myth Busters: The Black Legend (4 Credit Hours)

Was Inquisition an evil machine created by the Spaniards to terrorize the world? Did the Spanish Empire rule over half of the world through fear and punishment? Is Spain a barbaric country? Students will address these and other questions that arose during the 16th and 17th centuries in Europe to analyze the expansion of the Spanish Empire. In this class, we will study different power relationships between Spain and Latin America and, Spain and Europe. Through historical, literary and cultural texts students will analyze the myth known as "The Black Legend" and learn about different social and political structures and discursive strategies that sustain power. Students will also explore how these have been transformed and survive nowadays.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 324 - Al-Andalus and Its Diasporas: From the Middle Ages to the Present (4 Credit Hours)

Islamic Spain was a place where ancient and new communities encountered and transformed each other. Known in the Middle Ages as al-Andalus, it continues to occupy the cultural and political imaginations of Spain and the Arab world. This class explores al-Andalus through what defines it in scholarly and popular discourse: its religious communities and the cultural contact and synthesis characterizing them. By placing medieval Spain or "Iberia" into its Mediterranean context, the class traces the development of Jewish, Christian, and Muslim communities from their beginnings in the eastern Mediterranean and their settlement in Iberia up to the diasporas in the Mediterranean region today. Rather than essentializing religion, we place it in dialogue with language and culture, tradition and innovation. As a writing-intensive seminar, students will engage the cultural and historical themes of the class through writing in daily discussion posts, in-class reflections, midterm essays, and a phased research project on a theme chosen by the student. The course is closed to first-year students.

Prerequisite(s): SPAN 215 when taught in Spanish, none when taught in English.

Crosslisting: MENA 324.

SPAN 325 - Survey of Latin American Literature (4 Credit Hours)

Students will analyze texts from Pre-Columbian times to the present within their historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

Crosslisting: LACS 325.

SPAN 330 - Cultures of Spain (4 Credit Hours)

Students will analyze how the different people of Spain conceive of and represent themselves, their attitudes, values, and beliefs. Through a multidisciplinary approach, students will explore questions about national and regional identities, religious and ethnic communities, cultural movements and institutions, canon formation, and popular culture. Following a historical perspective, students will examine the evolution of institutions, traditions, and various artistic endeavors. Historical, cultural, and philosophical texts will be the basis of this class. Students will hone the skills of interpreting, relating, categorizing, and critiquing cultural works and periods. Students will write analytical essays, present oral reports, and take exams as part of the course evaluation. Students will achieve an ACTFL intermediate-high level. Conducted in Spanish.

SPAN 335 - Cultures of Latin America (4 Credit Hours)

Students will analyze selected historical themes such as revolution, gender and sexual politics, Southern cone dictatorships, human rights, and memory. Students will work with a variety of texts: films, testimonies, performance art, and fine arts. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 338 - All the World is a Stage: Theater and Social Change in the Americas (4 Credit Hours)

Discover the vibrant performance practices across the Americas! This course explores how theater and performance in Latin America and Latinx/a/o communities have shaped social and political realities from the colonial era to today. Through readings, videos, and critical analysis, we examine avant-garde theater, community activism, street performance, and more, tackling key themes like colonialism, revolution, gender, borders, and cultural identity. You might even get to visit a regional theater festival!

Prerequisite(s): SPAN 215 or consent of instructor.

Crosslisting: LACS 338.

SPAN 340 - Hispanic Transatlantic Study (4 Credit Hours)

Students will engage in an in-depth study of selected topics in the frame of the Atlantic World, which addresses the relations between the cultures of Peninsular Spain and Latin America from a transatlantic perspective. Students will question Western systems of thought, will interrogate structures of power and will develop new connections to the realities of the Hispanic World. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish.

Prerequisite(s): SPAN 215.

SPAN 344 - Creativity and Movement in Contemporary Spain (4 Credit Hours)

This course will explore the nature of creativity through the works of seven groundbreaking Spanish artists across multiple disciplines: Picasso, Dalí, Maruja Mallo, Arrabal, Buñuel, Almodóvar, and Calatrava. It will examine how their innovations reshaped artistic norms, challenged cultural conventions, and redefined creativity itself. The curriculum raises thought-provoking philosophical questions about creativity, such as the impact of cultural background on creativity, the role of failure in artistic innovation, the balance between originality and constraints, how societies define and value creativity differently, and the connection between storytelling, social change, activism, and ethical responsibility.

Prerequisite(s): SPAN 213 and SPAN 215.

SPAN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SPAN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SPAN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SPAN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SPAN 382 - Oral Narrative and Storytelling (1-4 Credit Hours)

This seminar explores oral narrative and storytelling through the lens of folkloristics and cultural studies, which provide an interpretative framework to answer the following questions: What is the nature of narrative and its relation to culture? How is narrative constituted by and constitutive of its cultures of origin, and how does it function within its home cultures? In addition to reading (and listening) to primary texts from Spain, Latin America, and Morocco, students will learn the theoretical paradigms of folkloristics and cultural studies as well as tools available to the researcher. Finally, students will select a tale type from the regions studied and map its variation across space/time via ArcGIS StoryMaps. Taught in Spanish.

Prerequisite(s): SPAN 215 or consent by instructor.

SPAN 384 - Bad Girls in Hispanic Cinema (4 Credit Hours)

This course investigates representations of 'bad girls' in Spanish and Latin American cinema. It examines how these films depict women who defy cultural gender norms, using feminist and queer theory to analyze the complex interplay of gender and power. Students will enhance their film analysis and research skills through presentations, discussions, and multimedia projects that meet the ACTFL intermediate-mid/intermediate-high level standards. Conducted in Spanish. Please note: Fridays will be dedicated only to mandatory film viewings.

Prerequisite(s): SPAN 215.

Crosslisting: DH 283.

SPAN 385 - Nation Building in Mexican Cinema (4 Credit Hours)

As posited by film scholars such as Jean-Louis Comolli, the history of cinema has been in large part the history of the twentieth century. This is particularly true in Latin America, where it has been associated with national projects of modernization following the establishment of independent republics throughout the nineteenth century. In Mexico in particular, cinema has played a central role in nation-building, making it an ideal venue for the exploration of the relationship between film and ideals of nationhood. How are these ideals articulated through family relations, encounters with gringos, indigenous vs. European worldviews, rural vs. urban space, etc.? Students will engage in critical analysis of texts through research essays, creative projects, and oral presentations at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215.

Crosslisting: LACS 385.

SPAN 400 - Senior Capstone Seminar (4 Credit Hours)

This seminar integrates the two core courses, the six 300-level courses, and the off-campus experience into a culminating research project. It focuses on theoretical tools, frameworks and methodologies in Hispanic Cultural and Linguistic Studies. This seminar emphasizes the development of independent research skills and scholarly writing in connection with a research project based on individual students' interests in cultural artifacts from the Spanish-speaking and Latino worlds.

Prerequisite(s): SPAN 213, SPAN 215, and at the 300 level, any six courses (electives).

SPAN 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

SPAN 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Sustainability and Environmental Studies

Students who matriculated in fall 2024 are eligible for the Sustainability and Environmental Studies major and minor. Students who matriculated in fall 2021, 2022, or 2023 may follow the Environmental Studies major and minor requirements. Any Environmental Studies major or minor who matriculated before the fall of 2024 must work closely with the program to ensure that they are meeting all requirements appropriately.

Mission Statement

Sustainability and Environmental Studies (SES) offers an in-depth, holistic examination of the relationship between humans and the environment. Our curriculum integrates critical perspectives on coupled human-natural systems relationships and their impacts, while also focusing attention on the action steps individuals, organizations, and societies can take to prevent and reduce lasting harm to the Earth. We explore and work to implement sustainable alternatives to business-as-usual practices. We bridge intellectual approaches from all divisions of the college and help our students develop depth in a particular area or theme of interest within the broad fields of sustainability and environmental studies.

Faculty

Professor Douglas Spieles, Director

Sustainability and ENVIRONMENTAL STUDIES FACULTY

Abram Kaplan, Lucy McAllister, Douglas Spieles, Tom Henshaw, Kristina Slagle (visiting), Ivan Smith (Professor of Practice)

AFFILIATED FACULTY

Quentin Duroy (Economics), Jonathan Maskit (Philosophy), Shiri Noy (Anthropology and Sociology), Sarah Supp (Data Analytics), James Weaver (English)

RESOURCE FACULTY

Annabel Edwards (Chemistry), David Goodwin (Earth and Environmental Science), Amanda Gunn (Communication), Rebecca Homan (Biology), Matt Jungers (Earth and Environmental Science), Jordan Katz (Chemistry), Rebecca Kennedy (Ancient Greek and Roman Studies), Erik Klemetti (Earth and Environmental Science), Andrew McCall (Biology), Trey Proctor (History), Joe Reczek (Chemistry), Jessica Rettig (Biology), Karl Sandin (Art History and Visual Culture), Geoff Smith (Biology), Keith Spencer (Visual Arts), Catherine Stuer (Art History and Visual Culture), Andrea Ziegert (Economics).

Academic Administrative Assistant

Brenda Franks

Sustainability and Environmental Studies Major

The Sustainability and Environmental Studies (SES) Major requires eight courses, one sustainability-themed experiential learning component, and a five-course area of concentration.

1. Three required core courses:

Code	Title
SES 100	Introduction to Sustainability and Environmental Studies
SES 200	Environmental Analysis
SES 301	Sustainability Practicum

2. Four distribution courses:

Students are to fulfill the requirements of the distribution categories listed below. No double-counting is permitted among these distribution categories or between the distribution courses and the concentration. See the SES myDenison page for an updated list of courses that may be used to fulfill these categories. Also note that some of these courses have prerequisites.

a. A pair of Natural Science courses providing environmental and/or sustainability relevance. Examples include:

Code	Title
<i>Introductory Natural Science Courses:</i>	
BIOL 210 & BIOL 220	Molecular Biology and Unicellular Life and Multicellular Life
EESC 111	Planet Earth
EESC 180	Introduction to Environmental Science
<i>Advanced Natural Science Courses:</i>	
BIOL 230	Ecology and Evolution (with BIOL 210/ BIOL 220 prereqs)
EESC 234	Applied GIS for Earth and Environmental Sciences
EESC 240	Earth Resources
EESC 270	Oceanography

EESC 280	Introduction to Meteorology
SES 222 & SES 223	Geographic Information Systems I and Geographic Information Systems II
SES 274	Ecosystem Management

b. One environmental/sustainability course from the Humanities or the Arts. Examples include:

Code	Title
AGRS 312	Ancient Identities
AHVC 263	World Views: Spatial Imagination in East Asia
AHVC 302	Medieval Art and Architecture
ENGL 291	Environmental Literature
ENGL 368	Studies in 19th-Century American Literature
ENGL 391	Nature's Nation
HIST 242	Environmental History of Latin America
JOUR 150	Fundamentals of Investigative Journalism
PHIL 260	Environmental Philosophy
REL 205	Religion and Nature
SES 256	Farmscape: Visual Immersion in the Food System
SES 360	Telling Stories about Place
SES 276	Environmental Justice
See the SES myDenison page for a complete and current list.	

c. One environmental/sustainability course from the Social Sciences. Examples include:

Code	Title
ANTH 202	Human Origins & Prehistory
ECON 202	Microecon Analysis Lec
ECON 427	Environmental Economics
SES 217	Sustainable Development Goals
SES 240	Environmental Politics and Decision-Making
SES 334	Sustainable Agriculture and Food Systems
SES 242	Community Resilience
SES 352	Planetary Health
SES 262	Environmental Dispute Resolution
SES 264	Environmental Planning and Design
See the SES myDenison page for a complete and current list.	

3. Experiential Component

The SES major requires students to engage in a minimum of one sustainability experience. A list of approved experiential opportunities is available on the SES myDenison webpage, and is updated each semester to provide real-time information. The webpage includes an overview of sustainability themes, concepts, and criteria for the approval of experience options so that students understand the parameters under which this experiential component operates. Experiential activities are long-term (minimum 100 hours) and involve articulated learning

objectives. Students may propose alternative experiences for approval by the SES program director, and must be approved in advance. The SES Program Director may seek input from the SES FTE's and/or SES Program Committee regarding approval. Examples include:

- 1) Internship of 200 minimum hours (summer) and/or 100 minimum hours (school-year)
- 2) Summer research, on or off campus
- 3) Project-based study abroad programs
- 4) Completion of the Sustainability Professionals Initiative
- 5) Pre-approved non-credit-bearing long-term sustainability project

In order to manage the degree evaluation process for SES majors, students will enroll in a zero-credit course, SES 123, to certify completion of their experiential requirement.

4. Senior Project

Generally speaking, majors enroll in SES 401 to complete the senior experience requirement: SES requires a one-semester experience. Students planning to fulfill the SES senior experience other than through SES 401 are expected to consult with the SES Program Director before registration for the Fall of their senior year.

Code	Title
SES 401	Sustainability and Environmental Senior Project
<i>Sustainability and Environmental Senior Project alternatives, must be pre-approved, include:</i>	
SES 451	Senior Research (can be extended to include SES 452)
GH 400	Global Health Capstone
DA 401	Seminar in Data Analytics
ENGL 453	Senior Writing Project

5. SES Concentration Options

The Sustainability and Environmental Studies major involves both breadth and depth. In addition to fulfilling the eight core/distribution courses itemized above, each student identifies a concentration, a five-course area of depth relevant to the field. Concentrations fall into two categories: thematic and sub-disciplinary. Students are required to have one area of concentration, and select either a thematic or sub-disciplinary option. Dual concentrations are permissible for double majors where a sub-disciplinary concentration is feasible.

THEMATIC CONCENTRATIONS

Thematic concentrations delve into particular topics that integrate multiple disciplines and approaches, and provide students with skills and perspectives on areas of particular interest. At present, SES has identified seven themes, itemized below. A list of qualifying courses and the structure associated with each theme is available from the SES office and on the SES myDenison webpage each semester. Additionally, students may propose individually-designed thematic concentrations in consultation with the SES Program Director. These are reviewed by the SES Program Committee.

Note that students seeking to major in SES are required to submit a concentration proposal early in the Spring of the sophomore year, and

should make sure to declare the SES major to receive email information regarding the proposal process.

Also note that a maximum of two study-abroad courses from a summer or single-semester program may count toward the SES major, and must be approved in advance by the SES Program Director. Off-campus courses may be applied to the distribution course requirements and/or the area of concentration, within the two-course limit.

Established thematic concentrations:

- # Creative Environments
- # Ecosystem Conservation
- # Environmental Decision-Making
- # Global Environmental Justice
- # Sustainable Agriculture
- # Sustainable Design
- # Sustainable Development

Creative Environments

This arts- and humanities-based concentration offers students the opportunity to explore a range of ways humans and societies have represented, performed, mediated, and otherwise imagined built and natural environments. By studying verbal, visual, and performative representations of the environment across periods and traditions, students will think critically about cultural constructions of built and natural environments. By immersing themselves in the imaginative process and creating artistic works that engage the environment, students will reflect on the ways our personal and cultural assumptions about the environment inflect the ways we represent, narrate, and otherwise imagine both built and natural environments. SES majors with this concentration will achieve a solid grounding both in the critical assessment and interpretation of mediated environments and in the creative, imaginative making of such mediations. Students who pursue this concentration will be well-equipped for jobs in the environmental arts and humanities in particular, but the skills developed in this concentration have broad application to a wide array of career paths.

Ecosystem Conservation

The Ecosystem Conservation concentration offers students an integrated understanding of ecological systems, including theoretical foundations, practical applications, and socio-ecological connections. The three required foundational courses provide a conceptual basis of systems ecology and the field, lab, and data management skills that are essential for ecosystem practitioners. The subsequent electives in the concentration provide opportunities for the application of conservation concepts in complex political and biological environments. SES majors with a concentration in Ecosystem Conservation will be well-prepared for careers in such fields as environmental consulting, land use planning and regulation, land and water stewardship, and geospatial analysis.

Environmental Decision-Making

This theme offers a lens onto the process by which environmental decisions are – and can – be made. It is not content-specific, though certainly a student could focus attention on a particular category of decisions – a particular policy area – for some of the coursework chosen as part of the theme. The courses included in the list below are all aimed

at better understanding the factors that affect behavior and various frameworks in which environmental decision-making takes place, ranging from the individual to the group, from the community to the institutional.

Some courses aim at skill-building, while others emphasize a normative exploration or an emphasis on theory-building.

Global Environmental Justice

Global environmental justice is an important field of academic study and the basis for a major form of social action and practice. Questions of justice are multi-scalar and arise within societies and across nations, cultures, and species. This theme examines how and why certain populations experience disproportionate environmental and health harms as well as unequal access to resources associated with well-being. Key focus areas of the concentration include studying: 1) the structural factors underpinning injustices and inequalities, and 2) the meaningful inclusion of all people in environmental and social decisions impacting their communities. In sum, this concentration involves an interdisciplinary investigation of all three concepts in its title as ones that require careful analysis, and are often contested by activists and scholars: “global,” “environmental,” and “justice.”

Sustainable Agriculture

This concentration addresses interdisciplinary perspectives on the issue of food production and food distribution. These perspectives allow students to think critically about the environmental, social, and economic impacts of food and agriculture writ large. To this end, students are expected to take two science courses related to plant biology, earth systems, or climate change. Additionally, students take a course on social movements and/or issues of justice to help identify the social factors that have played a role in the sustainability of food systems (e.g., workers’ rights, labor movement). The last requirement is flexible to include any pre-approved food-related course.

Sustainable Development

In 1987, the Brundtland Commission defined this term for the ages: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (*Our Common Future*). While its focus may be largely on parts of the world where “needs” are unmet and poverty is endemic, a concentration in sustainable development will also seek to address the systemic nature of ecological, social, historical, and economic crises the world over. Therefore, the courses in this theme are generally international in their orientation and aimed at fostering a culturally sensitive understanding of the distinct challenges faced by developing countries and post-industrial societies in their socio-economic development trajectory.

Sustainable Design

This theme interrogates the ways we construct our built environment, with an eye to approaches that emphasize ecological harmony, local materials, waste reduction, energy efficiency, and stewardship in the form of both cultural and environmental sensitivity. While Denison does not have any curricular dedication to city planning or architectural studies, there are a variety of courses that students can combine into a liberal arts examination of the core issues in these areas of study. Students who select this theme have the option of choosing a technological/ structural or behavioral approach, and should be able to articulate individualized reasoning as to why particular courses are chosen for the orientation of interest.

SUB-DISCIPLINARY CONCENTRATIONS

Students majoring in SES have the option to focus their area of concentration in an environmental or sustainability-focused sub-discipline instead of a particular theme. Examples of disciplines where this may be possible are Art History and Visual Culture, Biology, Communication, Data Analytics, Environmental Writing, Economics, Global Commerce, Global Health, and International Studies. Like thematic concentrations, all sub-disciplinary options involve five courses, and are either subsumed under the heading of the particular discipline (e.g., Biology, Economics) or connect directly with the advanced specialization designated for the field in question (e.g., global focus in Global Commerce, thematic focus in International Studies, area of domain in Data Analytics). All sub-disciplinary concentrations must be developed in close association with the director of SES and the chair/director of the discipline in question. Proposals are submitted in the same way as thematic concentration proposals and are reviewed by the SES Program Committee for final approval.

Additional Points of Interest

Choosing a Concentration for the SES major

Students who major in SES choose an area of concentration during the sophomore year. Prospective majors are encouraged to discuss possible concentrations with any of the SES-affiliated faculty listed on the SES myDenison web page before the sophomore year. The concentration proposal deadline is typically early in the Spring semester.

SES courses and General Education (GE) requirements

Courses taken under the SES heading typically fulfill the Interdivisional (I) General Education requirement. In the case of cross-listed courses, students may choose to enroll under the SES heading to earn the Interdivisional (I) GE, or the heading of the home department to earn the GE designation appropriate for that department. In either case, the course will count toward the SES major or minor. Students are typically able to fulfill a maximum of five GE requirements through the SES major.

Off-Campus Study

Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students who want to study abroad should plan to do so during their junior year. Courses taken abroad that serve as substitutes for courses listed above or that are otherwise used to satisfy elements of the SES major must be approved in advance by the SES Program Director before the student departs for the off-campus program. A maximum of two off-campus courses may be used to satisfy requirements in the major for students who spend one semester (or summer) off-campus, and a maximum of three off-campus courses may be used to satisfy requirements in the major for students who spend two semesters off-campus.

Sustainability and Environmental Studies Minor

The Sustainability and Environmental Studies (SES) Minor requires six courses and one experiential component. Regular offerings are listed here for each category. Check with the SES program office or website for a list of special offerings that may be allowed to fulfill each requirement. Also, note that some of these courses have prerequisites.

Code	Title
SES 100	Introduction to Sustainability and Environmental Studies
SES 200	Environmental Analysis

Four distribution courses: Students are to fulfill the requirements of the distribution categories listed below. No double-counting is permitted among these distribution categories. Specific courses that may count toward these requirements are listed under the distribution requirements for the SES major above, and are available on the SES myDenison webpage, providing real-time information. Note that some of these courses have prerequisites.

3. One environmental/sustainability course from the Humanities or the Arts.

4. One environmental/sustainability course from the Social Sciences.

5-6. A two-course sequence in the Natural Sciences.

The SES minor requires students to engage in a minimum of one sustainability experience. A list of approved experiential opportunities is available on the SES myDenison webpage and is updated each semester to provide real-time information. The webpage includes an overview of sustainability themes, concepts, and criteria for the approval of experience options so that students understand the parameters under which this experiential component operates. Experiential activities are long-term (minimum 100 hours) and involve articulated learning objectives. Students may propose alternative experiences for approval by the SES program director, and these must be approved in advance. The SES Program Director may seek input from the SES FTE's and/or SES Program Committee regarding approval. Examples include:

- 1) Internship of 200 minimum hours (summer) and/or 100 minimum hours (school-year)
- 2) Summer research, on or off campus
- 3) Project-based study abroad programs
- 4) Completion of the Sustainability Professionals Initiative
- 5) Pre-approved non-credit-bearing long-term sustainability project

Students pursuing an SES minor will enroll in a zero-credit course, SES 123, to certify completion of their experiential requirement.

Courses

SES 100 - Introduction to Sustainability and Environmental Studies (4 Credit Hours)

In this course, students consider environmental problems through the lenses of many different academic disciplines. The purpose of this approach is two-fold: 1) to enhance the student's understanding of environmental issues as multi-dimensional dilemmas, and 2) to evaluate and promote sustainable alternatives to business-as-usual. In the first part of the course, students consider the human relationship with the non-human world, including problems of ethics, social and psychological connections with nature, ecological services, and common pool resources. The subsequent sections address historical and current environmental concerns, including population growth, food systems, resource limitation, pollution, biodiversity, and environmental justice. We explore sustainable solutions, remedies, and actions, including regulation and law, restoration, and sustainable lifestyles. The laboratory component of the course exposes students to local and regional environmental geographies, problems, and tools for sustainable solutions. Field trips, guest speakers, and films emphasize the necessity of multidisciplinary integration in the design of sustainable environmental systems.

SES 123 - Sustainability Praxis (0 Credit Hours)

SES majors and minors are required to complete ONE sustainability experience. These activities involve a minimum of 100 hours during the academic year, or a minimum of 200 hours during the summer. Successful completion of SES 123 serves as the official recognition that all of the experiential requirements have been satisfied for this component of the major and minor. Completion of the course involves the written articulation of learning objectives, submitted to the Director of SES in advance of the experience.

SES 150 - Fundamentals of Investigative Journalism (4 Credit Hours)

This course helps students new to journalism to learn the principles of investigative reporting and storytelling in an applied way by practicing them on a unique and important story to our community, and to the world. Each semester the class will focus on a unique issue and work collectively to report and write stories about that issue.

Crosslisting: JOUR 150.

SES 188 - Sustainability Seminar (1 Credit Hour)

New efforts to achieve sustainability in the face of environmental problems are generating innovation and opportunity at an ever-increasing pace. This seminar exposes students to cutting-edge ideas, technologies, research, and potential career pathways in environmental sustainability. The seminar will feature guest speakers, opportunities for networking with Denison alumni, presentations from students who have completed internships and off campus study, faculty research spotlights, and conversations with environmental professionals. Seminar participants will meet once each week during each semester. This course adheres to Denison's Academic Credit policy. It does not fulfill a GE requirement.

SES 189 - Environmental Careers (1 Credit Hour)

New efforts to achieve sustainability in the face of environmental problems are generating innovation and opportunity at an ever-increasing pace. This seminar exposes students to cutting-edge ideas, technologies, research, and potential career pathways in environmental sustainability. The seminar will feature guest speakers, opportunities for networking with Denison alumni, presentations from students who have completed internships and off campus study, faculty research spotlights, and conversations with environmental professionals. Seminar participants will meet once each week during each semester. This course adheres to Denison's Academic Credit policy. It does not fulfill a GE requirement.

SES 200 - Environmental Analysis (4 Credit Hours)

In this course, students will learn and practice different methods of addressing environmental questions and expressing environmental perspectives. Central themes are writing and quantitative analysis: for each of the topics and methods used, students will gain experience with a variety of professional writing styles and analytical approaches. Environmental issues will be investigated through both quantitative and qualitative methods of data collection and statistical analysis, along with a variety of writing styles. Students will also examine the human connection with the nonhuman world through the use of media and spatial representation. Through successful completion of this course, students will have applied a variety of methods to the analysis of environmental issues.

Prerequisite(s): SES 100.

SES 202 - Economic Growth and Environmental Sustainability (4 Credit Hours)

Economic growth is traditionally perceived as the solution to the socioeconomic ills of poverty, unemployment, and more generally underdevelopment. However, economic growth is also accompanied by increased pressure on and, over time, deterioration of the natural environment. The objective of this course is to explore the relationship between economic growth and the natural environment. While economic growth occupies a central place in economic policy-making, we will discuss whether economic growth is compatible with the sustainable development worldview adopted by the UN and many other global and local economic actors. Sustainable development emphasizes the need to embark upon a development path that considers the environmental, social, and economic needs of the present generation and those of future generations.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: ECON 202.

SES 204 - High Renaissance, Baroque Art and Architecture (4 Credit Hours)

This course provides an introduction to the visual culture, architecture, and selected patterns of urban development in Rome during the High Renaissance, Mannerism, and the Baroque era through the papacy of Alexander VII (1655-67). Developments from ca. 1450 on in Rome leading to Julius II and the Roman High Renaissance will be a focus. Consideration of Mannerism, the Council of Trent, and early Baroque visual and architectural forms (later 16th century) will lead to a second focus on 17th-century visual and spatial practices in Counter-Reformation Rome. A third focus will be Iberian and Italian colonial practices, transculturation, and the hegemony of Counter-Reformation visual culture and urbanism under the Habsburgs and beyond.

Crosslisting: AHVC 204.

SES 206 - Global Green New Deal (4 Credit Hours)

This course engages with the theoretical and policy literature on what might be termed a Global Green New Deal (Global GND), which is an attempt to simultaneously address global inequality, socio-economic exclusion, and the negative impact of climate change on overall quality of life. The course takes an interdisciplinary approach drawing from the literature on Modern Monetary Theory (MMT), decolonization, economic development, structural reparations, ecological economics, international law, and climate science to assess the case for a global network of truth and reconciliation commissions on colonial and climate reparations. The course pays particular attention to the structural differences between developed and developing countries, and highlights the importance of South-South cooperation and South-North solidarity as the economic and geopolitical prerequisites for building systemic resilience to the inevitable consequences of climate change.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: ECON 206.

SES 211 - Landscape Painting (4 Credit Hours)

This course introduces students to the genre of landscape painting. Art making will be completed in the studio and out in the field. Art projects are devised to have students develop acute observations about the landscape while creating newfound relationships with it. Technical demonstrations in paint application and design are coupled with strategies of research and preparation to produce thoughtful and critical pictorial representations. An introduction to the historical lineage of the painted landscape will be balanced with exposure to contemporary artists and concepts. Students will use painting as an excuse to probe their landscape, to dissect and invert it, to wander off the path, and to redefine where it starts and ends. Group readings, presentations, and discussions complement the studio workshop environment by helping to contextualize an art practice to the broader world.

Crosslisting: ARTS 211.

SES 215 - Renewable Energy Systems (4 Credit Hours)

Renewable Energy Systems provides students with a comprehensive overview of the different alternative energy systems that are in use today. The course will introduce the basic scientific and engineering concepts used in designing and analyzing different energy technologies. Some emphasis will be placed on real-world applications of such technologies through the introduction of several case studies related to the field.

SES 217 - Sustainable Development Goals (4 Credit Hours)

Imagine the world in five years. The Sustainable Development Goals (SDGs) are a part of the United Nations' 2030 Agenda to create a healthier, more peaceful, and prosperous planet for all. The international community created the SDGs as both a guide for future development as well as an urgent call to action to address today's most pressing global challenges. All SDGs are inherently interrelated and difficult to unravel, for example, SDG13 Climate Action includes creating both: SDG11 Sustainable Cities and Communities and SDG7 Affordable and Clean Energy. Moreover, many argue climate change is the result of severe global inequality and unsustainable consumption and production, addressed by SDG10 and SDG12 respectively. Nonetheless, the SDG framework breaks these global challenges down in a way that productively channels resources and focuses attention on more targeted solutions. This course will examine the creation, history, and evolution of the SDGs as well as the myriad solutions being implemented at the state level, and across civil society and the private sector to address the SDGs. Students in this course will explore an SDG of interest in-depth through a series of oral presentations & projects focusing on existing solutions to these pressing global challenges. Students will therefore gain both depth and breadth of knowledge about the SDGs and 21st century integrated sustainability value creation.

SES 220 - Sustainable Global Finance (4 Credit Hours)

A well-functioning financial sector is key in improving economic efficiency and producing high economic growth, but in the 21st-century, those goals cannot be achieved without considering both environmental and social sustainability issues. This course gives students a foundation in how sustainability issues (ESG: Environmental, Social and Governance) create challenges to businesses, economies and society, and the role of the financial sector in addressing environmental and social challenges. The course explores questions such as: what is sustainability and why does it matter, what are the challenges to corporations and the economy posed by sustainability, how to value financial assets and how integrated reporting can facilitate valuation and improve transparency. Applications on sustainable investment products such as green bonds, climate financing, and social impact bonds will also be discussed.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: GC 220.

SES 222 - Geographic Information Systems I (2 Credit Hours)

This course is an introduction to the concepts and uses of Geographic Information Systems (GIS) with particular application to environmental issues. The course consists of laboratory exercises on GIS data structures and sources of data, on the use of specific GIS tools, and on practical applications of GIS to real-world tasks. The student will gain skills in spatial data analysis, map generation, and data presentation using ArcGIS software. After successful completion of this course, students who wish to develop advanced GIS skills may enroll in SES 223.

Crosslisting: EESC 222.

SES 223 - Geographic Information Systems II (2 Credit Hours)

A sequel to SES/EESC 222, this course is intended to give the student experience with advanced GIS applications. The focus will be on novel analyses of spatially explicit data pertaining to real-world issues. We will explore GIS as a tool for posing scientific applications involving spatial hypotheses. These will include questions of distribution, proximity, suitability, spatial pattern, and spatial and temporal change.

Prerequisite(s): EESC 222 or SES 222.

Crosslisting: EESC 223.

SES 240 - Environmental Politics and Decision-Making (4 Credit Hours)

This course gives students a chance to explore the realm of proactive change in the environmental arena. It combines the theories of policy, the tools of problem-solving, and the practice of dealing with environmental challenges in the real world of the American government. The premise of the course is this: if you want to improve the state of the planet, you have to propose a solution. To make a solution happen, you should understand the process of getting an idea through the decision-making system. Effecting change requires a background in the system(s) that make things happen, whether you ultimately want to work within the system or outside it. This course is divided into two main components: an overview and implementation of problem-solving techniques, and an in-depth examination of the U.S. Congress' role in environmental policy formation. The latter section culminates in a "Moot Congress" undertaken by students at the end of the semester. Not recommended for first-year students.

SES 242 - Community Resilience (4 Credit Hours)

The impacts of a shock on a community are not necessarily determined by the scale of the shock, but greatly influenced by community preparation. Community resilience is the capacity of a community to withstand, recover from, and respond positively to crisis or adversity. This course focuses on place-based communities in a variety of local and global contexts and the assets that shape those community's efforts to maintain or improve local quality of life and sustainability.

SES 256 - Farmscape: Visual Immersion in the Food System (4 Credit Hours)

Every human being has an intimate relationship with food, often with deep emotional facets. Yet we in the U.S. know very little about the food system that sustains us – it is a mysterious and often invisible set of processes, organizations, and people. This remarkably complex web of inputs, labor, machinery, laws, subsidies, mergers, and so many other components is one that we take largely for granted. This class seeks to align that reality with another: we are an intensely visual species. A critical part of our existence that we experience through all of our senses is one we fail to comprehend through our primary sense. And we have this occasion to use sight in a formalized way – photography – to tell new stories, and to bring an artistic sensibility to our understanding of food, and perhaps ourselves. Through imagery, writing, and the curatorial process of exhibiting our work in a public setting, we have a truly unique opportunity. Our immersion in these critical issues can bring full circle the understanding we gain through many eyes to enhance awareness in other people about how our food system connects us all.

SES 260 - Environmental Philosophy (4 Credit Hours)

This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention.

Prerequisite(s): One previous course in Philosophy, ENVS/SES major or minor, or consent.

Crosslisting: PHIL 260.

SES 262 - Negotiation and Environmental Conflict Resolution (4 Credit Hours)

An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises.

SES 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)

This course engages the question: 'How are images used to imagine our place in the world?' Students are invited to study fascinating practices of spatial image-making in East Asia from the inside out, by exploring these world-views from the perspective of their makers. You will be asked to pay special attention to how social and economic power structures inflect these representations: to envision and decode spatial imagery as a site of imagination, control, and resistance. Artists and patrons in China, Japan, and Korea have for centuries produced elaborate maps and landscape imagery, photographs, and film to imagine the world in a variety of ways. This course invites you to approach modern and contemporary representations of space in East Asia both in theoretically and historically informed ways. In the first part of the course, students build a frame of reference for their analysis of post-war case studies, by reading core texts in spatial theory and exploring important visual representations of space from pre-modern East Asia. In the second part of the course, students apply these theoretical and historical approaches to select cases that exemplify more recent struggles over space and its imagination in East Asia.

Crosslisting: EAST 263 and AHVC 263.

SES 264 - Environmental Planning and Design (4 Credit Hours)

This course examines a variety of local environmental planning processes and issues, focusing primarily on the communities surrounding Denison (Granville, Licking County), as well as the theories, concepts, and tools of design, both at a community level and for individual buildings. Particular attention will be paid to controversial models of architecture and planning to understand some of the negative implications of conventional approaches. Field trips, group exercises, research, and project competitions will form the basis for course evaluation.

SES 274 - Ecosystem Management (4 Credit Hours)

Many of Earth's ecosystems are stressed and degraded as a result of human activities. Ecosystem management is the process of evaluating the biotic and abiotic features of ecosystems and stressors and manipulating those features toward a defined goal, such as conservation or restoration. In this course, students will apply aspects of systems ecology to management scenarios in particularly stressed ecosystems. Students will gain an understanding of systems ecology and will learn how ecological communities function within ecosystems and landscapes. After establishing this foundation, students will lead the exploration of some of our planet's greatest ecological systems. Lab sessions will allow students to construct a computer-based simulation of an ecosystem and to apply ecological modeling as a management tool in both lab and field settings.

SES 276 - Environmental Justice (4 Credit Hours)

Using waste as a focusing lens, this course examines the theory and application of environmental justice and environmental inequality within a global context. The objective of this course is to understand, explore, and analyze the inequities and power dynamics associated with many types of socio-environmental issues, thus illustrating environmental (in)justice at multiple scales. Using several case studies (e.g., electronic waste, renewable energy, and climate change, among others), we explore three core questions: 1) How are justice issues experienced locally by different social groups? 2) How do socio-environmental issues relate to broader structural injustices? And 3) How can we reimagine solutions for environmental justice? By thinking critically about these questions, we challenge our thinking on a variety of topics, including consumption, circular economy, the meaning of waste, and why it matters today and in the future. Importantly, students in this course engage significantly with the oral communication of environmental justice issues to different audiences within the broader community.

SES 291 - Environmental Literature (4 Credit Hours)

This course examines humanity's relationship with and shifting conceptions of the nonhuman world through a range of literary and cultural texts. While reading selections will vary, they will generally include writers who reflect different ethnic, regional, and/or national outlooks and who work in various modes, including fiction, poetry, memoir, natural history, and science writing.

Crosslisting: ENGL 291.

SES 301 - Sustainability Practicum (4 Credit Hours)

This core major course is primarily for SES majors; minors are welcome. This course provides the opportunity for students to gain hands-on experience working on real-world environmental problems. As a group, students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands management, reuse/recycling programs, agriculture preservation, and environmental education. Should be taken during the junior year.

Prerequisite(s): ENVS or SES 202, ENVS/SES major or minor.

SES 302 - Medieval Art and Architecture (4 Credit Hours)

This course is an advanced investigation of art and architectural developments in the Latin West during the medieval and early modern periods. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Italy during the Romanesque through Gothic periods and beyond. The early urbanism of the communes of Italy is a focus, with their expansion of civil art and architecture through the fourteenth century, and the rise of new religious orders.

Crosslisting: AHVC 302.

SES 310 - Wetland Ecology (4 Credit Hours)

This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on the biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with the valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands.

Prerequisite(s): BIOL 210, 220, 230, and CHEM 131 or consent.

Crosslisting: BIOL 310.

SES 334 - Sustainable Agriculture and Food Systems (4 Credit Hours)

This course will expose students to the purposes and methods associated with sustainable agriculture. We will do this through readings, discussion, and experience on local and sustainable farms. Throughout the semester we will reflect on the social, economic, and environmental aspects associated with sustainable agriculture as well as actual practices affiliated with the modern sustainable agriculture movement. Students must be prepared to commit to working on farms each week as part of the lab requirement of this course.

SES 351 - Restoration Ecology (4 Credit Hours)

Many of Earth's ecosystems are degraded to the point where they no longer fully support the species and processes on which we depend. In response, western science has recently applied ecological theory to techniques of restoration. Some of these practices have long been used by cultures around the world, while others are experimental approaches to novel situations. In this course, students will learn foundational concepts and skills for the planning, design, actualization, and evaluation of restored ecosystems. Using literature review, discussion, projects, and labs, we will explore the following: landscapes in which ecological restoration may occur, including sociocultural landscapes; abiotic features of ecosystems and associated physiological limits of organisms; genetic aspects of restoration; population dynamics and community assembly; principles of succession and disturbance ecology; nonnative species and invasion ecology; and methods of evaluation. A primary focus of the course is exposure to real-world situations through fieldwork and consultation with professionals. This is a lab science course that fulfills the Y GE and adheres to Denison's Academic Credit policy.

Prerequisite(s): SES 274, BIOL 230, or consent.

Crosslisting: BIOL 351.

SES 352 - Planetary Health (4 Credit Hours)

Human health is intimately linked to the natural systems on which it depends. With advances in technology, agriculture, and health knowledge, humans are living longer than ever. However, those same technologies have pushed planetary systems to a breaking point. This class seeks to elaborate a path forward that recognizes the profound impact human 'progress' has on our planet and the reciprocal impact changes in natural systems will have on the future of human health.

Prerequisite(s): GH 100.

Crosslisting: GH 352.

SES 360 - Telling Stories about Place (4 Credit Hours)

Place is fundamental to storytelling, and therefore to good reporting. Understanding where a story takes place means knowing which descriptive details to put in and leave out. Place is reflected in and shapes the people we write about. Good reporters need to understand that someone from a small rural village is going to have a different worldview that someone from a city, and they need to understand why, and how it affects their motivations and shapes the institutions that govern their lives. Understanding and respecting the places where we report from helps us produce authentic and compelling stories with depth and insight. This course will explore "places" that are easily accessible to students and faculty—Rural America, Appalachia, the City, the Suburbs, Rust Belt America—for example.

Crosslisting: JOUR 360.

SES 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SES 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SES 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SES 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SES 391 - Nature's Nation (4 Credit Hours)

This course explores how a range of nineteenth-century American authors represented the natural world, examining how those representations of nature are informed by gender, class, and racial identities and how they become implicated in discourses of nationalism and imperialism.

Crosslisting: ENGL 391.

SES 401 - Sustainability and Environmental Senior Project (4 Credit Hours)

This course is required for SES majors with senior standing unless they are pursuing senior research (SES 451/452 or equivalent). This course provides an integrating and culminating experience for students, individually or in small groups, to engage with an environmental issue, either by conducting research related to this issue or by taking action on it in a way that is informed by their academic understanding. The primary objective is for each student to integrate their study of environmental issues at Denison and to develop skills in critically analyzing environmental problems and promoting environmental change. A primary focus is on writing: crafting a project proposal, communicating objectives and cogent arguments, reviewing and incorporating relevant literature, analyzing results, and synthesizing conclusions. Students will have the opportunity to hone a major written work through several stages and to provide and receive peer review on written work.

Prerequisite(s): SES core and SES 301, or consent of instructor.

SES 427 - Environmental Economics (4 Credit Hours)

This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist to understand those factors that may mitigate against economic solutions. The course fulfills the SES Social Science requirement.

Prerequisite(s): ECON 302.

Crosslisting: ECON 427.

SES 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

SES 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements. SES 452 is the continuation of SES 451 course.

Theatre

Departmental Guidelines & Mission

The goals of the theatre major are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre, offering opportunities for practical application of those principles in stage production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre.

Faculty

Chair: Associate Professor Mark Evans Bryan

Associate Professors: Mark Evans Bryan, Cheryl Kennedy McFarren

Assistant Professors: Bradley Frenette, Aviva Neff, Eleni Papaleonardos

Visiting Assistant Professor: Braxton Rae

Contributing Teaching Staff:

Nate Glowacki, Technical Director, Production

Camille Lerner, Theatrical Designer

Laura Plikerd, Costume Shop Supervisor

Abbey Smith, Theatrical Designer

Academic Program Coordinator: Kristi Mathews

Academic Administrative Assistant: Cristina Dorda Soriano

View faculty profiles and contact information (<https://denison.edu/academics/theatre/contacts/>)

Theatre Major

The **major in Theatre** divides the work of our students into three areas — **Theatre-Making, History & Theory**, and the **Emphasis** — which together culminate in a **Senior Project experience**.

Theatre-Making

(16 credit hours: *both 100 and 200, either 301 or 302, and also 4 credits of Laboratory experience in the production laboratories of the Department of Theatre*)

Code	Title
THTR 100	Introduction to Theatre-making
THTR 200	Intermediate Theatre-making
THTR 301	Advanced Theatre-Making: Performers, Directors, and Text
THTR 302	Advanced Theatre-Making: Devising and Collective Making

History & Theory of the Theatre

(12 credit hours: *any two of the following 300-level History & Theory courses and one Theatre Seminar*)

Code	Title
THTR 371	History, Literature, and Theory of the Theatre: Premodern Mediterranean World
THTR 372	History, Literature, and Theory of the Theatre: Early Modern Europe
THTR 373	History, Literature, and Theory of the Theatre: Modern World
THTR 374	History, Literature, and Theory of the Theatre: Theatre of the Americas
and one	
THTR 470	Theatre Seminar

Emphasis

(12 credit hours: *Three elective course in Theatre or a combination of Theatre and other fields of inquiry.*)

Senior Project

(4 credit hours: *Successful completion of the "Senior Project" or THTR 451/452 Senior Research.*)

The Emphasis and Senior Project in the Major

Every student who majors in Theatre, by the end of the sophomore year, will propose an **Emphasis** in this major. After consulting with their advisor, the student will propose to the faculty of the Department of Theatre three courses and a subfield or unifying idea (at this same time, the student will also propose four alternate courses). The courses will either provide experiences of increasing depth in a sub-disciplinary area of theatre or explore related questions and ideas in the context of theatre study or theatre-making. The self-designed emphasis will culminate in a one- or two-semester **Senior Project**, which might be creative or research-oriented or both. Both the Emphasis and the Senior Project are subject to approval by the faculty of the Department of Theatre.

In their emphasis, a student could elect to follow a traditional sub-disciplinary path (Acting or Playwriting, for instance), a more specific but still traditional path (Music Theatre or Costume Design, for instance), a theoretical or theme-oriented concentration ("Theatre and Social Change" or "Gender and Performance," for instance), or a generalist path (provided the student could offer a meaningful justification for that plan). This coursework will take advantage of the advanced courses offered in the Department of Theatre and also, potentially, the offerings of the rest of the college. As in the college's Individually Designed Major, it will be the responsibility of the student to complete prerequisite courses necessary and to have developed a group of alternate courses in the event that they are unable to register for a proposed course. Senior Projects may either operate as individual projects with direct mentorship from a faculty member or as major contributions to our Laboratories in the sub-disciplinary areas of theatre-making, advised by faculty and in collaboration with faculty, staff, and peers.

Theatre Minor

The **minor in Theatre**, requires the **Theatre-making core** (THTR 100, 200, and either 301 or 302); one course from the **History & Theory** sequence; **one elective course**; and **two credit hours of Laboratory work**.

Courses

THTR 100 - Introduction to Theatre-making (4 Credit Hours)

An introduction to theatrical design and performance that engages the question "How and why is theatre made?" conducted in a combined discussion/workshop format. The course establishes a vocabulary for understanding basic theatrical conventions, roles, and practices, and provides opportunities for exploring the making of theatre through building student capacities in creativity, communication, and collaboration. Students will explore visual methods of interpreting a text (or idea) and will work collaboratively in weekly "Co-Labs" to solve problems and apply skills discussed in their other sessions. Because collaborative theatre-making relies upon effective oral communication skills, students will learn and practice the multiple types of oral communication throughout the course.

THTR 110 - Theatre Laboratory: Performance I (1 Credit Hour)

A workshop and laboratory in which students perform in a role in a department theatre production which requires attendance, attention, and creative work under the direct instruction by the director and/or supervising faculty member.

THTR 111 - Theatre Laboratory: Performance II (2 Credit Hours)

A workshop and laboratory in which students perform in a substantial role (in a department theatre production) which requires attendance, attention, and creative work at greater than 50% of the total hours of direct instruction by the director and/or supervising faculty member.

THTR 120 - Theatre Laboratory: Costume & Make-up Running Crew (1 Credit Hour)

A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production.

THTR 126 - Costume Crafts II (2 Credit Hours)

A hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Each student will be developing more advanced sewing and costume construction skills. The course will cover draping and millinery and accessories construction.

THTR 130 - Theatre Laboratory: Scenery & Lights Running Crew (1 Credit Hour)

A workshop laboratory in which students serve on the scenery and/or lights running crew for a departmental theatre production.

THTR 135 - Theatre Laboratory: Scenic Construction (1 Credit Hour)

A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop.

THTR 136 - Theatre Laboratory: Lighting and Electrics (1 Credit Hour)

A workshop laboratory in which students learn the fundamentals of electrics stagecraft through practical application in the department's lighting and electrics shop and theatres.

THTR 138 - Theater Lab Production (1-4 Credit Hours)

A production workshop in which a student serves in some special capacity for a departmental theatre production.

THTR 180 - Costume Technology (2 Credit Hours)

This is an introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students learn both machine and hand sewing techniques and develop skills that will enable them to alter and create wearable items.

THTR 182 - Theatre Laboratory: Assistant Stage Manager (1 Credit Hour)

A production workshop in which the student an assistant stage manager for a departmental theatre production.

THTR 195 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 199 - Introductory Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 200 - Intermediate Theatre-making (4 Credit Hours)

This course builds upon Introduction to Theatre-making (THTR100), which highlighted design collaboration and visual storytelling, by deepening students' understanding of textual analysis, vocabularies of staging bodies in space, the productive relationship between staging and Text (and other forms of organizing influence), and collaboration between performers and directors. Texts, as a point of origin for staging exercises, will vary, including extant dramatic literature (plays), narrative material for adaptation to the stage, poetry, folklore, and other elements (including students' own experiences), by which students will construct interpretive goals and make staging choices. Working together alternately as performers and directors, students will create/make unique Performance Texts, deriving some of their direction from the original Text and some through personal resonances and intentions which emerge as interpretation. Students will also develop new proficiencies with vocabularies of staging and they will practice collaboratively through in-class exercises and out-of-class group work on larger projects, which culminate in presentations, peer feedback, and constructive critique through discussion. Written work for the course includes text analyses, concept descriptions, and reflections on the collaborative process. Course work also includes quizzes on theoretical and practical reading assignments.

Prerequisite(s): THTR 100.

THTR 210 - Elements of Acting (4 Credit Hours)

This course will introduce students to the process of acting, provide a solid foundation in a realistic acting technique and aid in developing the skills for creating a role. Students will learn the importance of warming up as an actor; utilize a series of exercises aimed at sharpening the imagination and emotional expression; and develop the actor skills of concentration and attention, relaxation and breathing, playing objectives, and overcoming obstacles. Students will also attend and analyze the Denison Department of Theatre mainstage productions.

THTR 220 - Elements of Costume and Makeup Design (4 Credit Hours)

This course will study the elements and principles of visual design and the processes of the costume and makeup designer. There will be hands-on projects creating costume designs and makeup designs for theatrical characters. Skills of makeup application and drawing/painting will be developed throughout the semester. Other covered topics include textual analysis, style, and visual character development.

THTR 230 - Elements of Scenic and Lighting Design (4 Credit Hours)

This course is intended to introduce the student to the basic theories, practices, and functions of theatrical scenic and lighting design and the responsibilities of scenic and lighting designers. The course will examine the design process from initial concept through finished design.

THTR 240 - Elements of Playwriting (4 Credit Hours)

An introductory course in the writing of drama. The course will involve the reading and discussion of assigned play texts as well as of peer-student writing. Students will complete weekly reading assignments, weekly written response assignments, and a series of creative exercises focused on technique, structure, and storytelling. Students will also have in-class workshop opportunities and the responsibility to engage in critical dialogues with their classmates. The final project is a short, original script.

THTR 270 - Elements of Dramatic Art (4 Credit Hours)

A study in the fundamental questions and theories of dramatic art in general and theatrical art in particular. Areas of investigation will include the function and purposes of dramatic art, its role in human societies, and its essential nature as an art form. Intriguing questions to be explored will include: What is drama? What is theatre? Why has it been a part of every human civilization? What does it do for us? What does it do to us? Has the fact that we are now inundated with dramatic art on a daily basis changed society?

THTR 275 - Fashion: History, Culture and Identity (4 Credit Hours)

An introduction of basic fashion theory and the visual communication of clothing through the study of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day.

THTR 295 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 299 - Intermediate Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 301 - Advanced Theatre-Making: Performers, Directors, and Text (4 Credit Hours)

This course builds upon Theatre-making 100 and 200 by deepening students' understanding of the collaborative process that takes place between Performers and Directors in relation to Text and Interpretation. In THTR 301, text has the dual feature of working both as a point of origin from which thoughtfully and rigorously produced theatrical work can depart and serving as a measure, benchmark, or standard by which the effectiveness of their theatrical work can be evaluated. In this course – alternating between the role of director and actor/performer – students will encounter narrative centered realist and non-realist plays by which they will formulate full interpretations, make choices, and ask questions about the effectiveness of their staged work. As directors, they will investigate and creatively engage their text in order to inspire, invite, facilitate, and focus performances in keeping with their own original and singular interpretations. As actors, they will develop their own original interpretations of the collaborative parts and roles that they play, which work symbiotically in relation to their director(s)' guiding influence. Within the context of this creative collaborative triangle – between Text, Directors, and Performers – THTR 301 aims to expose students to multi-faceted leadership challenges that each include extensive planning and analysis, rehearsals and staging, and engaging constructive critique of their work in the process of refinement of scene-length projects.

Prerequisite(s): THTR 100 and THTR 200.

THTR 302 - Advanced Theatre-Making: Devising and Collective Making (4 Credit Hours)

Is an advanced studio/workshop seminar in devising and collective making. Each iteration of this course requires its students to make theatre as a unique ensemble of theatre-makers, utilizing the skills of collaboration and communication developed in THTR 100 and 200 and the talents and artistry of advanced theatre students to develop as an ensemble an original performance. Students will create original theatre as an ensemble, both working as part of a collaborative group and exploring the leadership of ensemble-created theatre. This work involves research, composition, directorial techniques, performance, and peer review. Collaborating as an ensemble and using the elements and possibilities of the stage, students will create together in the space, writing performance. In this course students will work in ensembles to create devised pieces of theatre, integrating study of the techniques and methods of major theatre-making companies, culminating in a final original performance project. In addition to creative work, students will hone their skills in articulating their concept, process, and critique, developed in THTR 100 and 200.

Prerequisite(s): THTR 100 and THTR 200.

THTR 310 - Workshop in Acting (4 Credit Hours)

Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, various styles and theories of acting, interdependency of design and movement, and working with new scripts. Repeatable with consent of instructor.

Prerequisite(s): THTR 100 or THTR 210.

THTR 320 - Workshop in Costume Design (4 Credit Hours)

An advanced studio course concentrating on specific problems in costume design. There will be an emphasis on textual analysis, style, visual character development, and rendering techniques.

Prerequisite(s): THTR 100 or THTR 220.

THTR 321 - Laboratory: Assistant Costume Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Costume Designer for a departmental theatre production.

THTR 330 - Workshop in Scenic Design (4 Credit Hours)

An intermediate course exploring the planning and execution of theatrical scenic design. Students will be presented with a variety of scenic design challenges in a series of design projects.

Prerequisite(s): THTR 100 or THTR 230.

THTR 331 - Theatre Laboratory: Assistant Scenic Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Scenic Designer for a departmental theatre production.

THTR 336 - Theatre Laboratory: Assistant Lighting Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Lighting Designer for a departmental theatre production.

THTR 340 - Workshop in Playwriting (4 Credit Hours)

A workshop course in the writing of drama. The course will involve the reading and discussion of assigned play texts and peer-student writing. Each student will work on a major creative project throughout the semester. Evaluation of a student's work will be based on this project, participation in workshop performance and discussion, and a portfolio of drafts and revisions. The course will conclude with staged readings or performances of the major projects.

Prerequisite(s): THTR 240 or ENGL 237 or CINE 202 or consent.

THTR 345 - Reynolds Playwriting Workshop (4 Credit Hours)

An advanced playwriting workshop conducted by the Reynolds Playwright-in-Residence. The Jonathan R. Reynolds Playwright-in-Residence endowment provides for a visiting playwright of national or international renown to teach in the Department of Theatre for one semester, every other academic year. The course's content is dependent upon the visiting artist, but the course will typically involved explorations into technique and form and the writing of a major creative project. Past Reynolds Playwrights have included Arnold Wesker, Lee Blessing, Jeffrey Hatcher (DU '80) and Caridad Svich.

Prerequisite(s): THTR 240 or permission of instructor.

THTR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

THTR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

THTR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

THTR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

THTR 371 - History, Literature, and Theory of the Theatre: Premodern Mediterranean World (4 Credit Hours)

This course explores the relationship among theatrical storytelling traditions and the cultures and audiences that produced them from ancient Africa, Turkey, and Greece to medieval Europe and the Middle East. Major topics of investigation will include evidence of prehistoric theatre forms, ancient Egyptian and pre-Hellenistic theatre and drama in the Mediterranean world, classical and late Hellenistic drama and performance, republican and imperial Roman drama and theatre, the religious and secular theatre of medieval Christian Europe, and the early theatre forms of the Islamic world. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 372 - History, Literature, and Theory of the Theatre: Early Modern Europe (4 Credit Hours)

This course explores the tremendous changes in dramatic and performance theory, entertainment culture, dramatic literature and performance, and theatrical production during the early modern period in Europe. Beginning with the Italian Renaissance, the course investigates the drama and theatre of the major theatre cultures of the early modern era—Italy, England, Spain, and France, with a special focus on the English drama—in the context of the rapidly changing culture of European nationalism, mercantilism, and colonialism. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 373 - History, Literature, and Theory of the Theatre: Modern Africa and Europe (4 Credit Hours)

This course explores dramatic and performance theory, entertainment culture, and theatrical production during the modern era from the rise of romanticism in Europe at the end of the eighteenth century to the theatre forms that characterized the post-WWII period in the European and African world. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 374 - History, Literature, and Theory of the Theatre: Theatre of the Americas (4 Credit Hours)

THTR 374 explores the history of performance, entertainment culture, and theatrical production from pre-Columbian cultures to the popular theatre/performance traditions of the contemporary Americas. Course readings combine primary sources, secondary analyses, and drama texts in English and in translation. Though a significant portion of this course is devoted to the complicated social and artistic forces that produced the current theatre and entertainment cultures in British North America and the United States, THTR 374 also explores theatre traditions in Spanish-speaking North America, Spanish- and French-speaking Caribbean cultures, and Spanish- and Portuguese-speaking South America. THTR 374 explores the history of performance, entertainment culture, and theatrical production from pre-Columbian cultures to the popular theatre/performance traditions of the contemporary Americas. Course readings combine primary sources, secondary analyses, and drama texts in English and in translation. Though a significant portion of this course is devoted to the complicated social and artistic forces that produced the current theatre and entertainment cultures in British North America and the United States, THTR 374 also explores theatre traditions in Spanish-speaking North America, Spanish- and French-speaking Caribbean cultures, and Spanish- and Portuguese-speaking South America. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 380 - Workshop in Directing (4 Credit Hours)

This course builds on the fundamentals of composition and staging covered in "Directing: Realism." Elements of composition are reviewed, rethought, and applied to Arena and Thrust stage configurations. Simultaneous movement, symmetrical picturization, and other unrealistic techniques are considered in terms of staging. Collaborative processes with designers will be explored as well as further methods of working with actors. Special attention is given to abstract story telling, musical theatre and opera, dreamscapes, and contemporary drama and comedy.

THTR 381 - Theatre Laboratory: Assistant Director (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Director for a departmental theatre production.

THTR 382 - Theatre Laboratory: Stage Manager I (2-4 Credit Hours)

A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production.

THTR 383 - Theatre Laboratory: Stage Manager II (4 Credit Hours)

A workshop, laboratory, and directed study in which the student serves as the Stage Manager for a department theatre production. THTR 383 requires the student to attend fully to the role of stage manager as well as commit to an ongoing mentorship with the supervising faculty member, involving additional meetings outside the laboratory rehearsal and production meetings associated with performance and production.

THTR 391 - Workshop in Solo Performance (4 Credit Hours)

Workshop in Solo Performance combines the study of solo performance with the exploration of the practice of writing and performing solo performance. Course work includes the discussion and analysis of solo performance texts; the viewing and analysis of recorded solo performances (both documentary records and performances created for the camera); and practical artistic work in dramatic writing and performance. The workshop culminates in both a research project and a creative performance project. Required readings include a variety of forms of solo performance, from early rhapsodic and oral poetry traditions of the Mediterranean world to the modern performances of solo artists.

Prerequisite(s): THTR 100 or THTR 210 or THTR 240, or permission of instructor.

THTR 395 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 399 - Advanced Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 410 - Senior Project: Acting (4 Credit Hours)

The student serves as an Actor for a departmental theatre production. **Prerequisite:** Consent of the Faculty.

THTR 435 - Senior Project: Lighting Design (4 Credit Hours)

The student serves as Lighting Designer for a departmental theatre production. **Prerequisite:** Consent of the faculty.

THTR 440 - Senior Project: Playwriting (4 Credit Hours)

The student will be the author/creator of a theatrical text presented in the mainstage three laboratory season or in an alternate venue/series under the direct supervision of faculty mentors. **Prerequisite:** Consent of the faculty.

THTR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements. Consent from the instructor is required.

THTR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements. Consent from the instructor is required.

THTR 470 - Theatre Seminar (4 Credit Hours)

Intensive study of a major playwright, genre, form, or context of dramatic literature; of historical, cultural, aesthetic significance of theatre production during a specific period or particular movement in the history of the theatre; or, of specific movements or artists in design, acting, directing, or other fields of theatre production and performance. The seminar topics will vary. Repeatable.

Prerequisite(s): Junior/Senior standing or consent of instructor.

THTR 480 - Senior Project: Directing (4 Credit Hours)

The student serves as Director for a departmental theatre production.

Prerequisite: Consent of the faculty.

THTR 490 - Senior Project: Special Topics (4 Credit Hours)

The student serves in some capacity on a departmental theatre production.

Prerequisite(s): Consent of the faculty.

THTR 495 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

Visual Arts

The Visual Arts major was introduced in 2024 as a revised version of the former Studio Art major. Students who matriculated prior to the Fall of 2024 may choose to graduate with a Studio Art degree. Any Studio Art major who matriculated prior to Fall of 2024 must work closely with the department to ensure that they are meeting all requirements appropriately.

Departmental Guidelines

In Visual Arts we foster independent and creative thought, emphasizing art-making as a means of thinking about not only oneself, but our relationship to the world of ideas from multiple perspectives. We offer two degree programs in Visual Arts, a bachelor of arts (BA) and a bachelor of fine arts (BFA). Both degree programs emphasize technical skills and critical thinking, interdisciplinary work, collaboration and community. We encourage the fluidity of learning and see art as a bridge to all areas of study and research. The BA and the BFA prepare students in different ways for a variety of post-graduate pursuits, be it graduate school or professional endeavors in art and related fields. Students who plan to major in Visual Arts are strongly advised to seek an advisor in Visual Arts at the time of their decision to major. Visual Arts majors are required to take a series of core courses and students need to work closely with advisors to complete these core courses by end of the first semester in their junior year. Students should expect to work two hours per week outside of class for each credit hour of a course. For students to whom off campus study is an option, we transfer up to 4 courses from an off-campus study experience towards the major, pending approval from the Chair.

Mission Statement

Denison Visual Arts students develop an artistic language by acquiring technical and critical capabilities that allow them to appreciate and contextualize their own art practice within a contemporary artistic, social, historical and cultural environment. The curricular structure of our program requires our students to develop a knowledge of multiple disciplines; photography, printmaking, sculpture, ceramics, painting and digital technologies. The program emphasizes the need for agility of thinking and making, while also allowing for a depth of exploration in areas that are of interest to the student or their practice. In emphasizing a commitment to thinking and making in plurality of material and thought, we seek to remove the silo mentality of separate spheres. Our students are taught to consider art-making as a means to not only think within and of themselves, but also to contextualize themselves and their work – to place themselves in a historical and contemporary trajectory and take responsibility for being a part of a complex world of ideas and perspectives.

Creative Process: Students are exposed to contemporary and historical visual practices through a combination of foundation and higher level courses that demonstrate the fluidity of learning Visual Arts in a liberal arts context. Demonstrating the breadth and depth of our curriculum, students are expected to initiate and bring to realization creative works in a variety of mediums.

Thinking as an Artist: In classes across the curriculum, students are encouraged to see art making as an education in risk-taking, problem solving, collaboration, with the ability to embrace ambiguity with a critical awareness of the world at large. A central learning goal in all our classes is to establish independent artistic thinkers. This goal is addressed in introductory classes, which include both research and final projects for students to realize by working independently. This speaks to the goal of establishing independent creative work.

Critical Inquiry: Students become creative thinkers who are able to engage in understanding of critical trends and contemporary artistic discourse in their own work, and as participants in the community of the classroom or program.

Visual Literacy: Our students are expected to articulate and understand complex ideas through art and art-making as well as through critique settings, written artist statements and oral presentations. Students develop a body of work through a process of self-actualization that includes critiques, exhibitions, written and oral defense. Our program seeks to ground students' creative development in larger social, cultural or political discourse.

Active Citizen: We strive to create a learning community to not only nurture creative artistic growth but also foster collaborative spirit, awareness of our diverse complex world and ultimately, encourage empathy for others within our students.

Faculty

Associate Professor Keith Spencer (Painting), Chair

Professors Ronald Abram (Drawing and Printmaking), Sheilah ReStack (Photography), Micaela Vivero (Sculpture); Associate Professor Justin Coleman (Ceramics)

Director of Collaborative Technologies in the Arts

Christian Faur (Animation and Digital Technology)

Visual Arts Technician

Shahid Khan

Creative in Residence

Lisa McLymont

Academic Administrative Assistant

Rebekah Lennon

View faculty profiles and contact information (<https://denison.edu/academics/studio-art/contacts/>)

Students who matriculated before the Fall of 2024 may choose to graduate with a Studio Art degree. Students who matriculated after 2024, please see the Visual Arts degree requirements below. Former Studio Art courses now carry the Visual Arts departmental designation. Any Studio Art major who matriculated before Fall of 2024 must work closely with the department to ensure that they are meeting all requirements appropriately.

Visual Arts Major (B.A.)

Our BA students are encouraged to connect their Visual Arts major with the college curriculum to realize individual approaches to Visual Arts that are interwoven with science, social science, humanities, and/or other fine arts disciplines. 46 credit hours are required, with 12 courses from Visual Arts and one from Art History and Visual Culture.

Three Core courses to be completed by the end of the 1st semester of Junior Year:

- ARTS 101 - Visual Arts: Making and Meaning
- one 2D course (Drawing, Painting, Printmaking, Photography)
- one 3D course (Ceramics, Sculpture, Installation, New Media)

Electives:

- Two 200-level Visual Arts electives
- Two 300-level Visual Arts electives

Art History - Theory:

Code	Title
AHVC 111	Late 19th-21st Century Art and Visual Culture (or approved substitute)

Junior and Senior Specific Courses:

Code	Title
ARTS 301	Creative in Residence Seminar
ARTS 302	Senior Creative in Residence Seminar
ARTS 345	Junior Visual Arts Practicum
ARTS 401	Visual Arts Practicum
ARTS 402	Visual Arts Practicum II
ARTS 050	Visual Arts Praxis (approved by the Dept. Chair)
ARTS 096	Art Gallery Talk & Symposium

Visual Arts Major (B.F.A.)

Students pursuing a BFA degree should discuss their intentions with a member of the Visual Arts faculty as soon as possible. Students are required to apply to the BFA program in the first semester of their Junior year by presenting artwork made at Denison in an exhibition with fellow applicants. Prospective BFA candidates will then be required to meet at the exhibition with the Visual Arts faculty for a discussion of their work and their reasons for pursuing the BFA degree. Upon acceptance into the BFA program, the department will notify the Registrar. BFA students are also subject to periodic review of their studio work by the Visual Arts faculty. A total of 70 credit hours are required, with a minimum of seventeen courses coming from Visual Arts and two courses from Art History and Visual Culture. Students may then choose one more elective from either Visual Arts, Art History, and Visual Culture or PHIL 269 - Philosophy of the Arts: Aesthetics. All BFA students follow the college-wide General Education course requirements.

Five core courses to be completed by the end of 1st semester of Junior Year:

Code	Title
ARTS 101	Visual Arts: Making and Meaning
ARTS 110	Introduction to Drawing

- one 2D course (Drawing, Painting, Printmaking, Photography)
BFA Majors may not use ARTS 110 or ARTS 170 to fulfill the 2D-course BFA major requirement.
- one 3D course (Ceramics, Sculpture, Installation, New Media)
- one time-based course (such as Photography, Video, Performance Art, Animation, or a Web-Based Visual Arts Course)

Practicum:

- ARTS 345 - Junior Visual Arts Practicum

Electives:

- two 200-level studio elective
- one 300-level studio elective or independent study
- additional 200 or 300-level elective or directed study
- AHVC 111 - Late 19th-21st Century Art and Visual Culture course or approved substitute
- one additional AHVC course or approved substitute
- one final Visual Arts, AHVC, or PHIL 269 - Philosophy of the Arts: Aesthetics elective

Junior and Senior Specific Courses:

Code	Title
ARTS 301	Creative in Residence Seminar
ARTS 302	Senior Creative in Residence Seminar
ARTS 401 & ARTS 451	Visual Arts Practicum and Senior Research
ARTS 402 & ARTS 452	Visual Arts Practicum II and Senior Research
ARTS 050	Visual Arts Praxis (approved by the Dept. Chair)

ARTS 095	Senior Exhibition
ARTS 096	Art Gallery Talk & Symposium

Senior BFA Visual Arts majors are required to take Visual Arts Practicum I during the fall of the Senior year and Visual Arts Practicum II in conjunction with one year of senior research that will culminate in a solo or 2-person exhibition and an oral defense with a committee of 3 faculty "readers"). BFA candidates are required to meet with each committee member at least twice over the course of their Senior year before the final defense, which takes place in the exhibition.

Visual Arts Minor

A minimum of six courses (five in Visual Arts and one in Art History and Visual Culture) should be taken as follows:

- ARTS 101 - Visual Arts: Making and Meaning
- Four elective Visual Arts courses (one elective must be a 200-level course)
- One AHVC course
- Participate in the Minor Exhibition
- Give a gallery talk in conjunction with the Senior Minor's Exhibition

Courses

ARTS 050 - Visual Arts Praxis (0 Credit Hours)

All majors must complete an arts and design-related internship or arts experience, to be approved by the Visual Arts Department Chair.

ARTS 095 - Senior Exhibition (0 Credit Hours)

For BFA degree completion in Visual Arts, students present a solo exhibition showcasing a cohesive body of work, submit a written thesis that explores their artistic practice, influences, and conceptual themes, and participate in an oral defense where they present their work and respond to questions from faculty, demonstrating their ability to critically engage with their art.

ARTS 096 - Art Gallery Talk & Symposium (0 Credit Hours)

BA and BFA Visual Art majors complete their degree by participating in a group exhibition and gallery talk about their artistic practice, influences, and conceptual themes.

ARTS 101 - Visual Arts: Making and Meaning (4 Credit Hours)

Students will investigate modes of creative research and methodologies of art and design to inform and expand their understanding of visual vocabulary and expression. Using process as a through line through this course, students will investigate materials and concepts, examining how these can be applied in both art and design contexts. In each section of the course, students will be introduced to material(s) that they will then translate and change, shifting between 2D and 3D—ultimately allowing one project outcome to become the source material for the next. Traditional ideas of a final product will be questioned through the students' engagement with processes that are constantly being asked to change into different dimensionality, modes of representation, or expression. Students will follow a trajectory of acquiring a basic vocabulary integral to art and design practices—that of form, color, composition, and material capacities—and then applying it as they move from one project to the next. This class will use demonstrations, readings, discussions, projects, critiques, and in-class workshops to explore materials and ideas and how they interact with each other. We are interested in students being engaged in the question of process as they learn the techniques and ideas that will guide them in seeing and doing, making, and meaning through the visual arts. The exploration of technique and process will be augmented by discussions of relevant contemporary artists related to each module. Students will have the opportunity to research artists and share their work, sharpening their ability to speak critically about art and design.

ARTS 108 - Introduction to Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students we learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings.

ARTS 110 - Introduction to Drawing (4 Credit Hours)

A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing.

ARTS 115 - Introduction to Painting (4 Credit Hours)

Historical and contemporary approaches to painting technique will be covered in readings and discussions and by working with painting materials.

ARTS 117 - Introduction to Photography (4 Credit Hours)

The emphasis of this introductory photography course is to give students a foundational background in the technical and conceptual underpinnings of photography. Students will be exposed to a wide variety of technical and aesthetic concerns involved in making photographs, including: aperture, shutter speed, depth of field, film-less photography, principles of darkroom image creation, composition, camera handling, selecting digital file formats, Lightroom CC, Adobe Photoshop and printing to the Epson printers. Equal to the acquisition of skills, and familiarity with digital SLR camera use, the goal is to enable students to see the photographic world all around us with criticality, and a sense of empowerment that allows students to both critique and respond to the world through photographs.

ARTS 121 - Introduction to Ceramics (4 Credit Hours)

A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential.

ARTS 122 - Introduction to Ceramics - The Wheel (4 Credit Hours)

An introduction to producing Ceramic forms, both utilitarian and sculptural, using the potter's wheel. Image presentations and discussions will introduce students to the contemporary and historical role of ceramics in art and material culture. Students are introduced to a variety of throwing techniques and surface treatments and are encouraged to pursue their individual creative potential.

ARTS 131 - Introduction to Printmaking (4 Credit Hours)

As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: intaglio, screen printing and relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print.

ARTS 141 - Introduction to Sculpture (4 Credit Hours)

This course is an introductory course into sculpture. It will concentrate on developing sculptural thinking and working habits, the safe use of basic tools, understanding ways of seeing and the translation of experience into an arts practice.

ARTS 181 - Woodshop: Fusion 360 and Woodshop Essentials (4 Credit Hours)

This course introduces students to the essential strategies and techniques for designing and building wooden objects, emphasizing problem-solving and hands-on experience. You will learn to use Fusion 360, a powerful 3D modeling tool, to plan and visualize your projects, helping you consider the construction process before moving to the woodshop. Designed for all skill levels, the course covers working with plywood, softwood, hardwood, and cardboard. You'll gain proficiency in using hand and power tools safely. The first half focuses on tool mastery, and the second half allows you to customize techniques for your individual projects. Through collaborative assignments, discussions, and readings, you'll explore the historical and theoretical contexts of Art, Design, and Craft. Safety, community, and active participation are crucial for success in this course, fostering a supportive environment where every student can thrive.

ARTS 200 - Artist Books, Zines & Self-Publishing (4 Credit Hours)

With a mix of traditional printmaking processes and digital technologies, students in this class will create a range of thematic handmade books as singular works of art and/or self-published editioned printed matter. In class demonstrations will include a variety of processes ranging from designing, printing, binding and publishing. Students will study the history of not only bookmaking but zines & DIY culture in the context of larger societal issues and contemporary artistic practices. Simple research projects, presentations and visiting artist/publisher talks will complement the primary studio focus of the class. The innovative history of printed matter, small press publishing, artist networks and collectives will be included in this overview. Along with community centered projects, class creative work will subvert expectations of traditional publishing to lead both introductory and advanced art students to make intimate artist books and zines that are topical, personal and interactive.

ARTS 201 - Print Design & Illustration (4 Credit Hours)

Situated in the traditions of printmaking and printed matter, this studio art course introduces students to the elements of visual communication, storytelling and concepts of art-making that are the fundamentals of illustration. Looking to the grand history of pictorial illustration in a variety of literary forms (short stories, novels, nonfiction prose, children's books) and media (film, music), sequential assignments are structured to not only develop each student's individual artistic goals but also offer insight into issues facing today's contemporary illustrators. The class will examine the ways that stories are told that combine words and pictures, as well as an extended focus on illustration practices that include the collection of research materials, seeing problem solving from multiple perspectives and creative brainstorming on ideas. Technical Printmaking Processes for the class include collage, woodcut (hand crafted and digital Laser cut techniques), Linoleum, screen printing and mixed media processes.

ARTS 209 - Drawing Terrain (4 Credit Hours)

Drawing helps us see! Students will make keen observations and interpretations of the landscape through the immediacy and directness of drawing. This course introduces illustrative methods in a variety of media to render our visual world accurately. Still, it will also include explorative and experimental mark-making methods to reveal what we cannot see. We will study a wide range of visual artists who use drawing to tackle the environment as subject matter, inspiration, and even as material. Art projects will occur in the studio and outside. Hands-on art activities about the landscape will be supplemented with various course readings, discussions, and presentations to contextualize an art practice to the broader world.

ARTS 211 - Landscape Painting (4 Credit Hours)

This course introduces students to the genre of landscape painting. Art making will be completed in the studio and out in the field. Art projects are devised to have students develop acute observations about the landscape while creating newfound relationships with it. Technical demonstrations in paint application and design are coupled with strategies of research and preparation to produce thoughtful and critical pictorial representations. An introduction to the historical lineage of the painted landscape will be balanced with exposure to contemporary artists and concepts. Students will use painting as an excuse to probe their landscape, to dissect and invert it, to wander off the path, and to redefine where it starts and ends. Group readings, presentations, and discussions complement the studio workshop environment by helping to contextualize an art practice to the broader world.

Crosslisting: SES 211.

ARTS 213 - Queer Graphix (4 Credit Hours)

Through a series of drawing and printmaking projects, this course seeks to explore and creatively express queer culture, aesthetics, and GLBT art history, as well as notions of identity, gender, orientation, and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines), and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self-identity and expression.

Crosslisting: QS 213.

ARTS 215 - Intermediate Painting (4 Credit Hours)

Continued painting experience with emphasis on developing individual concepts.

Prerequisite(s): ARTS 115 or consent.

ARTS 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: QS 217 and WGST 217.

ARTS 218 - Analog & Alchemy: Darkroom Photography (4 Credit Hours)

Intermediate level photography course for students interested in learning how to use film cameras (both 35 mm and medium format) including shooting, developing and printing black and white film in the wet darkroom. This is a studio art course that focuses on techniques of early photography that are tied to a material process using film and darkroom processing. When you leave the course you will understand; analog cameras, film development, darkroom printing, scanning negatives and printing digitally from negatives. You will have been asked to respond to readings that will give you a deeper understanding of the historical and contemporary implications of the medium. You will have made work in response to assignments using your voice, as expressed through photography. You will have been asked to see slowly – and then observed what it is that you have seen.

Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 219 - Writing with Light: Introduction to Studio Lighting (4 Credit Hours)

In this intermediate level class students will gain a greater understanding of the range of possibilities their cameras offer in different lighting situations, as well as become thoughtful and empowered creators of images through manipulating studio and off camera light to achieve individual goals. One of the primary goals of this class is to use studio strobe lighting, tungsten lighting, strobist kits and portable strobe lights in technical and conceptual.

ARTS 221 - Intermediate Ceramics (4 Credit Hours)

Students will hone the skills gained in previous ceramic courses and will focus on refining the application of learned techniques to produce visually and conceptually compelling work. Image presentations and discussions will lead to a deeper understanding of contemporary and historical ceramic art. Students will gain experience in different firing technologies and clay and glaze chemistry. Primary emphasis is on students' individual conceptual and technical development.

Prerequisite(s): ARTS 121, ARTS 122 or Ceramic Multiples.

ARTS 222 - Contemporary Comics (4 Credit Hours)

This course will examine the relationship of words and pictures through the study and making of autobiographical and nonfiction comics.

As other Studio Art courses examine the disciplines of photography, ceramics, sculpture, or painting through experiential learning, so too will students realize the potential of this discipline to reveal their creative selves through its unique visual language. Placing practice in context, comics history will be explored with the emphasis on contemporary cartoonists and graphic novelists as artists focused on relevant first-person narrative storytelling and comics journalism. Traditional techniques of layout, design, and storyboarding will be included along with drawing and writing exercises. Course projects will extend technical exercises to address content concerns through in-class workshops, presentations on cartoonists, critiques, field trips, and a range of short and long outside projects that will gradually build to more ambitious creative comic undertakings by the semester's end. No previous studio or visual arts or drawing experience is required.

ARTS 223 - The Ceramic Surface (4 Credit Hours)

In this studio course students will explore the numerous options for surface expression in ceramic art making. One of clay's unique properties is the ability to faithfully record impressions in its surface - from the fingerprint of a potter to patterned designs stamped into the surface. Today, mark making on clay has caught up with technology, incorporating digital processes into the roster of print technique possibilities. Students will learn to make their own glazes, effectively use slips, glazes, china paints, lustres, print-transfers, photo-decals and alternative firing techniques. Students will explore the relationships between content, form and surface through the creative process, group critiques, readings, image presentations and discussions.

Prerequisite(s): A Denison University ceramic course or consent of instructor.

ARTS 224 - Ceramic Multiples: Ceramics From Molds (4 Credit Hours)

In this studio course students learn to create ceramic objects using plaster molds, how to make casting slip, and the basics of kiln firing. We will explore the relationship between Art, Design, and Craft, and students will be encouraged to push the boundaries of where these categories begin and end. Producing ceramic objects from molds allows for greater refinement of the object, unlimited possibilities of form, and the potential of creating multiple replicas or variations on one form. Because of inherent associations with industry, technology, and mass production, objects produced from molds offer unique conceptual possibilities that students will pursue through the creative process, group critiques, readings, and discussions.

Prerequisite(s): Any Denison University Studio Art course or Visual Arts course or consent of the instructor.

ARTS 225 - Stop Motion Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying static elements. In this course, students will learn the fundamentals of stop-motion animation techniques as well as explore many aspects of the other more contemporary forms of stop-motion animation processes used by today's animators. This course is focused primarily on the Stop-Motion animated short. Students will learn all aspects of this genre, from the initial development of an idea to the execution and completion of a fully realized animation. Students will be given several assignments over the course of the semester which will give them experience with different types of stop-motion animation styles. These assignments will also give students direct experience with story-boarding, framing and cutting shots, character movement analysis, background audio and Foley (sound effects), and some post digital effects work.

ARTS 231 - Intermediate Printmaking (4 Credit Hours)

Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development.

Prerequisite(s): ARTS 131 or consent.

ARTS 240 - Installation Site Specific Art (4 Credit Hours)

In installation art the space is considered like the blank sheet of paper of a drawing. Its goal is the transformation of spaces through the use of objects, images, color, etc. Site-specific art is art that is created in a certain space, where the place is part of the work and adds meaning to it. This Installation/Site-Specific class will focus on creating objects that will transform a variety of architectural spaces.

ARTS 243 - Mixed Media Sculpture (4 Credit Hours)

Combining theory and practice in the sculpture studio, this topical intermediate sculpture course focuses its central objective around an overarching relevant interdisciplinary theme that varies per semester. Along with theoretical readings and presentations, a series of sculpture projects will be developed by each student to explore the selected research theme created with a range of techniques and materials. Course materials may include plaster, wax, fabric, found objects, wood, and metal. The works will acquire meaning based not only on the form, but also on the material the work is made out of and its connotations. Importance will be given to the investigation on the theme, to the process of sculptural creation and to the end products, the final sculpture.

ARTS 244 - Fiber Arts (4 Credit Hours)

This studio art course is an introduction to the basic expressive potential to create two- and three-dimensional works. The use of natural and/or artificial materials will be introduced and a combination between structural and non-structural materials, to make the composition work as an image, object or installation. The artworks created will be the result of an analytic process guided by information acquired, the interpretation of that information and experiences lived by each participant of this class.

ARTS 267 - Performance Art (4 Credit Hours)

This studio art course will focus on processes of creating and executing actions that may have an artistic content. In this course the participants will generate actions that will be performed. Prior to the execution of artistic actions the participants will be exposed to a wide range of artistic performances. We will be working on the approach to art practices from the production of meaning and the relationship between art and life. The main objective is to use actions as a way of discovering arts practices. This course fulfills the Oral Communication general education requirement and a Fine Arts Division requirement.

ARTS 301 - Junior Creative in Residence Seminar (1 Credit Hour)

This seminar has been designed to give students the opportunity for professional development, mentorship and consideration of community within the creative fields. The Creative in Residence is chosen specifically for their relation to the city of Columbus, and so that they can give majors a professional development perspective. To this end, the CIR will work on documents and applications related to professional development with majors such as; bring guest speakers from various facets of Columbus creative world, lead day trip to Columbus, work on a collaborative project with fellow majors, analyze and create websites for public display of work, consideration of documentation of work, show and creative applications and professional opportunities.

Prerequisite(s): Students must be a junior Visual Arts major to take the course.

ARTS 302 - Senior Creative in Residence Seminar (1 Credit Hour)

This seminar has been designed to give students the opportunity for professional development, mentorship, and consideration of community within the creative fields. The Creative in Residence is chosen specifically for their relation to the city of Columbus, and so that they can give majors a professional development perspective. To this end, the CIR will work on documents and applications related to professional development with majors such as; bringing guest speakers from various facets of Columbus' creative world, leading day trip to Columbus, working on a collaborative project with fellow majors, analyzing and create websites for public display of work, consideration of documentation of work, show and creative applications and professional opportunities.

Prerequisite(s): Students must be a senior Visual Arts major to take the course.

ARTS 315 - Advanced Painting (4 Credit Hours)

Continued painting experience.

Prerequisite(s): ARTS 115 or consent of instructor.

ARTS 317 - Advanced Photography (4 Credit Hours)

An Advanced class that will focus on developing a portfolio of work. Students will be introduced to large format cameras, and the lighting studio will be used for specific technical assignments. Readings and lectures will provide a basis for dialogue as students develop their own lineage of influence and make photographic work that speaks to their own interests and questions.

Prerequisite(s): ARTS 117 and ARTS 217.

ARTS 321 - Advanced Ceramics (4 Credit Hours)

This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique.

Prerequisite(s): ARTS 121 and ARTS 221 or consent of instructor.

ARTS 345 - Junior Visual Arts Practicum (4 Credit Hours)

A Junior Visual Arts Practicum is a third year requirement for visual arts majors offered fall semester. This course is a first semester of engagement in a self directed art practice using both modalities of research and creation within the Visual Arts community. Students will engage in regular critical dialogue with peers, faculty, and visiting artists. The students goal in this course is to focus on generating a steady independent flow of work in the studio, and placing that work within a historical and critical context. Juniors will also work on artist statements and oral presentations of their work to peers and department. Juniors have a mandatory group trip to a midwest city that allows for meeting artists, visiting museums and galleries and creating bonds and community. Juniors have individual studio spaces for the fall semester.

ARTS 361 - Directed Study (1-4 Credit Hours)

For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism.

ARTS 362 - Directed Study (1-4 Credit Hours)

For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism.

ARTS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ARTS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ARTS 401 - Visual Arts Practicum I (4 Credit Hours)

Senior Visual Arts Practicum I & II are together a rigorous, year long, commitment to students developing and refining their individual voice and art practice. Students will engage in regular critical dialogue with classmates and faculty, as well as visiting artists. Focus will be on generating a steady flow of work in the studio, engaging in research that can elaborate upon connections between creative practice and the art historical/theoretical context, as well as drawing connections to the liberal art education. In the fall semester Seniors are required to participate in a group trip to New York City, led by faculty to meet artists, visit museums and galleries, bond together as a class and community and experience one of the art epicenters of the USA. Seniors have individual studios for the entirety of their Senior year. Senior capstone includes a group art show, artist statements and talks about the body of work the student has developed over the year. Senior Visual Arts Practicum I is offered in the fall and Senior Visual Arts Practicum II is offered in the spring.

ARTS 402 - Visual Arts Practicum II (4 Credit Hours)

Senior Visual Arts Practicum I & II are together a rigorous, year long, commitment to students developing and refining their individual voice and art practice. Students will engage in regular critical dialogue with classmates and faculty, as well as visiting artists. Focus will be on generating a steady flow of work in the studio, engaging in research that can elaborate upon connections between creative practice and the art historical/theoretical context, as well as drawing connections to the liberal art education. In the fall semester Seniors are required to participate in a group trip to New York City, led by faculty to meet artists, visit museums and galleries, bond together as a class and community and experience one of the art epicenters of the USA. Seniors have individual studios for the entirety of their Senior year. Senior capstone includes a group art show, artist statements and talks about the body of work the student has developed over the year. Senior Visual Arts Practicum I is offered in the fall and Senior Visual Arts Practicum II is offered in the spring.

ARTS 451 - Senior Research (4 Credit Hours)

First semester senior research for BFA major. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ARTS 452 - Senior Research (4 Credit Hours)

Second semester senior research for BFA major. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): ARTS 451.

Women's and Gender Studies

Mission Statement

The Women's and Gender Studies Program at Denison University takes its mission to be three-fold: to foster a critical awareness of, and intellectual sensitivity to, content, method and real-life implications of the field.

First, we aim to engage students in the intellectual content of the discipline: women's issues, the role of gender, and the intersections of gender and other politicized aspects of "identity," including race, class, age, religion, disability, and sexuality.

Second, we strive to instill in students an appreciation of the holistic and interdisciplinary character of Women's and Gender Studies. This is not just a question of content but also of method; Women's and Gender Studies scholarship uses methods that are inflected by interdisciplinarity and transnationalism. Students explore how Women's and Gender Studies treats gender issues from the perspectives of different disciplines, such as anthropology, biology, Black studies, communication, data analytics, East Asian studies, global health, international studies, music, philosophy, politics and public affairs, religion, sociology, visual arts, etc. and how these issues manifest differently in different national and transnational contexts. Students thus develop their understanding of these issues by taking into account the intersections among this array of disciplines and sociocultural and geographic locations.

Third, we aim to show students the real-life and everyday implications of their academic engagement. That is, we challenge students to see the relationship between theory and practice: to see how the academic study of race, class, and gender locally and globally is informed by and has the power to transform real lives, both others' and our own.

Curricular Goals

Denison's Women's and Gender Studies faculty are dedicated to helping students develop rigorous analyses of culture, politics, ideas and text, as well as creative leadership skills. We hope to impart to our students the history, analysis and practice of feminist scholarship, means of creative expression for their intellectual interests and concerns, and political service and activism.

Students are required to take an introductory course, WGST 101 - Issues in Feminism, a feminist methods course, WGST 310 - Feminist Research Methods, and a feminist theory course, WGST 311 - Feminist Theory. Majors are also required to undertake a semester- or year-long senior project—a research, activist, artistic inquiry, and/or internship experience — WGST 451 - Senior Research and/or WGST 452 - Senior Research. Students select additional, usually cross-listed courses according to Women's and Gender Studies Program guidelines and their own interests.

The required courses in the major and minor explore gender and justice issues, provide the methods and information to conduct rigorous

analysis, engage our students in ways that challenge them to expand their thinking about the material they meet in the world, and give them the opportunity to embody feminist pedagogies. The elective courses will do the same in the context of their fields of study.

Students have the opportunity to participate in a variety of off-campus study programs, internships, fellowships, and research projects that acquaint them with women's and gender issues (information available through the Center for Global Programs, Knowlton Center for Career Exploration, and Lisska Center for Intellectual Engagement). Students are encouraged to develop leadership skills by taking an active part in campus life, including engaging in projects developed inside and outside the academic program. Such projects have included a national grant application, a campus-wide study on violence, and a benefit concert. Students have worked with the Center for Belonging and Inclusion on campus and have interned locally with Denison Museum, Licking County Department of Health, the Center for New Beginnings, Equitas Health, Ohio Progressive Asian Women Leadership, and nationally with Smithsonian Associates, Harvard University's Phillips Brooks House Association, and Asian Coalition Massachusetts, as examples.

The Women's and Gender Studies Program sponsors regular symposia on gender issues that include presentations by scholars, artists, and activists from across the United States and abroad as well as our own faculty. With the support of the Laura C. Harris endowment, the Women's and Gender Studies Program has hosted internationally renowned scholars including Linda Alcoff, M. Jacqui Alexander, Gloria Anzaldúa, Ruha Benjamin, Judith Butler, Angela Davis, Cynthia Enloe, Anne Fausto-Sterling, Nancy Fraser, Jack Halberstam, Joy Harjo, bell hooks, Ericka Huggins, Lauren Klein, Winona La Duke, and Kim TallBear. The Women's and Gender Studies Program has an institutional membership in the National Women's Studies Association (NWSA) and has sponsored student memberships and conference participation.

Faculty

Director: Zarrina Juraqulova (Associate Professor of Economics; Affiliate Appointment in Women's and Gender Studies)

Professor: Isis Nusair (International Studies and Women's and Gender Studies)

Associate Professor: Clare Jen (Biology and Women's and Gender Studies)

Assistant Professor: Man Yao

Visiting Assistant Professors: Isis Campos, Min Ji Kang

Laura C. Harris Scholar-in-Residence: Christine (Cricket) Keating

Affiliate Appointments: Barbara Fultner (Philosophy), Alina Haliliuc (Communication), Melissa Huerta (Spanish), Zarrina Juraqulova (Economics), Rebecca Kennedy (Ancient Greek and Roman Studies), Diana Mafe (English), Kelsi Morrison-Atkins (Religion), K. Christine Pae (Religion), Sheilah ReStack (Visual Arts), Philip Rudd (Music), Anne Sokolsky (East Asian Studies), Megan Threlkeld (History)

Academic Administrative Assistant and Laura C. Harris Program Coordinator
Bevin McGuire Peppard

View faculty profiles and contact information (<https://denison.edu/academics/womens-gender-studies/contacts/>)

Women's and Gender Studies Major

Women's and Gender Studies majors are required to take a total of 32 credit hours. Students may sign up for a course either under the department number or under the Women's and Gender Studies number. Both numbers will count toward the Women's and Gender Studies major or minor. No more than two courses at the 100 level may count toward the major. All Women's and Gender Studies majors must take the following:

1. Required core courses:

Code	Title
WGST 101	Issues in Feminism
WGST 310	Feminist Research Methods (Usually offered in the spring term, should be taken, ideally, before Senior year; if a student is going off campus during Junior year, plan accordingly.)
WGST 311	Feminist Theory (Usually offered in the fall semester, should be taken, ideally, before Senior year; if a student is going off campus during Junior year, plan accordingly.)
WGST 451 or WGST 452	Senior Research (students may elect to pursue full-year research) Senior Research

2. Four elective courses in WGST and/or cross-listed with WGST (subject to the following distribution constraints):

- a) One course on Women of Color in the United States.
- b) One course on Transnational Feminism.
- c) Three courses that meet three of the four distribution requirements. Humanities, Arts, Social Sciences, and Sciences. Courses selected under (a) and/or (b) may also help satisfy the requirements of (c). These courses may be offered in WGST and/or cross-listed with WGST.
- d) At least one of the above courses must be cross-listed with Black Studies.

Students are encouraged to consult with the Director of Women's and Gender Studies in selecting their courses.

Women's and Gender Studies Minor

Women's and Gender Studies minors are required to take a total of 24 credit hours. No more than two courses (including WGST 101) will be at the 100-level. All Women's and Gender Studies minors must take the following:

1. Required core courses:

Code	Title
WGST 101	Issues in Feminism
WGST 310	Feminist Research Methods
WGST 311	Feminist Theory

- 2. One course cross-listed with Black Studies.
- 3. One course on transnational feminism.
- 4. One additional elective in WGST or cross-listed with WGST.

Requirements 2 and 3 may be satisfied by the same course. Students are encouraged to consult with the Director of Women's and Gender Studies in selecting their courses.

Additional Points of Interest

Black Studies Cross-listed Courses

WGST majors/minors are required to take at least one course cross-listed with Black Studies (BLST). In addition to the Women of Color in the U.S. courses listed below, Intermediate Topics (WGST 250-254) and Advanced Topics (WGST 350-354) courses cross-listed with BLST fulfill this requirement.

Transnational Feminism Courses

WGST majors/minors are required to take at least one course that fulfills the Transnational Feminism requirement. Intermediate Topics (WGST 250-254) and Advanced Topics (WGST 350-354) courses may fulfill this requirement in addition to the courses listed below, as examples:

Code	Title
WGST 227	Women's Spiritual Activism
WGST 276	Gender, War and Conflict
WGST 306	Transnational Feminism
WGST 321	Ethics of Peace and War
WGST 327	Women and Social Ethics in the Global Context
WGST 205	Gender and Globalization
WGST 358	Afrofuturism

Women of Color in the U.S. Courses

WGST majors are required to take at least one course that fulfills the Women of Color in the U.S. requirement. Intermediate Topics (WGST 250-254) and Advanced Topics (WGST 350-354) courses may fulfill this requirement in addition to the courses listed below, as examples:

Code	Title
WGST 265	Black Women and Organizational Leadership
WGST 325	African-American Women's Literature
WGST 391	Critical Pedagogies: Gender, Race and Class in U.S. Education

General Education (GE) Credits in Women's and Gender Studies

All WGST courses fulfill the Interdivisional (I) GE requirement. In addition, many WGST courses also fulfill the Power and Justice (P), Quantitative Reasoning (Q), Oral Communication (R), and Writing (W) GE requirements. For example, WGST 101 - Issues in Feminism fulfills the I, P, and R GE requirements.

Honors and Awards

Eloise A. Buker Fellows (<https://denison.edu/academics/womens-gender-studies/eloise-a-buker-fellows/>)

Every year, the Women's and Gender Studies Committee names a number of rising Senior and Junior majors or minors as Eloise A. Buker Fellows. This honor is given in the name of Eloise A. Buker, who was a Professor of Political Science and Director of Women's Studies at Denison University from 1993 to 2002. Fellows are nominated based on

students' demonstrated accomplishments in their academic excellence both in Women's and Gender Studies and across their degree programs, their demonstrated leadership, and their contributions to the campus community, particularly as it relates to gender.

Nan Nowik Memorial Awards (<https://denison.edu/academics/womens-gender-studies/nan-nowik-memorial-awards/>)

Every year, the Women's and Gender Studies Program presents its annual awards in honor of the late Dr. Nan Nowik, Associate Professor of English (1972-1988), former Women's Coordinator, and co-founder of the Women's Resource Center at Denison University. The awards celebrate outstanding feminist and gender-related student work in academic scholarship, activism, and artistic expression.

Conference and Professionalization Opportunities

National Women's Studies Association Conference

The Women's and Gender Studies Program has an institutional membership with the National Women's Studies Association (NWSA) and regularly sponsors student memberships and conference participation.

Additional Conference Opportunities

The Laura C. Harris endowment supports students to attend local, regional, and national conferences each year, including the American Association of University Women (AAUW) National Conference for College Women Student Leaders, GLCA (Great Lakes Colleges Association) Women's, Gender, Sexuality Studies (WGSS) Collective Undergraduate Conference, Kentucky Gender and Women's Studies Conference, and others.

Off-Campus Study

Students may complement their Women's and Gender Studies major/minor with off-campus study. Denison University is a member of several consortia that offer course credit through off-campus programs. Those with course offerings relevant to Women's and Gender Studies majors/minors include:

- American University of Paris
- Arcadia's direct enroll university programs (UK, Ireland, New Zealand, Australia, South Africa)
- DIS Copenhagen - Prostitution & the Sex Trade
- DIS Stockholm - Gender and Sexuality Studies
- CGEE Central America - Peace, Justice, and Community Engagement
- CGEE Mexico - Migration, Gender and Social Change
- CGEE South Africa - Nation Building, Globalization and Decolonizing the Mind
- HECUA Minnesota - Inequality in America: Policy, Community, and the Politics of Empowerment
- SIT The Netherlands - International Perspectives on Sexuality and Gender
- The Philadelphia Center

Students should check globaltools.denison.edu (<http://globaltools.denison.edu/>) for the most up-to-date program listings and information, as the list of programs is subject to change.

The Women's and Gender Studies Program is committed to awarding credit for courses offered through these programs that provide a sufficient focus on women's and gender issues. With prior approval from the Director of Women's and Gender Studies, a maximum of two off-

campus courses may be counted toward the requirements of the WGST major/minor. Financial aid may be available for off-campus programs.

Laura C. Harris Endowment

The Laura C. Harris Endowment was established in 1990. Dr. Harris was a member of the Denison class of 1916, and the Endowment serves as a tribute to her commitment to women's achievement and her belief in the importance of undergraduate education.

The goal of the Laura C. Harris bequest is "to enhance and promote the education of young women as students and as professionals and serve to promote the career opportunities and carry on the pioneering spirit of women students at Denison University."

Laura C. Harris Summer Scholars

Laura C. Harris Summer Scholarships are part of Denison's Summer Scholar program, and proposals are evaluated by the Student Research Grants Committee. Summer Scholars funded by this endowment will normally have done some coursework in Women's and Gender Studies. Their projects should align with the goals and objectives of the Women's and Gender Studies Program, which are to foster a critical awareness of and intellectual sensitivity to the content, methods, and real-life implications of the field. Thus Laura C. Harris Summer Scholars should draw on feminist scholarship and methodologies and should be attuned to the interdisciplinary nature of the field. While students may take up a particular disciplinary perspective in their summer research (e.g., psychology, anthropology, economics, literary studies, history, philosophy, biology, dance, etc.), their project should reflect an engagement with women's and gender studies. Projects may aim to develop students' understanding of gender and its socio-political meanings in our lives; the relationship between gender and other aspects of identity (such as race, class, age, ethnicity, nationality, religion, disability, and sexuality); or the central relationship between theory and practice. Topics may include but are not limited to transnational feminist issues, sexual and gender violence, equal rights, and the workings of power in social institutions, reproductive technologies, body image, and queer politics.

Laura C. Harris Summer Scholars must be advised by someone familiar with the discipline of women's and gender studies. Normally, this will be a member of the Women's and Gender Studies faculty (i.e. someone either appointed in Women's and Gender Studies, teaching cross-listed courses in the program, or serving on the Women's and Gender Studies committee). Four to eight Laura C. Harris Summer Scholarships are typically awarded every year, depending on the number of qualifying proposals. The fund covers both student and faculty stipends.

Laura C. Harris Series (<https://denison.edu/series/harris/>)

The Women's and Gender Studies program coordinates the Laura C. Harris Series, which focuses each year on a particular theme related to women and gender issues (e.g., "Sex, Science, and Society," "Citizenship Through a Feminist Lens," "Feminism and War, Feminism and Peace," "Imagining Together: Indigenous Feminisms and Activisms"). The Series includes talks, workshops, performances, and exhibits by scholars, activists, and artists from across the U.S. and abroad as well as Denison faculty. The Laura C. Harris Series has hosted internationally renowned guests such as Linda Alcoff, M. Jacqui Alexander, Gloria Anzaldúa, Judith Butler, Patrisse Cullors, Angela Davis, Cynthia Enloe, Anne Fausto-Sterling, Nancy Fraser, Jack Halberstam, Joy Harjo, bell hooks, Ericka Huggins, Winona La Duke, Sarah S. Richardson, Joan Roughgarden, Banu Subramaniam, and Alison Wylie.

Courses

WGST 101 - Issues in Feminism (4 Credit Hours)

An introduction to the field of Women's and Gender Studies, this interdisciplinary course considers the socio-political meanings and practices of gender in our lives. It examines whether gender is biologically or socially constructed and how notions of femininity and masculinity are (re)produced. Students will analyze the workings of power and the social production of inequality in institutions such as the family, the workplace, and the state, taking into account the intersections among gender, race, class, ethnicity, nationality, sexuality. Topics will include sexual and gender violence, equal rights, reproductive technologies, body image, and transnational feminist issues. A central aim of the course is to develop critical reading and thinking about the plurality of women's experiences and about the ways in which women have resisted inequalities and engaged in local/global politics for social transformation and change. This course fulfills the Interdivisional (I), Power and Justice (P), and Oral Communication (R) GE requirements and is required for WGST majors/minors.

Crosslisting: QS 290.

WGST 108 - Bible, Gender and Sexuality (4 Credit Hours)

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: REL 108 and QS 108.

WGST 110 - Biology and Politics of Women's Health (4 Credit Hours)

This course examines critical conversations in the biology, politics, culture, and history of women's health. The nation's greatest health issues include, but are not limited to, unmanaged chronic conditions (including cardiovascular health), environmental health risks and cancer, racial and ethnic health disparities, women's reproductive and sexual health, and the epidemic of obesity. Barriers in healthcare delivery, at healthcare system and provider levels, exist for women, trans people, and non-binary people. Evaluating the complexities of these gendered health issues involves both scientific literacy and socio-cultural literacy. This course provides a fundamental understanding of how biological system structures and functions are related, specific to the female human body. The laboratory component of this course familiarizes students with the scientific method, feminist theory in science, and methods in women's health research. This course promotes proficiency in oral communication through practice in a variety of formats that typically occur in biology and women's and gender studies.

Crosslisting: BIOL 110.

WGST 150 - Introductory Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements for the Women's and Gender Studies major/minor.

WGST 162 - Self-Defense for Women (1 Credit Hour)

This is an empowered self-defense course that will equip participants with verbal and physical skills to defend themselves in a variety of situations. The class combines emotional, mental and physical strategies that address situations ranging from street and job harassment, dating abuse, threats and harassment, conflicts with acquaintances and sexual assault. Based on empowerment principles of choice, context, systems of abuse, intersectionality and identity, students will learn how to manage their adrenaline, respond to threat and fear, and ground themselves in times of stress with simple easy to learn techniques. These skills are practical for everyday situations.

Crosslisting: PHED 162.

WGST 180 - Special Topics in Women's and Gender Studies (4 Credit Hours)

Selected topics in Women's and Gender Studies.

WGST 199 - Introductory Topics in WGST (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 205 - Gender and Globalization (4 Credit Hours)

The rapid integration of global markets that has taken place since the 1980s is the outcome of a common set of economic policies implemented in both developed and developing countries. This course examines the contradictory impacts of these policies on gender relations and asks: what challenges do global economic trends pose for gender equality and equity in both developed and developing countries? To answer this question, we begin with an introduction to alternative approaches to economics, focusing on the differences between neoclassical and feminist economics, and history and economic dimension of globalization. This will be followed by an exploration of the impacts of economic development policy on gender relations in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor; the gendered impacts of economic restructuring and financial crisis; the feminization of the labor force in the formal and informal sectors of the global economy; care penalty and the gendered impacts of COVID-19. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development. This course satisfies the economics writing requirement, and the college W GE requirement, and as such the course will help to develop your writing and research skills within the economics discipline.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: ECON 205 and INTL 250.

WGST 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: ARTS 217 and QS 217.

WGST 218 - Sacred Texts and Social Justice (4 Credit Hours)

From women's Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: BLST 238 and REL 238.

WGST 220 - Women in Music (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

Crosslisting: MUS 220.

WGST 223 - Women in United States History (4 Credit Hours)

This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity – race, ethnicity, nationality, class, sexual orientation, age, etc. – affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally. This course fulfills the Humanities distribution requirement for WGST majors.

Crosslisting: HIST 192.

WGST 225 - Women in Literature (4 Credit Hours)

Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. This course fulfills the Humanities distribution requirement for WGST majors.

Crosslisting: ENGL 225.

WGST 227 - Women's Spiritual Activism (4 Credit Hours)

What is women's spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists—their struggles for justice for all humanity. This course fulfills the Humanities and Transnational Feminism distribution requirements for WGST majors/minors.

Crosslisting: REL 227.

WGST 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media. This course fulfills the Social Sciences distribution requirement for WGST majors.

Crosslisting: COMM 229 and QS 229.

WGST 250 - Intermediate Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements for the Women's and Gender Studies major/minor.

WGST 251 - Intermediate Topics Seminar (Humanities) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Humanities and satisfies the Humanities distribution requirement for the Women's and Gender Studies major.

WGST 252 - Intermediate Topics Seminar (Arts) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Arts and satisfies the Arts distribution requirement for the Women's and Gender Studies major.

WGST 253 - Intermediate Topics Seminar (Social Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Social Sciences and satisfies the Social Sciences distribution requirement for the Women's and Gender Studies major.

WGST 254 - Intermediate Topics Seminar (Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Sciences and satisfies the Sciences distribution requirement for the Women's and Gender Studies major.

WGST 265 - Black Women and Organizational Leadership (4 Credit Hours)

This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory. This course fulfills the Women of Color in the U.S. distribution requirements for the WGST major and the BLST (Black Studies) cross-listed course requirement for WGST majors/minors.

Crosslisting: BLST 265.

WGST 274 - Cultural Studies (4 Credit Hours)

This course frames Western concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students may simultaneously be exposed to poststructuralist epistemology, feminist theory, and power & justice ideology while they are meeting a survey of historical works. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in many cultures from multiple perspectives. Students will be expected to engage in movement activities as a method toward an embodied understanding of theory, but will not be evaluated on their movement performance or ability. No dance experience necessary. This course fulfills the I and P GE requirements and the Arts distribution requirement for WGST majors.

WGST 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: PHIL 275 and QS 275.

WGST 276 - Gender, War and Conflict (4 Credit Hours)

This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women's and feminist movements, to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists. This course fulfills the Social Sciences and Transnational Feminism distribution requirements for WGST majors/minors.

Prerequisite(s): INTL 100 or WGST 101.

Crosslisting: INTL 250.

WGST 285 - Music, Society, and Identity (4 Credit Hours)

Music, Society, and Identity explores fundamental questions about music and its role in our lives: What is music? How does it communicate to listeners? How does music play a role in social and political behavior? How does music shape our identities? Students will engage in hands-on exploration and discussion of these questions, working collaboratively to ask and answer questions about music. Musical examples are drawn from across the globe and across history to demonstrate that music is neither universal nor fixed, with attention given to music and issues of the 21st century so students may better understand the place of music in their world.

Crosslisting: MUS 250.

WGST 292 - History of Reproductive Justice in the United States (4 Credit Hours)

This course explores the history of what has come to be known as reproductive justice—the efforts of women and other people who can become pregnant to control their own reproductive lives, to choose whether and when to have children, and to ensure that they can bear and raise children in safe and healthy ways. We will survey this history from the colonial era to the present, with a particular eye toward how hierarchies of power based on race, gender, and other categories of identity have shaped women's experiences. We will examine how women's reproductive autonomy was circumscribed in the past by enslavement, eugenic ideologies, forced sterilization programs, and other practices, as well as how it has been affected more recently by factors like anti-choice campaigns and Supreme Court decisions. We will also learn, however, about women's knowledge of the functioning of their own bodies, about how they have maintained some degree of autonomy over their bodies even under oppressive circumstances, and about how people have collectively struggled to ensure that everyone can determine the course of their own reproductive lives.

Crosslisting: HIST 292.

WGST 299 - Intermediate Topics in Women's and Gender Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 302 - Women and the Arts (4 Credit Hours)

This topics course considers works created by artists who self-identify as "female." The course will include engaging in, looking at, and reading about art making, focusing on historical examples and the art of everyday life. Questions about creativity, expectations, limitations, and releasing into the unknown will be considered alongside socio-cultural environments, surveillance, and judgment about who can and who cannot easily identify, and be read, as art makers in various cultures.

WGST 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color's challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: REL 305 and QS 305.

WGST 306 - Transnational Feminism (4 Credit Hours)

This class provides students with the ability to understand, critique, and comparatively analyze the politics of gender in transnational contexts. The course traces the development of feminist thinking and practice within national, regional and transnational contexts, and maps the political agendas of women's and feminist movements in various countries around the world. The course focuses on how feminism emerges in a particular context and the specific issues that galvanize women to act for change. The course explores the connections between feminism, colonization, nationalism, militarization, imperialism, and globalization, and analyzes the processes by which the agendas of women from the global north and south come together or clash. The course examines through specific examples from Africa, the Americas, Asia, Europe, and the Middle East and North Africa the concerns and challenges facing transnational women's and feminist movements today. The class is interdisciplinary and draws on writings by local and global activists and theorists. This course fulfills the I GE requirement and the Social Sciences and Transnational Feminism distribution requirements for WGST majors/minors.

Prerequisite(s): WGST 101 or permission of instructor.

WGST 310 - Feminist Research Methods (4 Credit Hours)

This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's and gender studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. This.

WGST 311 - Feminist Theory (4 Credit Hours)

This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. This course is required for WGST majors and minors.

Prerequisite(s): WGST 101 or QS 290.

Crosslisting: QS 311.

WGST 312 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: AGRS 311 and QS 312.

WGST 321 - Ethics of Peace and War (4 Credit Hours)

War is one of our time's most important "ethical" issues. Peace is a forced option when humanity faces the horrendous evil of violence. What roles does religion play in making war and making peace? Can we imagine peace independent from war? This course encourages students to take war and militarism into serious ethical consideration and to contemplate peace and justice in a global society. By critically analyzing the issues, theories, and practices of war and peacemaking, students will be prepared to be autonomous thinkers and responsible global citizens who can discern how to make peace in a violent world and how to heal the world broken by war and violence.

Crosslisting: REL 302.

WGST 325 - African-American Women's Literature (4 Credit Hours)

Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. This course fulfills the Humanities and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Crosslisting: BLST 325 and ENGL 325.

WGST 327 - Women and Social Ethics in the Global Context (4 Credit Hours)

The personal is internationally political!" Whether we are aware or not, we live in the globalized world and our actions here and now affect the lives of millions of people whom we may never meet face to face. Through the religious concept of "interdependence" with the secular understanding of "women's rights as human rights," this course will analyze and explore globalized issues of poverty, war, sex-trafficking, migration, reproductive rights, and religious conflict as well as ethically consider how diverse social groups are interconnected to each other beyond national and religious boundaries; and how we study, analyze, and practice transnational feminist activism for all humanity. This course fulfills the Humanities and Transnational Feminism distribution requirements for WGST majors/minors.

Crosslisting: REL 327.

WGST 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: REL 328 and QS 328.

WGST 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: QS 332 and MUS 332.

WGST 340 - In the Company of Educated Women (4 Credit Hours)

This is a course on women's educational history in the United States. The scope encompasses some general patterns in women's educational experiences—as students, teachers, school administrators, and in higher education at particular points in U.S. history. Examining gender issues in historical context allows us to get a handle on how education, ideology, and political economy influence the contours of societies, and limit or extend possibilities for individuals. This course fulfills the Social Sciences.

WGST 341 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: INTL 255 and COMM 340.

WGST 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: COMM 349 and QS 349.

WGST 350 - Advanced Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements within Women's and Gender Studies major/minor/minor, as appropriate.

Prerequisite(s): WGST 101.

WGST 351 - Advanced Topics Seminar (Humanities) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Humanities and satisfies the Humanities distribution requirement for the Women's and Gender Studies major. Prerequisites are determined by topic.

WGST 352 - Advanced Topics Seminar (Arts) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Arts and satisfies the Arts distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes.

Prerequisite(s): Prerequisites are determined by topic.

WGST 353 - Advanced Topics Seminar (Social Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in Social Sciences and satisfies the Social sciences distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes available online.

Prerequisite(s): Prerequisites are determined by topic.

WGST 354 - Advanced Topics Seminar (Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Sciences and satisfies the sciences distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes available online.

Prerequisite(s): Prerequisites are determined by topic.

WGST 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Astro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: ENGL 358 and BLST 358.

WGST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

WGST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

WGST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

WGST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

WGST 391 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students; schools and society; and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: EDUC 390 and BLST 372.

WGST 399 - Advanced Topics in Women's and Gender Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 416 - Women in the U.S. Economy. (4 Credit Hours)

This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. This course fulfills the Social Sciences distribution requirement for WGST majors.

Prerequisite(s): ECON 301.

Crosslisting: ECON 416.

WGST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

WGST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Writing Program

Program Guidelines

The Writing Program affirms the importance Denison places on inculcating in our students the importance of learning to write, not only as a means of expressing themselves, but also as a way of learning. We believe that good writers take intellectual risks, explore ideas, make connections, and participate in broader, on-going conversations through writing. Our program aims to develop these habits of mind. We expect students to be able to make cogent arguments, anticipate and meet the needs of their audience, gather and synthesize evidence, and apply the

conventions of style and grammar. By repeated experiences in writing-intensive courses situated within the context of academic programs across the university, students will develop writing skills and deepen their liberal arts education.

This program consists of three parts:

1. W 101 - First-Year Writing Workshop taken during the first year,
2. two writing-intensive courses (W-overlays) after the completion of the W101 Writing Workshop, one of which must be completed by the end of the sophomore year, and
3. any writing requirement specific to each student's major (as applicable).

Faculty

Regina Martin, Writing Program Director & Associate Professor, English

View faculty profiles and contact information (<https://denison.edu/academics/writing-program/>)

Courses

W 101 - First-Year Writing Workshop (4 Credit Hours)

Required of all students during their first year, the W101 course introduces students to the rigors of college-level writing and provides practice in formulating and presenting a significant argument in a cogent essay; in finding, evaluating, and incorporating research into their writing; and in assessing their own work and that of their peers. W101 can be used only to satisfy the "S" Writing GE requirement. Open to First Year students only.

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Advising Circles (AC)

AC 101 - Advising Circles (1 Credit Hour)

The advising relationship is an important place for conversations that connect the dots between the learning that happens both inside and outside the classroom. Advising Circles provide a structured opportunity for a small group of first-year students to come together with their academic advisor to talk about their transition to college, learn more about the university, explore how the Denison community is shaped by a diversity of perspectives, and think productively about how to plan for meaningful and educational experiences during their four years on campus.

Prerequisite(s): Open to first-year students only.

Ancient Greek and Roman Studies (AGRS)

AGRS 101 - The Ancient Mediterranean (4 Credit Hours)

This is an introductory course in the history and culture of ancient Greece and Rome, focusing on particular topics relating to classical culture, and emphasizing the analysis of textual and material evidence.

AGRS 111 - Ancient Greek Literature (4 Credit Hours)

This course is an introduction to Ancient Greek literature from the Homeric world to the Hellenistic era. Students will read the works of major authors representing a variety of genres from epic poetry to philosophical dialogues, considered in the contexts of both ancient culture and contemporary society.

AGRS 112 - Roman Literature (4 Credit Hours)

In this course students will study the literature of ancient Rome, analyzing texts not only for their importance to the development of Latin literature but also for their subsequent influence on later authors, from the Renaissance to the modern world. Readings will include selections from the genres of comic drama, lyric, elegy, epic and satire.

AGRS 121 - Ancient Myths (4 Credit Hours)

This course is a study of the mythology of classical antiquity, with an emphasis on its representations in literature and art, and its relationship to the practice and rituals of Greek and Roman religion.

AGRS 201 - Ancient Greeks and Persians (4 Credit Hours)

An overview of the major cultures of the ancient Mediterranean from 1700 BCE to 300 BCE focusing on the Ancient Greeks and Persians. The course begins with the prehistory of each of these cultures and their predecessors/contemporaries in the Aegean, including peoples known as the Minoans, Mycenaeans, Hittites, Phoenicians, Assyrians, Egyptians (Kemet), and Kushites, and examines the development of ancient Hellenic and Iranian cultures from the 8th-3rd centuries BCE in connection with each other and these other cultures. Ancient Greek and Persian cultures were Mediterranean phenomena that spread in antiquity from the Aegean through southern Europe, the Black Sea, and Egypt as far as India and have had lasting influence in Europe, Asia, and North Africa and were in almost every period deeply intertwined. The course focuses on the major social and political institutions as well as the intellectual and artistic achievements of the Greeks and Persians.

AGRS 202 - Ancient Rome (4 Credit Hours)

A survey of Roman civilization from both an historical and cultural perspective. Chronologically, the course traces the development of the "eternal city" from a tiny village of mud and straw along the banks of the Tiber River in central Italy to the city of marble and bronze dominating the Mediterranean world and beyond. Culturally, we consider Rome's legacy to the western world in terms of its social and political institutions, as well as its intellectual and artistic achievements.

AGRS 210 - Archaeology of the Ancient Greek World (4 Credit Hours)

This course explores the visual and material cultures of the ancient Greek world from the 15th century BCE through the 1st century BCE. Since art, architecture, and artifacts are the material expression of culture and what determines culture, we must interpret these objects in their socio-historical contexts.

AGRS 211 - Archaeology of the Ancient Roman World (4 Credit Hours)

This course traces the development of Roman visual and material culture from the Archaic through Late Antique periods, exploring how material objects and visual imagery both shaped and were shaped by different social groups and cultural identities. The course balances a critical analysis of iconic elite monuments and famous works of Roman art with the objects, images, and spaces of sub-elite groups.

AGRS 220 - Ancient Epic Tales (4 Credit Hours)

This course provides a survey of ancient epic tales written by the Greeks, Romans, Mesopotamians and other ancient cultures. Students analyze various epics and situate them within their social, cultural, historical, and literary contexts. They also examine ancient and modern artistic representations of these epics and their relationship to their literary counterparts. In addition, students consider the topics and themes found in these ancient epic tales in relation to our own cultural experiences and conflicts today.

AGRS 222 - Ancient Rhetoric & Persuasion (4 Credit Hours)

This course explores rhetoric and methods of persuasive speaking in ancient Greece and Rome. Students analyze ancient Greek and Roman speeches, situate them within their cultural context, learn techniques for effective public speaking and argumentation, and compose and deliver speeches tailored to a variety of situations.

AGRS 223 - Ancient Drama (4 Credit Hours)

This course focuses on the dramatic arts as practiced in Ancient Greece and Rome. Students read selected plays, tragic or comic, by the major playwrights of Greco-Roman antiquity, giving attention to dramaturgy, societal contexts, and influences on the development of Western theater.

AGRS 301 - Topics in Ancient Greek and Roman Studies (4 Credit Hours)

This is a seminar course on a particular historical, social, or cultural topic related to the study of the ancient Mediterranean world.

AGRS 311 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: QS 312 and WGST 312.

AGRS 312 - Ancient Identities (4 Credit Hours)

This course considers the various ways the Greeks and Romans speculated about and defined human differences, as well as exploring the ways in which the ancients theorized about and manipulated their environments to achieve a desired identity. Attention is also given to how these theories were received from medieval to modern times.

AGRS 313 - Ancient Magic and Witches (4 Credit Hours)

This course provides a survey of magic and witchcraft in ancient Greece and Rome. Students engage with issues such as how magic works, how people interact with the divine, the marginalization of magical practitioners, and the difference between magic, witchcraft, and religion. Emphasized topics include magicians, witches, ghosts, spirits, demons, divination, and spells.

AGRS 314 - The Art of Healing in Ancient Greece (4 Credit Hours)

This course surveys the art of healing in ancient Greece, and how it manifested in theory and practice. Students study the activities of individual healers (doctors, midwives, pharmacists, temple attendants), the nature and function of spaces dedicated to healing (cult sanctuaries, doctors' homes), and the experience of patients. Students also engage the ancient concepts of health and illness, ideas about public health, and the ways Greek writers used disease as a metaphor for social breakdown and political violence.

AGRS 320 - Echoes of the Trojan War (4 Credit Hours)

This course examines the ancient and modern importance of the legendary city of Troy, the site of the mythical Trojan War. The course begins with the epic poems of Homer (Iliad and Odyssey) and engages with the archaeological history of the site as well as selected novels, poems, and films that respond to and re-envision the ancient stories of the famous conflict and its characters.

AGRS 331 - Alexander and his Legacy (4 Credit Hours)

Alexander of Macedon ('the Great') led his armies from ancient Macedonia into Africa and across the continent of Asia changing the political and cultural landscape for centuries to come. What emerged after Alexander is often called the Hellenistic world, a multicultural world of both Greek and indigenous kingdoms marked by a fusion of Greek and local cultures. This course explores Alexander and his legacy through examination of the literary and material evidence.

AGRS 332 - Imperial Rome (4 Credit Hours)

This course focuses on the ancient Mediterranean in the Roman imperial period (approx. 25 BCE-400 CE). It explores the political, social, and cultural contexts for the empire and the material remains throughout Europe, Africa, and Asia that reflect the extent of Rome's influence.

AGRS 340 - Ancient Athenian Law and Democracy (4 Credit Hours)

This course explores the various permutations of ancient Athenian democracy and law. The democracy of ancient Athens is often considered the "First Democracy". Although this is not accurate, it has been one of the most influential democracies in history. In the course, students examine the history, structures, and legacy of the Athenian democracy, its conception of citizenship, and the development of its courts.

AGRS 341 - Roman Law: Delict/Torts (4 Credit Hours)

This course examines Roman law and society through the Roman law of delict (wrongful harm to persons and property punished through private law, roughly equivalent to torts in Anglo-American common law). Through the careful discussion of cases (case-study method), we will learn about the nature of law and legal thinking, how it worked (or didn't), and how legal practice reflected and shaped ethical, economic, and social ideas.

AGRS 342 - Roman Law: Family Law (4 Credit Hours)

An introduction to the Roman legal system and its relationship to Roman society through the study of Roman family law. Through the careful study of cases, jurists' commentary, and common law comparisons, students learn about Roman culture and history while developing the ability to examine legal rules and assess them critically.

AGRS 351 - Shopping and Markets in Ancient Rome (4 Credit Hours)

Evidence from ancient Rome suggests that a sophisticated retail system developed in urban centers during the Republic so that by the Early Imperial period, many Roman towns were characterized by busy commercial streets and districts where people consumed time and space alongside ready-made goods and services. The shop became a place of leisure and a locus of sociability where status and identity were forged, negotiated, and performed. It also became a potentially subversive space where information was exchanged, and status and power could be challenged and temporarily overturned. This course explores the questions of where, how, and why ancient Romans shopped. Focusing on such important aspects as: distribution networks, the evolution of the retail trade, Roman attitudes toward various forms of retailing, analysis of commercial art and architecture, evidence for marketing strategies, shopping behaviors, and consumption practices.

Crosslisting: DH 215.

AGRS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AGRS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

AGRS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AGRS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AGRS 400 - Senior Research Symposium (1 Credit Hour)

A one-credit senior capstone seminar to support students in writing their senior research. The capstone is team-taught by the department faculty and focuses on discipline-specific: methods and approaches (literary, historical, archaeological) for analysis of ancient evidence; citational practices for ancient evidence; databases and other tools for conducting research in Greco-Roman antiquity; and group workshops at various stages of the thesis-writing process.

AGRS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

AGRS 452 - Senior Research (4 Credit Hours)

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Anthropology (ANTH)

ANTH 101 - Being Human: Introduction to Anthropology (4 Credit Hours)

Anthropology is the study of human being, asking the question: what does it mean to be human? This course introduces students to anthropological study of humans in both the past and present by examining our evolutionary development as a species, the material archaeological record, language and linguistic practices, and relationships of human culture, power, and history. As many have said, the goal of anthropology is to make the strange familiar and the familiar strange. This course will introduce you to anthropology as an academic discipline, but also as a way of understanding our place in the world and a way of being in the world.

ANTH 201 - History of Anthropological Thought (4 Credit Hours)

This course introduces students to a history of anthropological ideas, and also to a 'genealogy': a critical overview of concepts that have contributed to the shaping of the discipline of anthropology in its current formation. Beginning with antecedents in classical works describing people and cultures, we will then read and discuss modern ideas in the 19th and 20th centuries when the field of anthropology takes on more recognizable shape, and then consider some of the most recent theories including such things as multispecies ethnography. The ambition of this course is to immerse students in the long conversation (including debates and discontinuities) of anthropology, and to provide students with a foundation for engaging directly with the most current research and knowledge in the field.

Prerequisite(s): ANTH 101, or consent of instructor.

ANTH 202 - Human Origins & Prehistory (4 Credit Hours)

This course begins with a review of biological anthropology's view of humanity. How do humans appear when studied with the tools biologists have developed to understand other species? We then explore what we know about the lives of our earliest ancestors and the clusters of new human-like species emerging over the next few million years, including our own about 200,000 years ago. The last part of the class turns to archaeological views of humanity. We survey the diversity of human experiences as our ancestors spread around the globe, creating art, starting farms, and building cities. Throughout, our emphasis will be on how researchers know what they know and what assumptions are built into different narratives of human origins.

ANTH 203 - Introduction to Archaeology (4 Credit Hours)

Most human experiences have gone unrecorded: because they occurred beyond the reach of written records, because those making records did not include them, or because the records have been lost. This course surveys the distinctive combination of scientific and humanistic methods that archaeologists use for unearthing these lost realms of human experience. The course is divided into three segments: the discipline's development, techniques, and contemporary questions. Where possible, students will gain hands-on experience with archaeological techniques. We will also consider how archaeology and narratives about the past are embroiled in contemporary social conflicts.

ANTH 220 - Medical Anthropology (4 Credit Hours)

This course offers an introduction to contemporary topics in medical anthropology, the most prominent subfield in anthropology today. Our approach will be to critically examine assumptions about what constitutes health, medicine, and the body. To this end, we will treat science as a cultural practice and western medicine—what anthropologists refer to as biomedicine—as one system of healing alongside others. Additional topics will include the role of belief, meaning, and placebo in healing; structural inequality and political economy; rationality and “ways of knowing” illness; global mental health; suffering and embodiment; disability worlds; constructions of normality and pathology; medical humanitarianism; medicalization and pharmaceuticals; and the role of ethnography in tending to cross-cultural instantiations of health, medicine, and the body.

ANTH 221 - Contemporary Japan (4 Credit Hours)

Japan often conjures images steeped in tradition such as samurai warriors, sumo wrestlers, and geisha clad in kimono. At the same time, however, contemporary Japan is just as easily associated with businessmen, anime, automobiles, and high technology. How have “tradition” and “change” fueled competing visions of Japan what it means to be “Japanese”? How does one go about reconciling these conflicting views? How have these debates evolved over time? How have variously situated individuals and groups in society negotiated shifting circumstances? These questions will be at the heart of this seminar as we consider case studies from different segments of Japanese society. A range of material will be treated as “texts” for analysis and discussion including anime, manga, literary works, and films as well as ethnographic scholarship on Japanese society.

Crosslisting: EAST 221.

ANTH 301 - Ethnographic Methods (4 Credit Hours)

This course offers an overview of ethnography as a method of knowledge production characterized by intensive field research and as a genre of writing in anthropology. It will enable students to develop a deeper understanding of how anthropologists design, conduct, and analyze their research, as well as how they go about presenting their work to various audiences. The course will especially consider how relations of power shape the discipline and account for its trajectory.

Prerequisite(s): ANTH 101 and ANTH 201, or consent of instructor.

ANTH 321 - Anthropology of Human Rights (4 Credit Hours)

This seminar interrogates the social life of rights by situating human rights within critical analyses of law, society, and culture. A brief examination of key human rights documents and institutions will be followed by an analysis of topics and case studies selected to juxtapose Asian and Western contexts. A primary concern of this seminar will be to scrutinize how human rights get reworked and refashioned in a range of local settings by various actors on the ground pursuing social justice.

Prerequisite(s): ANTH 101.

ANTH 322 - Anthropology of Islam (4 Credit Hours)

This course examines historical and contemporary approaches to the anthropology of Islam and Muslims. The first part considers historical and theoretical debates about whether an anthropology of Islam and/or Muslims is, indeed, possible, including debates that consider whether such a category such as “Islam” exists and how it has become an object of study. The second part will focus on contemporary ethnographies of Islam and Muslims. Of particular interest to us will be lived experiences of Muslims around the globe through the following broad topics: the role of ritual in Islam, Islamic piety movements, the relationship of Islam and modernity, the role of authority and difference in the lives of contemporary Muslims, and emerging “Islamic” economies. Key questions include: What does an anthropological approach have to offer the study of Islam and Muslims, and what can the study of Islam/Muslims offer anthropology? No prior knowledge of or exposure to Islam is required, but prior familiarity with anthropology is necessary.

Prerequisite(s): ANTH 101.

ANTH 324 - Archaeology and Skeletons (4 Credit Hours)

This course introduces the identification and analysis of bones from archaeological sites. Our primary focus is the anatomy of the musculoskeletal system for humans and a selection of other mammal species. Students will gain hands-on experience with skeletal anatomy and learn about a variety of techniques archaeologists use to study bones. We will also take up case-studies from different time periods as examples of what bones can reveal about our ancestors' lives and social worlds.

Prerequisite(s): ANTH 101.

ANTH 325 - The Archaeology of Religion (4 Credit Hours)

When did humans first “get religion”? Why are religious practices so common across the last 30 millennia of human history? What does religion tell us about human cognition and how human societies have changed across those millennia? Do other species have aspects of religion? How is it possible to study religious beliefs and practices through the material culture of long dead groups? Such questions have troubled archaeologists for generations, but, in recent years, new perspectives have emerged. This seminar investigates current archaeological thinking about religions as we examine a variety of case studies, including Upper Paleolithic caves in France, Moche temples in the Andes, and inscribed pottery in antebellum North America.

Prerequisite(s): ANTH 101.

ANTH 330 - Unruly Bodies (4 Credit Hours)

What does it mean to inhabit an unruly body—that is, a body that is marked or othered in some way? How do we experience embodiment? And how does our bodily presence in a deeply unequal world shape identity, personhood, and politics/ethics? This course draws on theoretical approaches across critical race, disability, feminist, queer, and science and technology studies to unearth taken-for-granted assumptions about who/what bodies are and how they become sites of social and political contestation. That is, rather than presume bodies to be material artifacts, symbolic representations, or disciplined subjects, we will attend to the processes and relations through which bodies are made, unmade, and remade under particular configurations of power. We will pay specific attention to ethnographic approaches to marked bodies/ embodiment and draw on a range of texts, images, films, and podcasts across anthropology and cognate fields. In the process, you will develop a critical understanding of what is at stake in various approaches to thinking through bodies and a greater awareness of the possibilities that cohere in your own embodied self.

Prerequisite(s): ANTH 101 or ANSO 100 or consent of instructor.

Crosslisting: QS 320.

ANTH 348 - Semiotic Anthropology (4 Credit Hours)

This course is an introduction to semiotic anthropology. Semiotic is the study of signs and representation, the study of how meaning works. This course will cover the basic aspects of semiotic theory focusing primarily on the semiotic of Charles Sanders Peirce. As an anthropology course, we will study human meaning and human semiosis in our cultural, empirical world. We will explore issues of meaning and material culture, language and linguistic practices, the boundaries of ‘human being’, and racial, ethnic and gender identity formations in various communities throughout the world. And we will explore the semiosis of these topics through cultural practices ourselves, including some combination of the following: horseback riding, museum visits and artefact analysis, clothing and fashion, playing soccer, attending a sporting match, and musical performance.

Prerequisite(s): ANTH 101.

ANTH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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ANTH 401 - Senior Capstone Seminar (4 Credit Hours)

This course is designed to help students synthesize and sharpen their anthropological thinking around a theme envisioned by the instructor. Over the semester, students will build upon knowledge and skills acquired through coursework in the major to develop a major research proposal. It will also provide opportunities for reflection on the development and ongoing relevance of anthropology as a discipline for us as scholars and citizens. Required of all senior majors.

Prerequisite(s): ANTH 101, ANTH 201, ANTH 301.

ANTH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ANTH 452 - Senior Research (4 Credit Hours)

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Arabic (ARAB)

ARAB 111 - Beginning Arabic I (4 Credit Hours)

This is an introductory course to Arabic language and culture. It assumes no previous knowledge of Arabic and provides a thorough grounding in the four language skills of listening, speaking, reading, and writing. It starts with the alphabet and the number system and builds the four skills gradually and systematically through carefully selected and organized materials focusing on specific, concrete and familiar topics such as self-identification, family, travel, food, renting an apartment, study, the weather, etc. This course follows the underlying philosophy of the integrated approach to Arabic language instruction and culture. It is based on the integration of Modern Standard Arabic (MSA) and spoken dialectal Arabic (Levantine) in a way that reflects the actual use of language by its native speakers. Overall, the course aims at improving students' linguistic knowledge from Novice-low to Novice-high level, according to the ACTFL proficiency guidelines.

ARAB 112 - Beginning Arabic II (4 Credit Hours)

This sequential course aims at further developing the four language skills of listening, speaking, reading, and writing. Themes covered during the course of the semester include: food, shopping, study and education, jobs, health, transportation, weather, sports & hobbies, and touristic places (Jordan, Palestine). The course continues to follow the philosophy of the integrated approach to Arabic language instruction and culture. Overall, the course aims at improving students' linguistic knowledge from Novice-high to Intermediate-low level, according to the ACTFL proficiency guidelines. The course fulfills the GE language requirement (K).

Prerequisite(s): ARAB 111.

ARAB 199 - Introductory Topics in Arabic (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ARAB 211 - Intermediate Arabic I (4 Credit Hours)

This is an intermediate level course in Arabic. The course follows the same philosophy of integrating Modern Standard Arabic and spoken Arabic to reflect the language as used by native speakers. The course continues building upon the linguistic foundations started in ARAB 111, and ARAB 112 and aims at developing the four language skills of listening, speaking, reading, and writing through two graded levels: for the first half of the semester, students study topics centered around their daily lives and activities. The second half of the semester takes students to a more advanced level where they start discussing topics moved away from the self and get closer to topics of a general nature like the history and geography of the Arab world, education, etc. In this course students will read longer passages (250-350 word), write at the paragraph level, listen to longer texts, and produce longer conversations. In addition, the course continues the practice of introducing Arab society, history, and culture. Overall, the course aims at improving students' linguistic knowledge from Intermediate-low to Intermediate-mid level, according to the ACTFL proficiency guidelines. The course fulfills the language requirement for Global Commerce, Global Health, International Studies and Middle East and North African Studies (MENA).

Prerequisite(s): ARAB 112.

ARAB 212 - Intermediate Arabic II (4 Credit Hours)

This course continues building upon the linguistic foundations. It aims at developing a higher level of proficiency in listening, speaking, reading, and writing in Arabic through the extensive use of graded materials on a wide variety of topics. The material covered is theme-based. This increases both quality and quantity of students' vocabulary and provides more fluency and felicity in understanding the language and communicating with it. The themes covered include: Arab cities, Arabic language, food & drinks, health, sports, travelling & transportation and weather. Overall, the course aims at improving students' linguistic knowledge from Intermediate-mid to Intermediate-high level, according to the ACTFL proficiency guidelines. The course fulfills the language requirement for Global Commerce, International Studies and Middle East and North African Studies (MENA).

Prerequisite(s): ARAB 211.

ARAB 213 - Conversational Arabic (4 Credit Hours)

This course offers intensive practice in conversational skills in Arabic (both MSA and Dialectal). It aims at expanding students' vocabulary and increasing their linguistic fluency and accuracy through a wide range of topics that gradually move from personal life and daily routines through one's interests and surroundings to discussing community-related news and events. The course provides ample opportunities to intensively practice the language, narrate in the three time frames (past, present and future) and activate the vast amount of vocabulary accumulated over the course of four semesters of learning Arabic (around 1800 words). Such practice will be done through daily briefings, discussions, oral presentations, reporting on audiovisual materials and Arabic movies, in addition to supplementary authentic Internet-based material to deepen students' understanding of Arab cultures. At the end of the course, students' oral proficiency will develop from Intermediate Mid to Advanced low ACTFL levels. This course fulfills the Oral competency requirement (R).

Prerequisite(s): ARAB 212 or placement.

ARAB 299 - Intermediate Topics in Arabic (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ARAB 311 - Advanced Arabic I (4 Credit Hours)

This is an advanced Arabic course that requires the completion of Intermediate Arabic II (ARAB 212) as its prerequisite. While this course continues to build upon the linguistic skills of ARAB 212, Advanced Arabic I (ARAB 311) primarily focuses on developing fluency in oral expression with the hope to reach a native-like pronunciation (using educated spoken Arabic) and demonstrating accurate use of grammatical structures of Modern Standard Arabic. The material used for this course is chosen in such a way that develops students' linguistic skills across two proficiency levels: For the first half of the semester, student will be dealing with topics at the intermediate high level including: law, politics in the Arab World, Palestine, military affairs, environment, and animals in the Arab World. For the second half of the semester, students' proficiency level will be developed so as to handle topics at the advanced level. Topics are presented through authentic and unedited Arabic language materials and include: minorities in the Arab World, Arab Americans, Arabic Language, health and sports. Overall, the course aims at improving students' linguistic knowledge from Intermediate-high to Advanced-low level, according to the ACTFL proficiency guidelines. This course fulfills the Oral competency requirement (R).

ARAB 315 - Culture of the Arab World (4 Credit Hours)

The Arab world is composed of immensely varied cultures. This survey course (offered in English) aims at covering a broad spectrum of all aspects of Arab life from religion and society to social norms to communication styles. It also touches on its history, geography, language, economy, and environmental challenges. The course also addresses the relationship between the Arab world and the West and issues like stereotyping (on both sides), anti-Americanism and Islamic fundamentalism. Since the course holds a fundamental approach, previous knowledge is not required. This course fulfills the GE requirement for humanities (U) and the MENA elective course requirement.

ARAB 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ARAB 362 - Directed Study (1-4 Credit Hours)

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Art History and Visual Culture (AHVC)

AHVC 095 - Junior Talk (0 Credit Hours)

Students pursuing an Art History and Visual Culture major must complete the 'Junior Talk' activity.

AHVC 101 - The Western World: Ancient to Baroque (4 Credit Hours)

This course is an introduction to selected themes, periods, and sites of visual production and built practice in Europe, the Mediterranean, and the New World. It focuses on a selected series of 'case studies' that integrate sites/monuments significant to the flow of Western art with period-specific and general critical issues. The relation of systems of visual and architectural representation to period-specific and current understandings of power, ritual, colonialism, transculturation, and the human body, as suggested through the disciplines of Art History and Visual Culture, will be key. Medieval and early modern developments will be emphasized.

AHVC 111 - Late 19th-21st Century Art and Visual Culture (4 Credit Hours)

How did the growing cities, train travel, and social processes associated with modernity shape the production of art? What were the boundaries between art and visual culture, and how did they shift throughout the modern and contemporary eras? If art history has a Eurocentric foundation, how does the discipline contend with today's globalized and transnational networks of discourse and artistic production? This course introduces students to a global range of art histories from the nineteenth to the twenty-first century. As undergraduate scholars, students will develop the skills to "read" works of art in a historically informed, conceptually rigorous, and reflexive manner. Class readings and preparatory assignments invite close engagement with art historical theories and debates through exhibitions, scholarly articles, and online archives. Lectures and class discussions will provide an overview of some of the most well-known movements and theoretical concepts related to these periods. Through an evolving series of weekly written assignments, students will develop their critical stance on art criticism, art historical scholarship, and public programming.

AHVC 131 - Asian Art and Visual Culture (4 Credit Hours)

An introduction to the art and visual culture of India, China, Japan, and Southeast Asia, focusing on historical, religious, and social issues and the function of both art and visual culture.

Crosslisting: EAST 131.

AHVC 201 - Classical Art and Architecture (4 Credit Hours)

This course is an introduction to the art and architecture of Greece and Rome. Visual and spatial practices of religion and politics will be examined, focusing on Classical Athens and on Rome during the Late Republic and Early Empire. Selected works of art and architecture, and specific urban and exurban sites will be considered. Issues surrounding 'classical' forms and their subsequent role in Western art and architecture will be investigated.

AHVC 203 - Early Renaissance Art and Architecture (4 Credit Hours)

This course is an introduction to the visual culture, architecture, and selected patterns of urban development in Italy during the Early Renaissance and the Quattrocento. Focus will be on developments in Siena, Rome, and especially Florence. Issues surrounding 'classicism' and the development of new representational systems, new scales and materials in sculpture, new spatial and structural forms in architecture, and new relations to urbanism and centers of power and global expansion will be explored. Of particular interest are dynamics of difference and identity such as political pressures after the Black Death, patriarchy in family and church, women's resistance, and European slavery before 1492.

AHVC 204 - High Renaissance, Baroque Art and Architecture (4 Credit Hours)

This course provides an introduction to the visual culture, architecture, and selected patterns of urban development in Rome during the High Renaissance, Mannerism, and the Baroque era through the papacy of Alexander VII (1655-67). Developments from ca. 1450 on in Rome leading to Julius II and the Roman High Renaissance will be a focus. Consideration of Mannerism, the Council of Trent, and early Baroque visual and architectural forms (later 16th century) will lead to a second focus on 17th-century visual and spatial practices in Counter-Reformation Rome. A third focus will be Iberian and Italian colonial practices, transculturation, and the hegemony of Counter-Reformation visual culture and urbanism under the Habsburgs and beyond.

Crosslisting: SES 204.

AHVC 214 - Decolonizing the Museum (4 Credit Hours)

This course critically analyzes the history of Western museums and their impacts on contemporary museum practices in the U.S. via a decolonial lens. Our goal is to examine the impact of the history and legacy of colonization on museums, so we can delink museum practices from Western hierarchies and systems of power. Throughout the course, students will interrogate the purpose of early versions of exhibition spaces, why museums were created, and how knowledge was produced. They will interpret museum architecture and how this may impact a museum's identity and ideas of inclusivity and exclusivity. They will examine how objects were collected to be part of museums' collections, who was impacted by these practices, and how collection practices have evolved or come to terms with difficult histories. They will analyze the layout of different types of museums and learn how exhibitions are put together while analyzing issues of hierarchy, representation, and biases. We will especially examine collections and exhibitions that attempt to center underrepresented communities in the U.S., including black, indigenous, and people of color.

AHVC 231 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: EAST 231 and INTL 261.

AHVC 232 - Art of China (4 Credit Hours)

This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such as ritual, gender, imperial patronage, literati ideals, and political icons.

Crosslisting: EAST 232.

AHVC 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)

This course engages the question: 'How are images used to imagine our place in the world?' Students are invited to study fascinating practices of spatial image-making in East Asia from the inside out, by exploring these world-views from the perspective of their makers. You will be asked to pay special attention to how social and economic power structures inflect these representations: to envision and decode spatial imagery as a site of imagination, control, and resistance. Artists and patrons in China, Japan, and Korea have for centuries produced elaborate maps and landscape imagery, photographs, and film to imagine the world in a variety of ways. This course invites you to approach modern and contemporary representations of space in East Asia both in theoretically and historically informed ways. In the first part of the course, students build a frame of reference for their analysis of post-war case studies, by reading core texts in spatial theory and exploring important visual representations of space from pre-modern East Asia. In the second part of the course, students apply these theoretical and historical approaches to select cases that exemplify more recent struggles over space and its imagination in East Asia.

Crosslisting: EAST 263 and SES 263.

AHVC 302 - Medieval Art and Architecture (4 Credit Hours)

This course is an advanced investigation of art and architectural developments in the Latin West during the medieval and early modern periods. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Italy during the Romanesque through Gothic periods and beyond. The early urbanism of the communes of Italy is a focus, with their expansion of civil art and architecture through the fourteenth century, and the rise of new religious orders.

Crosslisting: SES 302.

AHVC 333 - Art and Revolution in 20th Century China (4 Credit Hours)

This course explores how art has engaged social transformation in China. You will be guided to take an inside look at how the notion of revolution stands front and center in art making during China's long 20th century. We think deeply about two interrelated questions: how can art have social and critical agency, and how has it been related to social change in China? We approach these questions historically to become sensitive to the different contexts and experiences of the artists we study but also to how their struggles and creative interventions connect across time. In the process, you will build a framework of reference for understanding social and creative life in 20th century China, and its enduring connections to the global world.

Crosslisting: EAST 333.

AHVC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum such as design, drawing, graphics, ceramics or history and criticism. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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AHVC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

AHVC 364 - Independent Study (1-4 Credit Hours)

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AHVC 380 - Methods of Art History and Visual Culture (4 Credit Hours)

This class is required for Art History and Visual Culture majors. This class is the first of the three-part capstone experience for the Art History and Visual Culture major. It introduces students to the theoretical and methodological platforms of Art History and Visual Culture and examines the historical development of the fields of both Art History and Visual Culture. It introduces students to the methods and theoretical approaches of practicing scholars in the field and asks students to formulate their own platforms, which they will translate into active research in the second and third capstone courses (AHVC 408 and AHVC 409).

AHVC 408 - Art History and Visual Culture Senior Seminar: Research (4 Credit Hours)

In this required course, senior majors will research and prepare the senior thesis.

AHVC 409 - Art History and Visual Culture Senior Seminar: Writing (1 Credit Hour)

In this required course, senior majors will present their senior thesis during our annual senior symposium.

AHVC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

AHVC 452 - Senior Research (4 Credit Hours)

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Astronomy (ASTR)

ASTR 100 - Introduction to Astronomy (4 Credit Hours)

An introductory course in astronomy, intended for any student who wishes to better understand the nature of the universe. Topics may include the history of astronomy, naked eye observations, the planets and moons, the origin of the solar system, stellar classification, stellar evolution, galactic astronomy, and cosmology. Class and laboratory work will explore the physical and observational background for these topics with an emphasis on the quantitative nature of modern astronomy. Three classroom hours and one two-hour laboratory each week. This course satisfies the quantitative reasoning general education requirement. No previous training in physics is expected; mathematical preparation is assumed to include high school algebra and trigonometry.

ASTR 125 - Physics I: Quarks to Cosmos (4 Credit Hours)

A course that introduces students to topics that are at the current frontiers of physics and astronomy, and helps students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics typically include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. This course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

Crosslisting: PHYS 125.

ASTR 199 - Introductory Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 299 - Intermediate Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 300 - Astrophysics (4 Credit Hours)

This course is designed to teach students to build and use physical models to understand a variety of astronomical systems. Students will apply key concepts from modern and classical physics in an astronomical context, including gravity, light, relativity, thermodynamics, nuclear physics, and the interactions of light and matter. They will first develop models for stellar systems, and then explore other astrophysical topics, such as supernovae, general relativity and black holes, the structure of our galaxy, active galactic nuclei, and cosmology.

Prerequisite(s): ASTR 100, ASTR 125 or PHYS 125, PHYS 122 or PHYS 127.

ASTR 312 - Experimental Physics (4 Credit Hours)

An advanced lab course focused on experimental design and techniques, applying statistical principles to analyze and interpret data, and communicating scientific results through writing. May be repeated once for credit as either PHYS 312 or ASTR 312.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 200 recommended.

Crosslisting: PHYS 312.

ASTR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

ASTR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

ASTR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ASTR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ASTR 399 - Advanced Topics in Astronomy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ASTR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): Prior consent of the instructor (faculty member advising the research) and the Department Chair required.

ASTR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): PHYS 312 and prior consent of the instructor (faculty member advising the research) and the Department Chair are required.

Biology (BIOL)

BIOL 100 - Nutrition Biology (4 Credit Hours)

This course is for non-majors only and is intended to promote scientific literacy. Topics will vary but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement. Biology 100 may not be counted toward the major or minor in biology. Three class periods and one laboratory weekly. The Fall 2025 topic will focus on vegan, ketogenic diet, paleo diet, intermittent fasting... What (and how) are humans supposed to eat? The types of diets and diet ideologies are endless. This course combines the latest research in nutrition science, genomics, and evolutionary biology as well as comparative anatomy and physiology to understand the biological principles that underpin the complex nutritional requirements of humans.

Does fasting make you live longer? Is the fat, carbohydrate, and protein ratio in the Western diet contributing to the obesity epidemic? How does our diet affect our health? In the lab portion of the course, we will use model organisms such as slime molds, and fruit flies and perform animal dissections to give insight into these and other questions in the field of nutrition biology.

BIOL 103 - Modern Topics in Biology (4 Credit Hours)

This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement as well as the quantitative reasoning requirement. Biology 103 may not be counted toward the major in biology. Three class periods and one laboratory weekly.

BIOL 105 - Special Topics in Biology for Non-Majors (4 Credit Hours)

This course for non-majors only is intended to promote scientific literacy. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. non-lab science requirement (Y). This course does not have an associated laboratory. Biology 105 may not be counted toward the major or minor in biology.

BIOL 110 - Biology and Politics of Women's Health (4 Credit Hours)

This course examines critical conversations in the biology, politics, culture, and history of women's health. The nation's greatest health issues include, but are not limited to, unmanaged chronic conditions (including cardiovascular health), environmental health risks and cancer, racial and ethnic health disparities, women's reproductive and sexual health, and the epidemic of obesity. Barriers in healthcare delivery, at healthcare system and provider levels, exist for women, trans people, and non-binary people. Evaluating the complexities of these gendered health issues involves both scientific literacy and socio-cultural literacy. This course provides a fundamental understanding of how biological system structures and functions are related, specific to the female human body. The laboratory component of this course familiarizes students with the scientific method, feminist theory in science, and methods in women's health research. This course promotes proficiency in oral communication through practice in a variety of formats that typically occur in biology and women's and gender studies.

Crosslisting: WGST 110.

BIOL 199 - Introductory Topics in Biology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

BIOL 210 - Molecular Biology and Unicellular Life (4 Credit Hours)

This course, the first of the three-course biology majors core sequence, is designed to introduce students to principles of molecular and cellular biology, with an examination of both prokaryotic and eukaryotic unicellular species. Major themes that will be covered include molecular origins of life, bioenergetics, the molecular basis of genetic expression, and cellular reproduction. Coursework will be designed to train students in the scientific method; finding, reading, and understanding scientific literature; analyzing data; and communicating scientific research in written and oral formats. A weekly laboratory period will allow students to learn cellular and molecular biology techniques and carry out independent group research projects. Three class periods and one lab session per week. Offered Fall and Spring semesters. This course satisfies the Quantitative Reasoning GE requirement.

Corequisite(s): CHEM 131 is recommended (but is not required).

BIOL 220 - Multicellular Life (4 Credit Hours)

Multicellular Life is the second of a three course sequence for biology majors, minors, and some affiliated majors. It is an exploration of how multicellular organisms have evolved and adapted to the challenges of life including acquiring energy, responding to stimuli, regulating the internal conditions for physiological process, and reproduction. Representative examples will be taken from the Kingdoms of plants, animals, and fungi. Imbedded throughout the course are many of the skills expected of practicing biologists including the ability to develop hypotheses and analyze and interpret data, the ability to present scientific data, scientific writing, and a familiarity with the scientific literature. This course also is a writing intensive class within Denison's Writing Program. As such, students will receive instruction on writing within the context of the biological sciences and have multiple opportunities to develop and improve their writing skills. In conjunction with the subsequent completion of BIOL 230, students will fulfill one of the W overlay GE requirements. Can be taken concurrently with W101, but BIOL 230 must be completed in the sophomore year or later to fulfill a W GE requirement. Three class periods and one laboratory weekly.

Prerequisite(s): BIOL 210 or consent of the instructor.

BIOL 230 - Ecology and Evolution (4 Credit Hours)

Ecology and Evolution, the third and final course in the biology major core sequence, covers the fundamentals of both ecology and evolution. Emphasis is placed on understanding how organisms function and interact at the population, community, and ecosystem levels, and on understanding the mechanisms of micro- and macroevolution. Labs are designed to give experience in scientific reasoning and critical thinking, as well as designing, conducting, analyzing, and presenting scientific research. This course also is a writing intensive class within Denison's Writing Program. As such, students will receive instruction on writing within the context of the biological sciences and have multiple opportunities to develop and improve their writing skills. In conjunction with the prior completion of BIOL 220 and W 101, students completing this course in the sophomore year or later will fulfill one of the W overlay GE requirements. Three class periods and one laboratory weekly.

Prerequisite(s): BIOL 210 and BIOL 220, or consent of the instructor.

BIOL 250 - Minor Problems (1,2 Credit Hours)

A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal department requirements.

BIOL 300 - Biology Assessment I (0 Credit Hours)

A pass/fail course used to track all biology majors' completion of the required assessment exam covering the biology core. Earning the required S (pass) in this course entails attending an information session explaining the exam and taking the assessment exam in good faith.

BIOL 301 - Biology Assessment II (0 Credit Hours)

A pass/fail course used to track all biology major's completion of the required senior interview. Earning the required S (pass) in this course entails completing the senior interview in good faith. Seniors enroll in BIOL 301 in their last semester at Denison.

BIOL 308 - Biodiversity Through Time (4 Credit Hours)

An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record. Normally offered Fall Semester in alternate years. Biodiversity Through Time qualifies as a "biological diversity" course for the major.

Prerequisite(s): EESC 210 or BIOL 210, 220 and 230, and CHEM 131, or consent of instructor.

BIOL 310 - Wetland Ecology (4 Credit Hours)

This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on the biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with the valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands.

Prerequisite(s): BIOL 210, 220, 230, and CHEM 131 or consent.

Crosslisting: SES 310.

BIOL 312 - Herpetology (4 Credit Hours)

Herpetology is the study of amphibians and reptiles, two diverse taxonomic groups that share the characteristic of being ectothermic vertebrates. This course will examine three main areas of herpetology: 1) the evolutionary relationships and biogeographical histories of these taxonomic groups, 2) comparative physiology, and adaptations of amphibians and reptiles to their natural environments, and 3) the ecology of the herpetofauna, as well as conservation issues, with a focus on amphibians. Emphasis will be placed on the critical reading of primary literature on both historical and current issues in herpetology, as well as on gaining hands-on experiences with amphibians and reptiles. Laboratories will include comparative studies of physiology and field studies of native Ohio amphibians and reptiles, making extensive use of the Denison University Biological Reserve. Herpetology qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 313 - Vertebrate Zoology (4 Credit Hours)

In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. Vertebrate Zoology qualifies as a "biological diversity" course for the major and satisfies the Oral Communication requirement.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 315 - General Microbiology (4 Credit Hours)

This is an introductory course in microbiology emphasizing the general structure, occurrence, habitats, and types of bacteria, viruses, and eukaryotic microbes. Mechanisms of pathogenicity and host defense strategies also are discussed. The course structure includes small group activities, student presentations, traditional lectures, and discussions of scientific literature. Laboratory emphasis is placed on the fundamental techniques of microbiology (i.e., staining, microscopy, and streak plating) and self-designed investigative labs. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210 and BIOL 220 and CHEM 300 (or concurrently).

BIOL 316 - Virology (4 Credit Hours)

This course will examine plant, animal, and bacterial viruses with an emphasis on molecular interactions between the host and virus, the genetics and chemical nature of viruses, and the replication strategies of viruses. This course also will examine how viruses impact our society through investigations of pathogenesis and epidemiology, and how they are used to help treat animal diseases. The structure of the course will provide peer learning activities, class discussions of primary literature, and traditional lectures. The structure of the laboratory will allow students to develop and test their own hypotheses while learning bacteriophage and tissue culture techniques.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, and BIOL 220, and CHEM 300 (or concurrently).

BIOL 317 - Diversity of Microorganisms (4 Credit Hours)

This course examines the remarkable cellular, environmental, physiological, and metabolic diversity of prokaryotic and eukaryotic microorganisms. More specifically, diversity will be studied in terms of taxonomy and phylogeny, the ability of species to live in various environments, and the application of genomics. Emphasis will be placed on reading primary literature and using that information to make connections with course material. The structure of the course includes traditional lectures, in-class activities and a lab with self-designed experiments. Diversity of Microorganisms qualifies as a "biological diversity" course for the major and minor. Students may either take General Microbiology (BIOL 315) or Diversity of Microorganisms (BIOL 317) during their academic career, but not both courses.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 210, and BIOL 220, and CHEM 300 (or concurrently).

BIOL 320 - Plant Systematics (4 Credit Hours)

In Plant Systematics students learn about evolutionary relationships of the major groups of vascular plants, with emphasis on the flowering plants. Using living plant material whenever possible, students examine both vegetative and reproductive morphology of plants, and develop and practice skills of organization, observation, decision-making, and memorization. Students engage with primary literature and writing through examining the history of classification of modern plant families. Field-based activities engage students in collecting, pressing, mounting, and keying local species. Understanding evolutionary relationships among modern plant families is a central theme. This course provides important background for students planning to do fieldwork in ecology, conservation, plant-animal interactions, environmental education, and related subjects. Plant Systematics fulfills the biological diversity requirement for the biology major and minor.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 220, and BIOL 230 and CHEM 300 (or concurrently).

BIOL 321 - Plant Ecology (4 Credit Hours)

In this course we will explore how plants interact with their environments and with other organisms, including man. We will begin at the individual level, learning how plants obtain resources from abiotic sources and through mutualistic interactions with bacteria and fungi. We will also consider how the theories of plant community ecology developed in the early 20th century and why they are pertinent today. Students will also have the opportunity to read and critique primary literature from leading journals in the field. Finally, we will develop several projects to be completed at the Denison Biological Reserve during the term for lab projects. These projects will be student-inspired and driven, with the hopes that they will contribute to our understanding of our immediate surroundings at Denison.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 220, and BIOL 230 and CHEM 300 (or concurrently).

BIOL 324 - Developmental Biology (4 Credit Hours)

Developmental biology is focused on understanding the process by which cells achieve their final fate and reach their final destination during embryogenesis to generate a species-specific morphology. The discipline also seeks to understand how reproduction is achieved so that the species persists from one generation to the next. Recently, the discipline has become more interdisciplinary with new areas of focus such as understanding how molecular pathways have evolved to produce morphological diversity among species, as well as how the environment can impact the outcome of embryonic development. This course provides an overview of the main stages of animal embryogenesis, while exploring a few specific topics in depth to gain appreciation for the complexity of the four-dimensional process that transforms a fertilized egg into an adult.

Prerequisite(s): Biology core or consent, and CHEM 131 or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 325 - Genetics (4 Credit Hours)

This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives every day from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level - everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level-everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes. We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM Majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently).

BIOL 326 - Plant Evolution and Reproduction (4 Credit Hours)

In this course we will explore the evolutionary relationships and histories among the major groups of plants, both terrestrial and aquatic. We will pay particular attention to their modes of reproduction and the structures that facilitate gamete production and dispersal. We will learn how plant physiology and developmental mechanisms have allowed taxa to persist or make major transitions among different environments over time. Class reading material will consist of the primary literature and will be presented by students every week. For the laboratory component we will have one overnight trip to Hocking Hills on a weekend in September to examine and identify plants in their natural habitat, as well as shorter trips to Blackhand Gorge and the Dawes Arboretum. We will also plan together and complete a semester-long project on the effects of environment on the development of reproductive structures in the model plant, *Arabidopsis thaliana*. Plant Evolution and Reproduction qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 327 - Biology of Insects (4 Credit Hours)

In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will include the following: plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will involve collecting insects in the field (including at times outside of class hours), identification, and preparing a collection. Biology of Insects qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 330 - Biostatistics (4 Credit Hours)

This course provides an introduction to the principles and common methods of biostatistics, emphasizing applications in the health and biological sciences. Students will explore topics such as descriptive statistics, probability theory, hypothesis testing, confidence intervals, analysis of variance, and multiple regression. Students will learn the statistical programming language R and will use it to analyze datasets of their choosing in a final project. Students will also learn the historical development of the field and how biostatistics is used in several professions. No prior knowledge of statistics is required. Prerequisite: BIOL 210 and BIOL 220 and BIOL 230, or consent of the instructor.

BIOL 334 - Comparative Physiology: Human and non-human animals (4 Credit Hours)

This course is a comparative study of how humans and other animals perform their life-sustaining functions. We will explore the physiology of the cardiovascular, nervous, muscular, and endocrine systems, as well as examining key homeostatic functions such as thermoregulation, osmoregulation, and energy utilization. This course will examine the adaptive significance of physiological traits at the molecular, tissue, organ and whole organism level in humans and a variety of non-human animals. Students will participate in course labs and design their own physiology experiments.

Prerequisite(s): BIOL core, and CHEM 131 or consent of instructor, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 210, BIOL 220, and CHEM 131 and PSYC 200.

BIOL 335 - Pathophysiology (4 Credit Hours)

This course will focus on the most prevalent diseases in the US and worldwide, including the causes of these diseases; lifestyle, microbial infections, genetic mutations, environmental factors, etc. Students will learn about the physiological and anatomical consequences of these diseases.

Prerequisite(s): BIOL core, CHEM 131 or consent of instructor, or CHEM majors - BIOL 210, BIOL 220 and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 210, BIOL 220, CHEM 131 and PSYC 200.

BIOL 336 - Invertebrate Zoology (4 Credit Hours)

Invertebrates constitute more than 97% of all animal species on Earth. They are an incredibly diverse group of organisms that have been classified into more than 30 phyla, each with unique anatomical, physiological, and behavioral traits. In this course, we explore the evolutionary history of invertebrates, and how these traits evolved as adaptations for specific terrestrial, freshwater and/or marine environments. We examine certain taxa in greater detail to address major concepts in biology; this is done in conjunction with article discussions and laboratory exercises that involve a variety of approaches in both the lab and field. Students have the opportunity to complete at least one self-designed experiment by the end of the semester. Invertebrate Zoology qualifies as a "biological diversity" course for the major.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 340 - Animal Behavior (4 Credit Hours)

In this course we study the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetic, developmental and neural bases of behavior as well as behavioral strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 341 - Immunology (4 Credit Hours)

This course is a study of concepts in immunology, focusing on the cellular and molecular aspects of the immune system in humans and other animal models. We will delve into subjects allowing students to understand the fascinating and complex mechanisms with which our immune systems defend our bodies against a constant barrage of infectious microorganisms. Topics covered include immune cell development and function, specific and non-specific immune responses to infection, immunogenetics, vaccination, and clinical disorders of the immune system such as allergies, immunodeficiency diseases, and autoimmunity. Laboratory exercises will utilize immunological techniques to address questions pertaining to the molecular function and specificity of the immune system.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 345 - Eukaryotic Cell Biology (4 Credit Hours)

This course will be an in-depth examination of fundamental cellular functions, with an emphasis on how disturbances in these functions lead to disease. Areas covered in the course include intracellular trafficking, cytoskeleton and cell motility, adhesion, signal transduction, cell cycle, and apoptosis. Laboratories will involve learning current methods to analyze biological processes in cells.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and BIOL 230, and CHEM 300 (or concurrently).

BIOL 349 - Neurophysiology (4 Credit Hours)

We will use neurophysiology and neuroanatomy to understand the links between molecules, cells, systems, and ultimately behavior. The course will start with an exploration of neurons and signaling within and among cells. We will then examine some sensory and motor systems. The last portion of the course will examine the whole animal in a neurophysiological context. The classroom portion of the course consists of lectures, discussion of the text and of research articles, problem sets, analysis of case studies, and other activities. The laboratory component will involve a mixture of behavioral, anatomical, and physiological studies on vertebrate and invertebrate animals, electronic modeling of nerve circuits, and computer simulations of nerve activity. The labs are designed to introduce students to some fundamental neurophysiological techniques and to a variety of study organisms, and to strengthen experimental design and analysis skills.

Prerequisite(s): Biology Core, and CHEM 131 or consent, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 210, BIOL 220, and PSYC 200.

BIOL 350 - Genomics (4 Credit Hours)

This course will explore the interdisciplinary field of genome science. The genome is the entire collection of genetic information found in an organism. The human genome and the genomes of thousands of species have been determined, providing a wealth of information about the genomic architecture and evolutionary history between species. You will learn about how genomes are assembled and annotated, and how comparing genomes across species and individuals can give us insights into the organization, regulation, and evolution of genomes. Contemporary papers from the field of genomics will be discussed to complement the concepts addressed in class. The laboratory component of this course will be computer-based, utilizing online databases and "bioinformatic" programs to carry out a series of group and individual projects. This course satisfies the oral communication requirement.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors - BIOL 210, BIOL 220, and CHEM 300 (or concurrently).

BIOL 351 - Restoration Ecology (4 Credit Hours)

Many of Earth's ecosystems are degraded to the point where they no longer fully support the species and processes on which we depend. In response, western science has recently applied ecological theory to techniques of restoration. Some of these practices have long been used by cultures around the world, while others are experimental approaches to novel situations. In this course, students will learn foundational concepts and skills for the planning, design, actualization, and evaluation of restored ecosystems. Using literature review, discussion, projects, and labs, we will explore the following: landscapes in which ecological restoration may occur, including sociocultural landscapes; abiotic features of ecosystems and associated physiological limits of organisms; genetic aspects of restoration; population dynamics and community assembly; principles of succession and disturbance ecology; nonnative species and invasion ecology; and methods of evaluation. A primary focus of the course is exposure to real-world situations through fieldwork and consultation with professionals. This is a lab science course that fulfills the Y GE and adheres to Denison's Academic Credit policy.

Prerequisite(s): SES 274, BIOL 230, or consent.

Crosslisting: SES 351.

BIOL 352 - Conservation Biology (4 Credit Hours)

Conservation Biology requires the broad use of biological disciplines such as ecology, physiology, genetics, and animal behavior, as well as appreciation of policy issues, to understand and manage biodiversity. In this course, students will learn how to apply these biological tools for the purpose of defining and maintaining biodiversity at many scales. We will also cover human impacts on biodiversity, as well as the link between science and policy in protection efforts. This course will emphasize critical reading of primary literature as well as gaining hands-on experiences with population modeling, and measuring and monitoring local biodiversity.

Prerequisite(s): Biology core or consent, and CHEM 131.

BIOL 353 - Population and Community Ecology (4 Credit Hours)

In this course, we will examine 1) how populations and communities are structured, 2) how populations and communities change over time, and 3) how populations and communities are influenced by their environment or ecological context. An emphasis is placed on using primary literature, on doing ecology in the field and on writing in biology. This course satisfies the writing overlay of the General Education program.

Prerequisite(s): Biology majors/minors need the Biology core and CHEM 131; ENVS majors/minors need BIOL 220 and BIOL 230; or by consent.

BIOL 354 - Evolutionary Biology (4 Credit Hours)

This course builds on BIOL 202 and completes an in-depth survey of evolutionary theory with emphasis on processes that drive organismal change. We examine how molecular technology has impacted the study of evolutionary processes, and how new methods of analysis are changing the study of population genetics, phylogeny construction, adaptive radiation, etc. Experimental design and reading of primary and secondary scientific literature are stressed. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution.

Prerequisite(s): Biology core or consent, and CHEM 131, or CHEM majors -BIOL 220, BIOL 230 and CHEM 300 (or concurrently).

BIOL 356 - Special Topics (4 Credit Hours)

Special topic courses with a focus on particular aspects of Biology.

BIOL 361 - Directed Study (1-4 Credit Hours)

A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

BIOL 362 - Directed Study (1-4 Credit Hours)

A research problem (library, field, or laboratory) that provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements.

BIOL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BIOL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BIOL 451 - Senior Research (4 Credit Hours)

For seniors desiring to work on an advanced research problem. Biology 451 is to be taken if no previous work on the specific research project has been accomplished. Students with prior, substantial experience on their research project (such as a summer research experience with a Denison faculty member) may petition to move directly into BIOL 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of BIOL 451 does not fulfill an upper-level biology course requirement for the major.

BIOL 452 - Advanced Senior Research (4 Credit Hours)

For seniors working on an advanced research problem. Following the completion of a substantial research experience, such as BIOL 451 or a summer research experience with a Denison faculty member, students may take BIOL 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of BIOL 452 fulfills one upper-level biology course requirement for the major and also fulfills a writing overlay (W) requirement. Students enrolled in BIOL 452 have the option of pursuing senior research with Recognition. Interested students should speak with their research advisor or the Chair of Biology to learn more about the Recognition process and expectations.

Black Studies (BLST)

BLST 101 - Introduction to Black Studies (4 Credit Hours)

This course introduces students to the interdisciplinary study of African American culture and experiences. The course surveys the field of Black Studies by introducing topics or issues relevant to Black American life from an interdisciplinary perspective. In this course, history, sociology, religion, literature, and philosophy provide the foundation for exploring dimensions of Black Studies. Literary works, historical works, social science theory, and contemporary issues will serve as texts for students to analyze. This course is taught from an interdisciplinary perspective, which requires students to explore their cultural frames of reference as a parallel process for studying Black cultures.

Crosslisting: QS 102.

BLST 122 - African/Diaspora Dance Level I (2 Credit Hours)

African/Diaspora Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, African American vernacular, Hip-Hop, Contemporary African, etc.). Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and complex embodied rhythms. Concert attendance, short written critical responses, and weekly written journals are examples of outside work that is required. No previous dance experience is expected.

Crosslisting: DANC 122.

BLST 133 - Gospel Choir - Ensemble (1 Credit Hour)

The Denison University Gospel Choir carries the tradition of sharing love and hope through song to our community. We learn and perform songs in the true African American gospel tradition, as well as some that are contemporary and inspiring.

Crosslisting: MUSP 133.

BLST 146 - Special Topics in Black Studies (1-4 Credit Hours)

Selected introductory topics in Black Studies.

BLST 171 - Pre-Colonial Africa (4 Credit Hours)

This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s.

Crosslisting: HIST 131.

BLST 172 - The History of Africa Since 1880 (4 Credit Hours)

This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa.

Crosslisting: HIST 132.

BLST 183 - African American History to 1865 (4 Credit Hours)

This course explores the history of African Americans in the United States from their origins in North America to the end of the Civil War 1865. It is organized chronologically, beginning with the arrival of the first Africans in North America and proceeding through the evolution of slavery in tandem with the growth of the United States, the development of ideas and laws about race, the struggle for freedom and equality, and the creation of African American identity, community, and culture. We will study the contributions that African Americans have made to the economic, political, and cultural development of the United States. We will also pay special attention to the processes by which African Americans – even under slavery – demonstrated agency and resisted racism, subjugation, and enslavement. This course is designed to present an introduction to African American history and lay a foundation for further study.

BLST 193 - African American History Since 1865 (4 Credit Hours)

This course will examine the history of African Americans in the United States from the end of Civil War to the beginning of the 21st century. Beginning with the ways in which formerly enslaved peoples made the transition to freedom and culminating with the election of the first African American president, this course will analyze the evolution of Black politics, labor, activism, and culture. We will explore the contributions that African Americans have made to the political, cultural, and social development of the United States. We will also pay special attention to the processes by which African Americans have navigated U.S. race relations, became a political force, and fought for equality, inclusion, and justice.

Crosslisting: HIST 193.

BLST 199 - Introductory Topics in Black Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

BLST 201 - Blackness in the Modern World: Race, Ethnicity & Diaspora (4 Credit Hours)

The course delves into the meanings of Blackness in national and international contexts. With a focus on the relationships among Africans, the African Diaspora, and African Americans, the course will explore connections and distinctions between African and African Diaspora cultures and histories. The course will also consider relationships between African Americans and other racial and ethnic groups in the US. The course materials include foundational theoretical, historical, and literary texts that help to define Blackness, race, and Diaspora.

BLST 219 - World Music (4 Credit Hours)

This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism and entertainment. Students will learn to identify, classify, and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form and texture.

BLST 223 - African Diasporan Dance II (2 Credit Hours)

African/DiasporanDiaspora Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, Hip-Hop, African American vernacular, contemporary African, etc.). Taught from a cultural perspective, this course deepens exposure to fundamentals and aesthetics with complex phrasing and multi-layered movement. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations and complex embodied rhythms. Limited work outside the classroom is required. Examples include concert attendance, focused relative research inquiries, weekly journal writing, and video essays. Level II is only open to students with previous dance experience in any genre. Students are strongly encouraged to consult with the instructor prior to enrollment to determine their experience level. Prerequisite(s): Prior Dance experience required.

BLST 228 - Rebellion, Resistance and Black Religion (4 Credit Hours)

This course explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. It also examines the cultural continuities between African traditional religions and Black religion in the United States. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria.

Crosslisting: REL 228.

BLST 229 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: HIST 289 and DH 229.

BLST 234 - History of Gospel Music (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels.

BLST 237 - Global Health and Local Wellbeing (4 Credit Hours)

The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry.

BLST 238 - Sacred Texts and Social Justice (4 Credit Hours)

From women's Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: REL 238 and WGST 218.

BLST 254 - African American Literature (4 Credit Hours)

Offers a historical survey of major texts, movements, and/or themes in the development of a distinct African American literary tradition. By examining texts from multiple genres and periods, students will be introduced to critical concepts central to the study of African American literature, including Middle Passage, slavery, diaspora, race, class, gender, sexuality, ecology, migration, language, and power.

Crosslisting: ENGL 254.

BLST 255 - Ethnic Literature (4 Credit Hours)

A study of the literature of various ethnic, racial and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in American society.

BLST 260 - Contemporary African Novels in English (4 Credit Hours)

A study of contemporary Anglophone African novels, all of which engage with histories and experiences of European colonialism.

Crosslisting: ENGL 260.

BLST 265 - Black Women and Organizational Leadership (4 Credit Hours)

This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory.

Crosslisting: WGST 265.

BLST 285 - Blackness in the Modern World: Race, Ethnicity & Diaspora (4 Credit Hours)

The course delves into the meanings of Blackness in national and international contexts. With a focus on the relationships among Africans, the African Diaspora, and African Americans, the course will explore connections and distinctions between African and African Diaspora cultures and histories. The course will also consider relationships between African Americans and other racial and ethnic groups in the US. The course materials include foundational theoretical, historical, and literary texts that help to define Blackness, race, and Diaspora.

BLST 304 - Race, Ethnicity, and Religion in the US (4 Credit Hours)

This course explores the formations and intersections of the scholarly concepts and practices of race and religion in the United States. The goals are to better understand how and why race often remains a taboo subject in the study of religion and the ways in which race and ethnicity are relevant to religious studies scholarship. To do this, the class examines the development of categories of race, ethnicity, nation, and religion in the context of American religious history and sociology. We then turn our attention to landmark texts and problems in contemporary scholarship. These texts engage with a variety of racial and religious identities.

BLST 308 - The Black Athlete in the U.S. (4 Credit Hours)

This course, grounded in history, Black studies, and sport studies frameworks, focuses on the experiences of Black athletes in the United States from the 18th century to the 21st century. Great emphasis is placed on the 20th and 21st centuries. Through an examination of personal narratives and social movements, students will explore the numerous factors that have shaped the individual and collective experiences of athletes of African descent in sports. The aim is for students to gain an understanding of the role sports have played in the lives of Black athletes in the United States based on their varying social identities that have shaped their lives. The class will place certain themes such as race and racism, slavery and freedom, and oppression and resistance, through the prism of athletics in the context of U.S. society.

Prerequisite(s): HESS 200 or BLST 101.

Crosslisting: HESS 308.

BLST 320 - Contemporary African Peoples in Historical Perspective (4 Credit Hours)

This course is an examination of the historical, ethnic and socio-cultural diversity of sub-Saharan Africa societies. Central to this overview is an emphasis on the pre-colonial, colonial and postcolonial eras. It considers questions of economic development, urbanization, agricultural production and the relationship of the contemporary African state to rural communities. This course also explores symbolic systems in the context of rituals, witchcraft, indigenous churches, and new forms of Christianity currently spreading in Africa.

Prerequisite(s): ANSO 100 or by consent.

BLST 325 - African-American Women's Literature (4 Credit Hours)

Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States.

Crosslisting: ENGL 325 and WGST 325.

BLST 332 - The Fourteenth Amendment (4 Credit Hours)

Since 1868, Section 1 of the Fourteenth Amendment has served as the principal benchmark for legal debates over the meanings of equality in the United States. This course explores the origins of the amendment in the post-Civil War period and the evolution of its meanings throughout the late nineteenth, twentieth, and early twenty-first centuries. We will examine closely the contested interpretations of equal protection and due process; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights. We will pay particular attention to how struggles for racial and gender equality have influenced debates over the amendment, and how the amendment has reshaped the parameters of U.S. citizenship.

Crosslisting: HIST 392.

BLST 334 - Dancing in the Street: African-American Urban History (4 Credit Hours)

This course explores the history of the African-American urban experience. In the mid-18th century, the African-American community began to transition from a rural to an urban population. By the mid-20th century, African-Americans had become an overwhelmingly urban group. The course examines the process of the rural-to-urban transformation of African-Americans and the ways in which they have confronted, resisted, and adjusted to urban conditions of housing, employment, education, culture, and public space.

BLST 337 - The History of Black Power: From Marcus Garvey to Chuck D (4 Credit Hours)

This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society.

Crosslisting: HIST 297.

BLST 355 - The Harlem Renaissance (4 Credit Hours)

An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s.

BLST 356 - The Narrative of Black America (4 Credit Hours)

A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction.

BLST 357 - Postcolonial Literature and Criticism (4 Credit Hours)

Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism.

BLST 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Astro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: ENGL 358 and WGST 358.

BLST 360 - History of African American Education (4 Credit Hours)

The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course.

Prerequisite(s): EDUC 213 or BLST 101 or BLST 235.

Crosslisting: EDUC 360.

BLST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

BLST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

BLST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BLST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

BLST 368 - Black Political Thought (4 Credit Hours)

This course focuses on black political thought in the United States and around the world by considering how Afrocentric scholars, activists, and intellectuals have considered and acted to realize justice for Black persons (and thus for all persons). The course will broadly focus on the experience of blackness since ~1500CE, also known as "modernity." This choice of periodization is based on arguments made by foundational theorists of race such as Orlando Patterson, Omi & Winant, and Charles Mills, among others, who argue that racial formation is a sociohistorical process that unfolds over time and place, such that categories of race are neither eternal, unchangeable, or material, but subject to creation, evolution, and transformation through intellectual, political, social, and legal struggles. While we may experience race as real, the creation of race as a category of meaning was a political project. We will pay special attention to the experience and political significance of enslavement, colonization, and Afro-independence struggles to consider the meaning of freedom and grapple with contemporary legacies of violence. How does Black Political Thought enrich our understanding of significant political questions such as the nature of political equality, justice, and democracy? The course may include, among others, thinkers such as David Walker, Maria Stewart, Frederick Douglass, Ida B. Wells, Booker T. Washington, W. E. B. Du Bois, Alain Locke, Franz Chinua Achebe, Fanon, Martin Luther King, Jr., Malcolm X, James Baldwin, Audre Lorde, Patricia Hill Collins, Orlando Patterson, Michael Omi and Howard Winant, Michael Dawson, Ta-Nehisi Coates, Angela Davis, and Claudia Rankine.

BLST 370 - Advanced Topics in Black Studies (4 Credit Hours)

Special topic courses with a focus on particular aspects of Black Studies.

BLST 372 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students, schools and society, and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: WGST 391 and EDUC 390.

BLST 375 - Race and Law in US Politics (4 Credit Hours)

How have ideas about race shaped law, legal institutions, and legal practices in the United States? Conversely, how have law, legal institutions, and legal practices shaped how we think about and make race? In line with the work of Critical Race Theorists (such as Derrick Bell, Kimberlé Crenshaw, and Gary Peller), the fundamental assumption of the course is that these two domains are integrally related, such that to think of or analyze one requires thinking of or analyzing the other, as well. Thus, studying race without considering law's role in shaping race is deficient, and studying law without considering how race has shaped it is similarly unsatisfactory. This follows from contributions by scholars such as Michael Omi and Howard Winant who argue that categories of race are sociohistorical formations rather than eternal essences and that racial categories can be created, transformed, and destroyed; part of our work in this course will be to trace how categories of race in US politics have been built by law and within legal practices and institutions. To better understand our world, we should consider how they work together to shape our institutions and lives. The bulk of the course will consider the interaction between race and law in major policy areas such as immigration, incarceration and policing, education, or housing.

Prerequisite(s): PPA 201, BLST majors/minors, or consent of instructor.

BLST 390 - Topics in Black Studies (4 Credit Hours)

This course provides a venue in which to explore chosen topics in Black Studies. Topics vary according to the interests of students and faculty. This course may be cross-listed based on the topic and disciplines that inform it.

BLST 391 - Comparative Slavery in the Americas (4 Credit Hours)

For many, the history of slavery is synonymous with the United States South. But slavery was not limited to the US and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity.

BLST 393 - Race, Identity, & Power in U.S. Sports (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement. If taken as under the History cross-listing, it will fulfill a Humanities GE. If taken under the BLST cross-listing, it will fulfill an Interdivisional GE.

Crosslisting: HIST 393.

BLST 400 - Advanced Seminar in Black Studies (4 Credit Hours)

This is an intensive seminar for juniors and seniors that will focus on a specific topic in Black Studies to develop interdisciplinary and intersectional approaches. Students will get opportunities to explore and apply Black Studies approaches and theories, learn research methods, and develop scholarly and creative projects appropriate to the topic.

Prerequisite(s): BLST 101 or BLST 201 or consent.

BLST 422 - Performance: African/Diasporan (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in African/Diasporan dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

Crosslisting: DANC 422.

BLST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

BLST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Chemistry (CHEM)

CHEM 101 - Topics in Modern Chemistry (4 Credit Hours)

Together we will explore applications of chemistry in our world today. Course topics will focus on an instructor chosen area of chemistry. Students will learn to connect fundamental concepts used to describe atoms and molecules to everyday applications and solutions to global problems.

CHEM 131 - Atoms and Molecules: Structure and Dynamics (4 Credit Hours)

This course is an introduction to the study of chemical phenomena using an "atoms-first" approach – starting with atoms and building up to more complex molecules. Students will explore principles of atomic structure, molecular bonding and structure, electronic properties, intermolecular forces in all phases of matter, chemical equilibrium, and thermodynamics. Core concepts will be taught through active learning, and laboratory investigation will develop skills in foundational quantitative analysis (measurement, stoichiometry, error analysis) and spectroscopy. Cognitive skills in graphical and written presentation of chemistry developed in this course will be built on in subsequent courses. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly.

CHEM 132 - Organic Structure and Reactivity (4 Credit Hours)

This course builds on the foundation of molecular structural and electronic properties developed in CHEM 131. Students will be introduced to chemical reactions of inorganic and organic compounds, including acid/base reactions, precipitation reactions and substitution and elimination reactions. In-depth analysis of reaction chemistry will encompass aspects of equilibrium, thermodynamics, and kinetics. The principles of conformation and stereochemistry of organic and inorganic molecules, and organic reaction mechanisms will be emphasized. Skills in presentation of scientific data, and experimental design and analysis will be developed and built on in subsequent courses. This course satisfies the Quantitative Reasoning requirement. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 131.

CHEM 199 - Introductory Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 251 - Intermediate Organic Chemistry (4 Credit Hours)

This course expands upon concepts in molecular structure and behavior presented in CHEM 131 and CHEM 132 and applies them to the systematic investigation of the reactivity of organic molecules. Students will explore the transformation and reaction chemistry of organic functional groups, including alcohols, aromatics, aldehydes, ketones, carboxylic acids, and their derivatives. Reactions are explored with an emphasis on the mechanism of reactivity, and in the context of organic synthesis with a focus on the art of retrosynthetic analysis for complex targets. Laboratory experiments are selected to introduce techniques for the synthesis, purification, and analysis of organic compounds discussed in class. Three class periods and one laboratory weekly. Safety glasses required.

Prerequisite(s): CHEM 132.

CHEM 258 - Intermediate Biochemistry (4 Credit Hours)

A study of the major chemical processes and molecular species that characterize living organisms. Principles of molecular structure and chemical reactivity from CHEM 131, 132, and 251 will be developed in greater quantitative detail and applied to investigation of the molecular interactions that underlie cellular life. Primary emphasis will be placed on understanding the relationship between the structures of biological macromolecules (particularly proteins) and their functions. Laboratory work will consist of a series of multi-week experiments focused on the isolation and subsequent characterization of active biological macromolecules from living organisms. Offered in the spring only. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 251 and BIOL 210, or consent.

CHEM 299 - Intermediate Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 300 - Chemistry & Biochemistry Assessment I (0 Credit Hours)

A pass/fail course used to track all chemistry and biochemistry majors' completion of the required third-year departmental assessment exam. Earning the required S (pass) in this course entails completion of the assessment exam with a passing score as designated by the department. Required of all majors in the fall semester after completion of CHEM 258.

Prerequisite(s): CHEM 258.

CHEM 317 - Intermediate Inorganic Chemistry (4 Credit Hours)

This course in inorganic chemistry investigates the structural and bonding models of molecules using concepts of symmetry and molecular orbitals. Investigation of reactions and intermolecular forces is done in the context of inorganic substances. The classroom portion includes introduction to and an oral presentation on the primary literature of the discipline while the laboratory portion includes synthesis of molecules and measurement of their properties. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 325 - Polymer Chemistry (4 Credit Hours)

This course will explore the synthesis, structure, composition and function of the polymers ("plastics") that surround us. We will learn how fundamental chemical and physical properties of polymeric materials are characterized, measured, controlled and utilized in the clothes, cars, smartphones and medical devices ever present in our modern life. The topics covered integrate many fundamental concepts in chemistry in a course with practical relevance for majors and minors interested in basic or applied science, sustainability, health, engineering, and emerging technologies. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 331 - Intermediate Analytical Chemistry (4 Credit Hours)

A course in quantitative analytical chemistry, based on principles of chemical equilibrium and thermodynamics. The laboratory includes exposure to a range of gravimetric and volumetric methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Three class periods and one laboratory period weekly.

Prerequisite(s): CHEM 258 or consent.

CHEM 343 - Intermediate Physical Chemistry (4 Credit Hours)

An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include thermodynamics, structure and bonding from a quantum mechanical point of view, an introduction to spectroscopy, and chemical kinetics. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258, MATH 135 or 145, and PHYS 121 or PHYS 126, or consent.

CHEM 361 - Directed Study (1-4 Credit Hours)

Laboratory (or library) research, in consultation with a member of the chemistry faculty. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 362 - Directed Study (1-4 Credit Hours)

Laboratory (or library) research, in consultation with a member of the chemistry faculty. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of faculty mentor.

CHEM 399 - Advanced Topics in Chemistry (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CHEM 400 - Chemistry & Biochemistry Assessment II (0 Credit Hours)

A pass/fail course used to track all chemistry and biochemistry majors' completion of the required senior interview. Earning the required S (pass) in this course entails completing the senior interview in good faith. Students who are not adequately prepared will be required to retake the interview. Required of all senior majors in the spring of senior year.

CHEM 411 - Materials Chemistry: Principles and Devices Driving Innovation (4 Credit Hours)

This course explores how materials underpin current and emerging technologies - from solar cells and biochemical sensors to next-generation optoelectronics. Lectures survey structural, electronic, and photonic properties and how they apply to semiconducting and photonic devices across electronics, sustainable energy, and sensing. Student-led mini-lectures on selected special topics drawn from the primary literature will deepen the class's engagement with contemporary applications and research. The laboratory component emphasizes synthesis and characterization using Denison's state-of-the-art instrumentation for electrical, optical, and structural measurements. In the second half of the semester, students will propose and carry out an independent research project, culminating in a final oral report. This course fulfills the Oral Communication (R) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317, or CHEM 325, or CHEM 331, or CHEM 343, or PHYS 200 and PHYS 311 or PHYS 312, or consent.

CHEM 416 - Chemistry in 2D: Surface Chemistry and its applications (4 Credit Hours)

This course will explore the chemistry and physics behind monolayers and the interfacial phenomena that control the behavior of these single molecule thick films. We will connect what we know about 3D or bulk systems (such as the thermodynamics, intermolecular interactions, and phase behavior) to a 2D surface environment. This course thus reviews and builds on the topics presented in physical chemistry. Our discussion of monolayers and surfaces will also include common measurement techniques. The second part of this course will discuss modern applications of and the use of monolayers (and bilayers) as models to study topics in biophysics and materials science. The specific applications covered will vary with student interest. This course fulfills the Writing (W) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 418 - The Chemistry and Materials of Sustainable Energy (4 Credit Hours)

This course will explore chemical processes and materials science underlying energy conversion processes, with a focus on sustainable approaches. After an overview of the science of climate change and an analysis of current energy practices, the course will focus on renewable sources of electricity, energy storage, and sustainable production of chemical fuels. Throughout, the emphasis will be on the thermodynamics, materials science, catalysis, and (photo) electrochemical processes central to energy use and production. The course will include a semester-long research project that will require students to engage with the primary literature from a variety of sub-disciplines. This course fulfills the Writing (W) GE requirement. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 422 - Organometallic Chemistry (4 Credit Hours)

This course explores the structure and reactivity of organometallic compounds. Organometallic compounds contain one or more covalent bonds between carbon and a metal. The course focuses on compounds of the transition (d-block) metals, a broad family of species which are featured prominently in modern organic synthesis, including pharmaceutical and polymer synthesis. Organotransition metal compounds exhibit modes of reactivity and structure types beyond those encountered in introductory organic chemistry. The use of modern instrumentation to characterize these compounds and their reactivity will be investigated in the classroom and laboratory.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 423 - Medicinal Chemistry (4 Credit Hours)

This course will explore the interface between organic chemistry and the discovery, development, and biological analysis of pharmaceutical targets. Topics will include isolation and optimization of drug candidates; the total synthesis of candidates from discovery to production; analysis of pharmacokinetics and pharmacodynamics; ethical aspects of drug development and intellectual property; and other topics from current literature. Additional topics may vary depending upon student interest. We will use these topics to further our critical thinking skills towards advanced organic synthesis and method development in application to the pharmaceutical industry. The class will consist of three 50-minute lectures and one three-hour lab weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 427 - Synthetic Organic Chemistry: Designing Molecules and Materials (4 Credit Hours)

This course will explore the art of modern organic synthesis. This includes learning the chemistry behind current organic techniques and reactions, as well as gaining an understanding of design strategies to achieve complex molecules and functional materials. Students will engage with the synthesis strategies of several key pharmaceutical targets and the motivations for their exploration (drugs design).

This class will also explore the fundamental principles governing the properties of modern organic materials, from compostable plastics to flat screen TVs. In addition, throughout this course students will engage in the process of proposal writing, from idea development to finished proposal. Three class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 430 - Special Topics in Chemistry (1-4 Credit Hours)

This advanced course in Chemistry and Biochemistry will explore current topics in the field.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 441 - Advanced Topics in Biochemistry: Modern Techniques (4 Credit Hours)

An in-depth exploration of modern techniques in biochemistry research. The focus will be on how the structure and function of biological macromolecules are investigated with a historical perspective of seminal studies leading to a detailed discussion of the most modern laboratory techniques and instrumentation. Topics will vary, but may include DNA and protein crystallography, NMR, genomics, proteomics, radiotracers, microarrays, and other topics from the current scientific literature. Three class periods and one three-hour research/writing laboratory weekly.

Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or consent.

CHEM 443 - Advanced Topics in Biochemistry: Diet, Metabolism, and Disease (4 Credit Hours)

This advanced biochemistry course will explore the metabolic fates of food molecules and how these molecules affect an individual's health and predisposition towards a range of diseases. We will consider concepts of health, diet, and fitness as presented in popular culture as well as investigating their biochemical bases. The class will include a semester-long research project focusing on the interplay of diet, metabolism, and disease and will require students to become conversant with current primary research literature in the field. Three class periods and one laboratory weekly.

Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or consent.

CHEM 449 - Advanced Topics in Biochemistry: Nucleic acids (4 Credit Hours)

An in-depth exploration of modern topics in the field of nucleic acids. A focus will be on macromolecular structure and intermolecular interactions between proteins and nucleic acids, and the effects of these on biological systems and scientific research. Topics will vary, but may include restriction enzymes, RNA silencing, RNA-directed prokaryotic immunity, riboswitches, and other topics from the current scientific literature. Two class periods and one three-hour laboratory weekly.

Prerequisite(s): CHEM 317 or CHEM 325 or CHEM 331 or CHEM 343 or consent.

CHEM 451 - Senior Research (4 Credit Hours)

Laboratory research for qualified seniors working under faculty supervision. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

CHEM 452 - Senior Research (4 Credit Hours)

Laboratory research for qualified seniors working under faculty supervision. Hours arranged. Safety glasses required.

Prerequisite(s): Consent of faculty mentor.

Chinese (CHIN)

CHIN 111 - Beginning Chinese I (4 Credit Hours)

A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones, the writing of Chinese characters, as well as the basic grammatical patterns.

CHIN 112 - Beginning Chinese II (4 Credit Hours)

A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones, the writing of Chinese characters, as well as the basic grammatical patterns.

CHIN 205 - Spontaneity: Taoism and Chinese Literature (4 Credit Hours)

This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

Crosslisting: EAST 205.

CHIN 206 - Dream and Fantasy in East Asian Literature (4 Credit Hours)

Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions.

CHIN 211 - Intermediate Chinese (4 Credit Hours)

Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice.

Prerequisite(s): CHIN 112.

CHIN 212 - Intermediate Chinese II (4 Credit Hours)

Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises.

Prerequisite(s): CHIN 211.

CHIN 311 - Advanced Chinese (4 Credit Hours)

This course is designed for students who have completed two years of college-level Chinese and are ready to move on from the intermediate to the advanced level. Besides the topics provided by the textbook, students will also work on conversation topics drawn from newspaper articles and other media sources on social-cultural issues in China. By the end of the semester, students should be able to comprehend Chinese used in various contexts, to write short essays, and to discuss subject-oriented issues.

Prerequisite(s): CHIN 212 or equivalent.

CHIN 312 - Advanced Chinese (4 Credit Hours)

This course further develops students' basic skills (listening, speaking, reading and writing) in mandarin Chinese. The emphasis is placed on vocabulary building and extended mastery of sentence structures of Modern Chinese through reading, writing, and related communicative activities.

Prerequisite(s): CHIN 311 or equivalent.

CHIN 345 - Readings in Chinese Prose (4 Credit Hours)

Through a close reading of representative prose essays in both classical Chinese and vernacular Chinese, students will trace the development of Chinese cultural history and catch a glimpse of the core values and dynamic, self-reflective experiences of the heart and mind among the cultural and intellectual elite in China. This course is taught in Chinese and is open to native speakers. Native-speaker-level knowledge of Chinese is preferred; advanced proficiency in Chinese is required.

Prerequisite(s): CHIN 212 or consent of instructor.

Crosslisting: EAST 284.

CHIN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CHIN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CHIN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CHIN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Cinema (CINE)

CINE 104 - Film Aesthetics and Analysis (4 Credit Hours)

An introduction to the study of cinema as an art form. The focus is on the analysis of narrative (as well as some non-narrative forms of cinema) and film style (the elements of film technique such as editing, cinematography, lighting and color, staging, and sound). Students learn to identify these elements of cinema aesthetics and analyze the ways in which they work in a variety of different types of film, including Hollywood films, art cinema, documentary, and avant-garde/experimental film. Required weekly film screenings. Required for all Cinema majors and minors: majors and minors should complete CINE 104 by the end of their first year.

CINE 180 - Writing About Film (4 Credit Hours)

The purpose of this class is two-fold: first, to introduce students to the history and field of film criticism ranging from the popular film review to book-length studies of cinema; second, to initiate students into the practice of writing about cinema themselves. The common denominator to both halves of the class is that the writing analyzed and produced by students is aimed at a broad audience.

CINE 201 - The Horror Film (4 Credit Hours)

A seminar on the horror film, one of the most popular and enduring of all cinematic genres. We will compare attempts to define the genre and to explain its intense psychological effects and popular appeal. We will also examine the major aesthetic traits of the horror film, analyzing characteristic plots, events, characters and elements of cinematic style (e.g. cinematography, music, special effects). And we will trace the horror genre over time, considering how it has been shaped by film industry conditions, changes in filmmaking technology, and broad social/cultural developments. In addition to viewing films, we will look at manifestations of the horrific in the other arts.

CINE 202 - Screenwriting (4 Credit Hours)

A workshop-style course on dramatic narrative writing for the screen. Students learn the specific format of the standard film script, but more importantly engage in critical examination of the unique nature of cinematic narrative in both feature length and short films. The course considers both classical narrative film and its alternatives, including art cinema, independent film, and the short film. Analysis of scripts and finished films alike is supplemented by readings from screenwriting manuals and scholarly writing on narrative form, addressing such things as plot structure, character, dramatic conflict, description, and dialogue. As a writing workshop, the course also emphasizes general aspects of good writing technique and the processes of editing and revision. Frequent exercises and assignments in and out of class allow students to hone specific writing skills and develop their understanding of narrative form and ability to create compelling stories. Cinema elective; open to non-majors.

CINE 203 - Introduction to Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students will learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings.

CINE 221 - Elementary Cinema Production (4 Credit Hours)

An introductory digital production course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of projects in the digital format. Students are required to share in the expenses of their digital productions. Required of Cinema majors.

CINE 225 - History of Cinema (4 Credit Hours)

An overview of some major trends in the history of cinema from its invention to the present. Individual films provide a basis for the exploration of the larger developments in technology, economics, politics, and culture that make up their historical context. The course also focuses on the development of critical skills for assessing arguments about film history, including analyzing written historical texts, comparing and contrasting competing historical arguments, and conducting film-historical research. The scope of the course is international, and encompasses a variety of important periods, film genres and modes, and national film movements. Required weekly film screenings. Required for all Cinema majors and minor; it is recommended that majors and minors complete CINE 225 by the end of their second year.

CINE 230 - Intermediate Cinema Production (4 Credit Hours)

An intermediate production course that builds and expands upon the skills and techniques learned in Elementary Cinema Production. In this course, each student will complete a series of short filmmaking assignments with an emphasis on film grammar, film aesthetics, and all facets of the production process. Required of Cinema majors.

Prerequisite(s): CINE 221.

CINE 312 - Cinema Seminar (4 Credit Hours)

The subject for these seminars varies from year to year, and offers the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the fields of film and/or video. Research papers, screenings, critical essays, readings. Repeatable.

Prerequisite(s): one cinema course or consent of instructor.

CINE 360 - Advanced Cinema Production (4 Credit Hours)

A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, and double-system editing. Students are required to share in the expenses of their productions. Required of Cinema majors.

Prerequisite(s): CINE 230.

CINE 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CINE 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CINE 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CINE 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CINE 401 - Documentary Filmmaking (4 Credit Hours)

An introduction to the history and production of documentary filmmaking. Students will study various modes including poetic, vérité, and essayistic, and produce a series of short projects of their own in multiple styles.

Prerequisite: CINE 310.

CINE 407 - Jr./Sr. Film Production Seminar (4 Credit Hours)

These seminars vary from year to year and offer junior and senior cinema students an intensive inquiry into specific cinematic production topics. Repeatable.

Prerequisite(s): CINE 360 or consent of instructor.

CINE 408 - Jr./Sr. Film Studies Seminar (4 Credit Hours)

These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specialized topics in film studies. Repeatable.

Prerequisite(s): CINE 104 or consent of Instructor.

CINE 412 - Theory of Cinema (4 Credit Hours)

This course examines major concepts and important writings in film theory from the 1920s to the present. Students engage with a wide variety of theories: on the nature of cinema as an art form, its relationship to the other arts, its meaning-making capacities, its aesthetic and psychological powers, and its potential social and political effects. Theories are critically examined for their argumentative structures and use of evidence, and assessed in comparison to other theories. The scope of the course typically includes Modernist and realist film theories of the "classical" period, and more recent approaches to film theory informed by structuralism and post-structuralism, semiotics, Marxism, feminism, psychoanalytic and cognitive psychology, and queer theory. Required weekly film screenings. Required for all Cinema majors.

Prerequisite(s): CINE 104.

CINE 450 - Cinema Workshop (4 Credit Hours)

Designed for a limited number of students who have demonstrated significant ability in cinema production. The course involves students in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Students are required to share in the expenses of their productions. Repeatable up to a limit of 16 credit hours. It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit students to explore their creative abilities while employing professional tools and procedures.

Prerequisite(s): CINE 360.

CINE 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CINE 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Communication (COMM)

COMM 101 - Public Address (4 Credit Hours)

What role does speaking in public play in a liberal arts education? Is "public address"—the art of understanding, composing, and executing ethical oral communication—still relevant in an era of social media, political polarization, and contentious discourse? This course will teach students, through the framework of rhetorical history and theory, the concepts and skills needed to refine their efficacy as oral communicators in a variety of settings. Communication as a liberal art steeped in the traditions of rhetoric will be emphasized. This course largely covers the same material as the THTR course, Speaking as a Fine Art. Therefore, students may take either COMM 101 or Speaking as a Fine Art, but not both, for credit.

COMM 108 - Introduction to News Writing and Reporting (4 Credit Hours)

This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include storytelling and narrative, lead writing, point of view, information gathering, interviewing, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of print journalism.

COMM 122 - Argumentation (4 Credit Hours)

In this course students will explore the art of inquiry and advocacy known as argumentation. In order to become better audiences and practitioners of argument, students will consider the nature of argument, the building blocks of argument and the practice of argument in public debate.

COMM 125 - Relating Through Narrating (4 Credit Hours)

Social interactions saturate our everyday lives—from talking with close friends, family members and acquaintances to engaging in broader publics. Narrative threads tie these interactions together, shaping how individuals negotiate their identities, relational boundaries, expectations, and power differences. This course examines narrative's relational qualities, prompting questions such as: How is narrative embodied, conceived and enacted in our everyday interactions and relationships? Furthermore, how do the meanings constructed through narrative create conditions for cultivating meaningful connections with others? Course readings will explore theoretical understandings and practical implications of narrative across an assortment of relational settings. Assignments, involving both creative and critical practices, will entail introspective inquiry, relational analyses, and storied presentations.

COMM 126 - Media Structures (4 Credit Hours)

This course is designed to initiate students into critical and intelligent debates surrounding the issue of communication and its pertinence to mass, modern and postmodern societies. We consider specifically how mass communication has been defined from the 19th through to the beginning of the 21st Century and how this history is relevant to issues of mass society today. Given that almost every person in America is affected by mass culture and media, we will discuss through the lectures, discussions and exercises a number of controversial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students will be expected to understand these approaches and be able to both criticize and recognize the legitimacy of these models.

COMM 130 - Freedom of Speech (4 Credit Hours)

Freedom of Speech introduces students to the dimensions of oral discourse both as practiced in a community of citizens and theoretically viewed through various legal interpretations. We will examine how the first amendment rights have been defended and impinged within academic settings, throughout historical periods of political unrest and war, and in daily exchanges marked by hate, defamation and obscenity.

COMM 140 - The Politics of Popular Culture (4 Credit Hours)

The terrain of popular culture has historically been a site of contentious struggles and debates. For long (as is the case even today) one's cultural "taste" was a significant factor in determining one's standing in the social hierarchy. Debates about "high" vs "low" culture and about what cultural texts and practices must stand in to represent a community have involved some of the most well known intellectuals in history. Analyzing the trajectory of these debates over the years provides us with a lens through which to understand historical social changes. It also allows us to appreciate that several contemporary debates (for instance about the cultural meaning of Hip Hop or Reality TV) have historical precedents that inform and precede them. This introductory course seeks to trace those debates from their origins in middle century Europe to their culmination into contemporary battles over popular culture. In so doing it seeks to politicize popular culture and unravel the competing ideologies and worldviews embedded within it. We begin by reading some of the prominent theorists of "high" culture and then problematize their arguments by studying the challenges to them (most stridently posed by the Birmingham school of scholars). We will then use this historical debate to inform our understanding of the contemporary world of popular culture in America. In the process we will also learn various ways to analyze and critique objects of popular culture around us that we often unthinkingly consume.

COMM 199 - Introductory Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 211 - Thinking with Ethics (4 Credit Hours)

This course will help students discover how to better recognize ethical questions when they stumble across them and to explore how, when we do, we lean into them rather than turn away. What makes it possible for us to think, listen and speak with ethics? We will explore a range of public and private ethical questions that arise in the everyday lives of college students such as, for example: privacy & free speech, conformity & dissent, accountability & care, trust & truthfulness, propaganda & censorship, power & privilege, whistleblowing & secrecy, and alterity & responsibility.

COMM 219 - Environmental Communication (4 Credit Hours)

"The "green" and "organic" language that is marking everything from our magazine racks to our grocery shelves, the increasing number of farmers' markets throughout urban and rural areas, and the increasing local discussions of the dangers of "fracking" serve as evidence that the current discourses in and around environmental care are not a fad. Rather, environmental awareness and practices comprise a "central issue of our time" that is laden with cultural concerns of ideological and material differences, power, privilege and marginality. This course will begin with an in-depth exploration of the philosophy that communication is the means through which we construct, participate, and convey the cultures we are a part of and therefore, is central to the creation of the kind of world we want to live in. We will then turn our attention to an analysis of current social, organizational and political discourses on the environment and our responsibility, or not, in its protection."

COMM 221 - Theories of Group Communication (4 Credit Hours)

This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, verbal and nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects.

COMM 223 - Rhetoric (4 Credit Hours)

In this course, students examine the enchanted art of influence and advocacy known as persuasion. Students will survey this art from various theoretical, critical, and textual perspectives becoming better practitioners and receivers of persuasive discourse.

COMM 224 - Theories of Interpersonal Communication (4 Credit Hours)

This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will analyze interactional patterns of communication in personal and cultural mythology, in family communication, and in college students' culture.

COMM 227 - New Literacy Lab (4 Credit Hours)

Digital technology is merging traditional communication modalities of voice, text, and image into ever new forms of representation and interaction, changing many aspects of our lives profoundly, not only in terms of personal and business relationships, consumer habits, work environments, and civic engagement, but even in the ways we understand ourselves, relate to each other, and form identities. Students will explore the creative potential of these communication forms in a lab practicum closely tied to the exploration of their existential impact in theory readings and class discussions.

COMM 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media.

Crosslisting: QS 229 and WGST 229.

COMM 232 - Theories of Public and Private Performance (4 Credit Hours)

How do we perform our identities in everyday life? What role does everyday performativity play in constituting us as raced, gendered, and classed subjects? How do cultural performances (musical concerts, sporting events, or dance) help us better understand ourselves and our society? In this class we examine a range of theories that see private behaviors and public performances as rehearsed, audience-oriented, and creative acts. Theorists such as Erving Goffman, Judith Butler, Pierre Bourdieu, and Victor Turner will guide our examination of both "everyday" performativity (in regard to bodily stigma and identities of class, race, gender, and sexuality) and cultural performances (such as musical concerts, sporting events, and dance). Students will learn how to analyze their own behavior as a cultural text and to discern the textual, acoustic, and embodied dimensions of cultural performances. They will practice illuminating how performances can reinforce or disrupt the social order, while creating the self in community.

COMM 234 - Media Theory (4 Credit Hours)

In this course, we think critically about the political, economic, and cultural dimensions of media forms (e.g. television programs, viral videos) and practices (e.g. sending text messages, participating in social media networks). In readings, screenings, written assignments, and discussions you develop a working knowledge of different intellectual traditions used to study media. From the very start, the course pushes past simplistic, binary assessments of media consumption as being either "good" or "bad." Instead, we survey the complicated routes through which media forms and practices inform people's understandings of themselves and the world around them. Organized into three units, the course aims to provide you with conceptual frames for 1) understanding the relationship between media and culture, 2) identifying how media make claims to represent truth and authenticity, and 3) comprehending the role of media in ideological conflict. Throughout the term, you are asked to question many ideas and beliefs that people take for granted: that media are "bad" for children, that some television programming is "realistic," or that we could ever exist outside the web of mediated communication that informs our day-to-day lives, even if we wanted to do just that. The overarching aim of the course is nuance – a deeper understanding of media, and a refined critical lens of assessing its role in contemporary life.

COMM 244 - Theories of Intercultural Communication (4 Credit Hours)

This course examines the processes and politics of intercultural communication in both domestic and international contexts. Students will enhance their cross-cultural awareness by exploring differences in value orientations, thought patterns and (non)verbal behaviors, challenges of transition and adaptation across cultures, identity management in intercultural settings, intergroup relationship development and conflict resolution, and intercultural communication competence and ethics. Throughout the course, special considerations will be given to power and privilege issues in bridging differences and embracing diversity.

COMM 255 - Visual Communication (4 Credit Hours)

This course explores how we perceive and interpret the images and visual texts that we encounter. The course introduces perspectives from visual intelligence, media aesthetics, and visual rhetoric, while offering students opportunities to employ these perspectives in analyzing a range of visual mediums.

COMM 280 - Theorizing Communication (4 Credit Hours)

This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. This course is designed to both introduce and provide an overview of the discipline of communication studies. First-Year or sophomore standing or consent. Required of all majors and minors.

COMM 290 - Research in Communication (4 Credit Hours)

The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors.

COMM 299 - Intermediate Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 306 - Organizational Culture (4 Credit Hours)

This course is informed by the claim that communication is the means through which we construct, participate, and convey the cultures of which we are a part. The constitutive nature of communication is explored by investigating an existing organizational culture through an application of communication concepts and theories, cultural studies theories, and qualitative research methods.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 307 - Media Historiography (4 Credit Hours)

Media Historiography introduces students to the processes of conducting historical research in communication and media studies. Using mediated communication from past eras, the course will provide students with the analytical tools necessary to situate literature, film, television, and popular music in their historical milieus. Students will be encouraged to see media forms from prior eras as sites where meaning is contested, not just simple reflections of a period's prevailing politics. In written work, students will practice the methodologies used by communication and media scholars to interrogate these sorts of questions: archival research, ethnography, and formal analysis. Through these written assignments, as well as readings, screenings, and class discussions, students will consider mediated communication as evidence of the dynamic, disputed political, economic, and cultural forces at work in prior eras.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 313 - Listening, Thinking, Being (4 Credit Hours)

Although we know listening is central to communication, we rarely think about it. In this course we place listening at the center of communication and explore a range of sound environments and listening practices including auditory cultures, acoustic ecology, animal communication, film sound, music, human dialogue, and deaf cultures. Rather than focus on technical questions such as how to be a more effective listener the course asks the basic question of how we listen and explores the indissoluble relationships between listening, speaking, thinking, and being. Along the way, we will also consider the cultural, philosophical and ethical dimensions of listening.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 320 - Language, Culture, and Communication (4 Credit Hours)

This course is based on an understanding that culture is maintained through systems of meaning, and that communication is the sharing of meaning between people. This course explores the many ways in which language, culture, and communication interact with, influence, and manifest each other. It investigates the relationships between these three constructs using the tools of linguistic anthropology, semiotics, and cultural theory to gain a better and deeper understanding of the taken-for-granted influences of language on communication, social functions of language, cultural signs and codes, spoken language, dialects, bilingualism, and multiculturalism. This course is designed to encourage students to synthesize core course concepts and apply them to everyday lives in critical and creative ways.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 324 - The Rhetoric of Citizenship (4 Credit Hours)

This course explores the symbolic dimensions of the American public discourse about rights and citizenship. Students will undertake historical and rhetorical examinations of the key texts and issues that give these their tone and tenor.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 326 - Researching Self as a Cultural Participant: Autoethnography (4 Credit Hours)

Autoethnography as a methodology and a form of writing involves turning the "researcher's lens onto self." In this course we will read and discuss numerous autoethnographic examples, intrapersonal/interpersonal communication concepts, cultural studies theories and ethnographic methods so that you can conduct and write an autoethnography about your own social/political location. This course will require you to dig deep and explore your own lived experiences in the interest of developing insight into relevant cultural ideologies and practices.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 328 - Communication Law (4 Credit Hours)

Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair trial, regulation of telecommunications, advertising and the Internet.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 333 - Digital Technology and Cultural Change (4 Credit Hours)

The world of communication continues to change rapidly, and with it, the cultural landscape. New avenues of social connection, political action, and creative production are clashing with powerful financial, legal, and political forces, and the outcomes of these clashes are far from certain. This class explores the possibilities for cultural change that digital technology presents and the social and economic struggles over the future of our culture.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 335 - Fracturing Fictions of Fear (4 Credit Hours)

Fear pervades personal, relational, cultural and global dimensions of human experience. As such, fear is often framed as an obstacle to overcome in order to progress forward. But could these efforts to surpass fear be neglecting viable truths to persons' underlying experiences? What if fear was regarded as an invitation to look inward in search of some deeply rooted significance? From where does fear stem exactly and how may we render meanings to articulate the ways it (mis)informs and impacts our communal lives? These questions drive the premise of this course, which regards fear as a phenomenological experience and social construction. Through exploring philosophical texts, contemporary discourses, and lived experiences, we will question what dwells in the embodied underworld of fear. In doing so, we will engage in an assortment of critical self-reflections followed by dialogical practices for communicating constructively about fear with others.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 340 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: INTL 255 and WGST 341.

COMM 344 - Exploring Rhetorical Texts (4 Credit Hours)

This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students will learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics include the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in textual reading, and methods of rhetorical analysis.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 345 - Cultural Globalization and Identity (4 Credit Hours)

This course will critically engage with the phenomenon of the global circulation of culture. It will seek to understand the consequences of the process whereby texts, ideas and images that for long remained confined to their locations of origin are today increasingly mobile and de-territorialized. Objects of popular culture such as television, cinema and music, are circulating and being consumed around the world and are helping challenge the traditional markers of human identity such as nation, culture and language. While they are allowing individuals to imagine alternatives to existing realities they are also engendering a backlash against a perceived imposition of new ideas, values and culture. This course will seek to familiarize students with these ongoing changes and the conflicts over cultural and national identity that it has given rise to. We will begin with arguments that present a totalizing view of this process (the Cultural Imperialism thesis) and then over the course of the semester complicate and nuance those arguments by introducing agency and empowerment for the consumers of global culture. We will do this by closely studying actual case studies (from reality TV in Saudi Arabia or McDonalds in Japan) in order to understand the stakes involved in the struggle to define and "protect" national and cultural identity. At the end of this semester long course students should have gained a deep understanding of why the process of global flow of culture is a deeply contentious and political phenomenon. Understanding these conflicts through the lens of identity will help students complicate that term as well as interrogate their views about their own identity.

Prerequisite(s): COMM 280 and COMM 290, or consent.

COMM 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: QS 349 and WGST 349.

COMM 350 - Advanced Journalism (4 Credit Hours)

This course allows students to explore the planning, reporting, and writing of in-depth news stories. It also explores the ethical considerations of such projects. The organic and collaborative process provides students the opportunity to hone their writing skills by focusing on the importance of story structure and content.

Prerequisite(s): COMM 108 or COMM 280 or COMM 290, or consent.

COMM 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

COMM 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

COMM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

COMM 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

COMM 399 - Advanced Topics in Communication (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

COMM 401 - Special Topics Seminar (4 Credit Hours)

These seminar courses focus intensively upon a particular aspect of communication. Recent examples include Visual Culture and Media and Cultural Policy.

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290, and at least one 300-level course, or have the consent of instructor.

COMM 403 - Culture and Communication (4 Credit Hours)

This seminar takes a historical and critical approach to understand the role communication plays in creating various cultural experiences. Topics include: How can we best understand and study the construction of "culture" through a communication lens? What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives?

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290, and at least one 300-level course, or have the consent of the instructor.

COMM 421 - Communication Research Seminar (4 Credit Hours)

This course is a seminar capstone that fulfills the Writing Intensive requirement for seniors. Topics will cover areas related to the Communication discipline and vary by instructor. As a W Communication Senior Seminar, this course requires substantial writing and research. By the end of the semester students will have written multiple developmental assignments that build upon one another leading to the creation of a coherent original argument based upon careful evidence-based analysis, accurate and succinct theoretical synthesis, and logical, cogently developed sub-arguments.

Prerequisite(s): Majors must take COMM 280, COMM 290, and at least two 300-level COMM courses, or have the consent of the instructor; minors must take COMM 280, COMM 290 and at least one 300-level course, or have the consent of the instructor.

COMM 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

COMM 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Computer Science (CS)

CS 109 - Discovering Computer Science (4 Credit Hours)

This course is an introduction to computational problem solving. In each instance of the course, students will develop their abilities to abstract and model problems drawn from a particular application domain and generate elegant and efficient solutions. Students will practice these skills by developing computer programs to solve these applied problems. The course will cover programming fundamentals, as well as the development of algorithms and data manipulation techniques related to the chosen application area. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 111 - Discovering Computer Science: Scientific Data and Dynamics (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract (or model) otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems motivated by research in the sciences. Additional topics may include Monte Carlo methods, data analysis, population dynamics, computational biology, genetic algorithms, cellular automata, networks, data mining, and fractals. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 112 - Discovering Computer Science: Markets, Polls, and Social Networks (4 Credit Hours)

This course is an introduction to computational problem-solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems that arise in the social sciences. Topics such as social networks, population modeling in economics, data collection via polling, voting systems, game theory, and Congressional polarization will be discussed in the context of computational problem-solving. Students may earn credit for at most one of the following courses: CS 109, CS 111, CS 112, CS 113, or CS 114. Absolutely no prior experience is necessary.

CS 113 - Discovering Computer Science: Physical Computing (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that solve problems related to physical devices that interact with the world, e.g., through sound, light, or motion. Topics may include working with microcontrollers, sensors, and actuators to process and/or transmit information. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 114 - Discovering Computer Science: Computing for the Social Good (4 Credit Hours)

This course is an introduction to computational problem solving. Students will develop their abilities to abstract otherwise complex problems and generate elegant and efficient solutions. Students will practice these skills by developing computer programs that address issues of social relevance. Topics such as pollution, aquifer depletion, climate change, police use of deadly force, solar energy deployment, and carbon sequestration will be discussed in the context of computational problem-solving. Students may earn credit for at most one of CS 109, CS 111, CS 112, CS 113, and CS 114. Absolutely no prior experience is necessary.

CS 119 - Seminar: Programming Problems (1 Credit Hour)

Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as a preparation for programming contests.

Prerequisite(s): CS 173.

CS 173 - Intermediate Computer Science (4 Credit Hours)

A study of intermediate level computer science principles and programming techniques with an emphasis on abstract data types and software engineering. Topics include recursion, sorting, dynamic memory allocation, basic data structures, software engineering principles, and modularization.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 181 - Data Systems (4 Credit Hours)

This course provides a broad perspective on the access, structure, storage, and representation of data. It encompasses traditional database systems, but extends to other structured and unstructured repositories of data and their access/acquisition in a client-server model of Internet computing. Also developed are an understanding of data representations amenable to structured analysis, and the algorithms and techniques for transforming and restructuring data to allow such analysis.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: DA 210.

CS 199 - Introductory Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 200 - Topics in Computer Science (1 Credit Hour)

This is a mini-seminar devoted to a particular application or programming language. Topics have included: relational database and SQL, software engineering, Advanced C++, cryptography, and parallel programming.

Prerequisite(s): CS 173.

CS 234 - Mathematical Foundations of Computer Science (4 Credit Hours)

The goal of this course is to provide an understanding of the mathematical techniques that underlie the discipline of computer science. In this course, students learn mathematical proof techniques, such as induction and proof by contradiction, and how to write rigorous proofs. It also serves as an introduction to the fundamentals of the theory of computation. Models of computation, namely finite automata and Turing machines, are studied with the goal of understanding what tasks computers are and are not capable of performing.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145, and CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

CS 271 - Data Structures (4 Credit Hours)

In this course, students study a variety of data organization methods, and implement and analyze the efficiency of basic algorithms that use these data structures. Course topics include lists, stacks, queues, binary search trees, heaps, priority queues, hash tables, and balanced trees. Students will also be introduced to basic functional programming in LISP. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Intermediate Computer Science (CS 173) and a grade of C or higher in Mathematical Foundations of Computer Science (CS 234).

Prerequisite(s): CS 173 and MATH 135 or MATH 145 and CS 234 or MATH 300.

CS 281 - Introduction to Computer Systems (4 Credit Hours)

The Introduction to Computer Systems course provides a perspective into how computer systems execute programs, store information, and communicate. It enables students to become better problem solvers, especially in dealing with issues of performance, portability and robustness. It also serves as a foundation for courses on operating systems, networks, and parallel computing, where a deeper understanding of systems-level issues is required. Topics covered include: basic digital logic design and computer organization, machine-level code and its generation by compilers, performance evaluation and optimization, representation and computer arithmetic, and memory organization and management.

Prerequisite(s): CS 173.

CS 299 - Intermediate Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 314 - Game Design (4 Credit Hours)

This course is about the computer science and theory of game design as well as practical game development. It covers computer science concepts such as 3D projection and transformation, rasterization, texture-mapping, shading, path-finding, and game theory, as well as game design topics such as mechanics, elements, theme, iteration, balance, documentation, and interest curves. A significant component of the course consists of prototyping computer games. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271.

CS 323 - Data Privacy (4 Credit Hours)

The explosion of data collection and advances in artificial intelligence and machine learning have motivated a robust economy around data-based services. While such services provide opportunities for a broad array of individuals and companies to leverage the power of modern data analytics and machine learning, this new economy also exposes new vulnerabilities and privacy risks. This course will explore the growing area of data privacy in modern computing systems including formal frameworks such as differential privacy and secure multiparty computation. Students will work to understand techniques, issues, and trade-offs related to data privacy in a computing context. In particular, students will study: definitions of data privacy, techniques for achieving privacy, limitations and trade-offs inherent in various settings, and the relationship between privacy policy and privacy technology. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271.

CS 333 - Big Data Algorithms (4 Credit Hours)

This course is about the design and analysis of big data algorithms, i.e. algorithms that compute on extremely large datasets. Two frameworks are required to understand big data algorithms: MapReduce algorithms for data stored on a cluster, and streaming algorithms for data too large to store. After introducing these frameworks, the course covers numerous examples of big data algorithms, including hashing, frequency moments, Google's PageRank algorithm, matching algorithms, clustering, the Netflix recommendation algorithm, algorithms on social network graphs, and dimensionality reduction. The analysis of such algorithms requires tools from probability theory and statistics, which will be introduced as needed.

Prerequisite(s): CS 181 or DA 210 and CS 271.

CS 334 - Theory of Computation (4 Credit Hours)

This course will continue from where CS 234 left off in studying computers as mathematical abstractions to understand the limits of computation. In this course, students will learn about topics in computability theory and complexity theory. Topics in computability theory include Turing machines and their variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving the decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes. The Department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 300 or CS 234 and CS 271.

Crosslisting: MATH 334.

CS 335 - Probability, Computing and Graph Theory (4 Credit Hours)

This course is about the design and analysis of randomized algorithms (i.e. algorithms that compute probabilistically). Such algorithms are often robust and fast, though there is a small probability that they return the wrong answer. Examples include Google's PageRank algorithm, load balancing in computer networks, coping with Big Data via random sampling, navigation of unknown terrains by autonomous mobile entities, and matching medical students to residencies. The analysis of such algorithms requires tools from probability theory, which will be introduced as needed. This course also covers the basics of graph theory, and several randomized algorithms on graphs. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social networks graphs, and computer networks. Lastly, this course demonstrates the powerful Probabilistic Method to non-constructively prove the existence of certain prescribed graph structures, how to turn such proofs into randomized algorithms, and how to derandomize such algorithms into deterministic algorithms. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271 or MATH 220 or DA 220, and MATH 300, and one from CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: MATH 427.

CS 337 - Operations Research (4 Credit Hours)

This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics may include: modeling, linear programming and the simplex method, the Karush-Kuhn Tucker conditions for optimality, duality, network optimization, and nonlinear programming.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213, and MATH 220 or DA 220.

Crosslisting: MATH 415.

CS 339 - Artificial Intelligence (4 Credit Hours)

A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 or MATH 213 or consent.

CS 349 - Software Engineering (4 Credit Hours)

Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

CS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

CS 371 - Algorithm Design and Analysis (4 Credit Hours)

In this course, students study in depth the design, analysis, and implementation of efficient algorithms to solve a variety of fundamental problems. The limits of tractable computation and techniques that can be used to deal with intractability are also covered. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271).

Prerequisite(s): CS 234, CS 271, and junior/senior status.

CS 372 - Operating Systems (4 Credit Hours)

A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 373 - Programming Languages (4 Credit Hours)

A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 374 - Compilers (4 Credit Hours)

A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler. An examination of compiler construction tools. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, CS 281, and CS 334.

CS 375 - Computer Networks (4 Credit Hours)

A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 377 - Database Systems (4 Credit Hours)

A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a systems elective.

Prerequisite(s): CS 181 or DA 210, CS 271, and CS 281.

CS 391 - Robotics (4 Credit Hours)

An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as an applied elective.

Prerequisite(s): CS 271 and CS 281.

CS 395 - Technical Communication I (1 Credit Hour)

This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will develop skills in presenting technical information to a non-technical audience. In particular, students will deliver several presentations during the semester on substantive, well-researched themes appropriate to their status in their major.

Prerequisite(s): MATH 300 or CS 271.

Corequisite(s): a 300-level or higher mathematics or computer science course.

Crosslisting: MATH 395.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

CS 401 - Algorithms, Computations and Elections (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security, or other subjects of current interest. Fall 2025 Description: This course introduces students to the computational aspects of collective decision-making, i.e., computational social choice. Students will learn to study and design algorithms or prove the lack thereof, to tackle problems in tournaments, fairness in resource allocation, strategic/manipulative voting, electoral control (e.g., gerrymandering and voter suppression), bribery, and coalition formation, among other topics. Students may elect to take this course as a Theory or Applied elective.

Prerequisite(s): CS 271 or equivalent with instructor permission.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)

Topics may include Computer Graphics, Neural Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

CS 495 - Technical Communication II (1 Credit Hour)

This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department.

Prerequisite(s): MATH/CS 395 and a 300-400 level computer science course or a 400-level mathematical course.

Dance (DANC)

DANC 122 - African/Diaspora Dance Level I (2 Credit Hours)

African/Diaspora Dance I focuses on African-centered forms of dance in one of many possible genres across the African Diaspora (e.g., traditional African forms, dances of the African Diaspora, African American vernacular, Hip-Hop, Contemporary African, etc.). Taught from a cultural perspective, this course emphasizes fundamentals such as fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and complex embodied rhythms. Concert attendance, short written critical responses, and weekly written journals are examples of outside work that is required. No previous dance experience is expected.

Crosslisting: BLST 122.

DANC 132 - Contemporary Dance I (2 Credit Hours)

Contemporary Dance I is intended for students with minimal or no formal dance training. This is a full-participation movement experience requiring a commitment to attend each class session. Students will develop increased self-awareness through sensitivity to movement dynamics, choreographic.

DANC 174 - Dance as Art (4 Credit Hours)

Dance as Art is open to students interested in dance as a performing art, a physical practice, and a field of embodied inquiry. It serves to introduce students to many of the disciplines, methodologies, and theoretical approaches within the field of dance. Students will engage with methods for viewing, analyzing, and discussing dance as a performing art—in both its formal and socio-cultural dimensions; will gain experience with dance as a movement practice; and will have the opportunity to generate their own choreography as a mode of aesthetic production and compositional reasoning. No previous dance experience is necessary. This course fulfills a Fine Arts general education requirement.

DANC 199 - Introductory Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 210 - Seminar in Production (4 Credit Hours)

Seminar in Production focuses on many aspects of dance concert production. Topics covered include budgeting, marketing, graphic design, costume design/construction, lighting design for dance, box office and house management, video documentation, scheduling and backstage production. Professionals/faculty will guest lecture in the various subfields. Students will collaborate in the production of major department-sponsored events, working as technical crew for evening events. This course demands hands-on real-life learning. Limited readings are assigned. A portfolio of completed work is required.

DANC 222 - African Diaspora Dance Level II (2 Credit Hours)

African/Diaspora Dance II focuses on African-centered forms of dance in one of many possible genres across the African Diaspora.

DANC 232 - Contemporary Dance II (2 Credit Hours)

Contemporary Dance II is intended for students with some formal dance training and expects students to be working at an intermediate level. This is a full-participation movement experience requiring a commitment to attend each class session. Students will develop and advance their self-awareness as movers through sensitivity to dynamics, choreographic phasing clear spatial intention, and articulate, expressive gestures. This class emphasizes clear bodily alignment movement efficiency and flow, whole-body connectivity, flexibility and strength; and the use of breath, momentum, and especially release into gravity to foster ease, expression, and delight in motion. Improvisation is used in partnership with instructor-taught, choreographed material. Attendance at Departmental concerts, short written responses, and 30-minutes of weekly self-directed studio time are required outside of class. Level II is open to students with previous dance experience in any genre. Students are encouraged to consult with the instructor prior to enrollment to determine their experience level.

Prerequisite(s): 100-level movement course(s).

DANC 274 - Cultural Studies (4 Credit Hours)

This course frames dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students may simultaneously be exposed to poststructuralist epistemology, feminist theory, and power & justice ideologies while they are meeting a survey of historical works from a selected cultural context. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in many cultures from multiple perspectives. Students will be expected to engage in movement activities as a method toward an embodied understanding of theory, but will not be evaluated on their movement performance or ability. No dance experience necessary. This course may be crosslisted depending on the specific course content.

DANC 284 - The Art of Dance-Making (4 Credit Hours)

This course focuses on the creation and presentation of assigned short movement studies that focus on principles of dance composition for the concert stage. Past focus has been on the relationship of movement to sound, interrogating the use of music in modern dance history. Through solo, duet and group forms students learn about the compositional elements of space, time, dynamics, flow and shape, discover their own unique movement style, become familiar with how the body works and how it can be expressive, and expand their own definitions of dance. Three fundamental aspects of creative work in movement will be emphasized: movement invention, compositional structure, and creating meaning. A desire to take risks and be transformed, a willingness to use the body as an expressive tool, an eagerness to learn, and willingness to question personal choices are essential for success in this class. An interest, ability and a desire to be physically challenged to work toward expressive clarity in movement, is assumed. This course will explore a range of different topics of choreographic investigation and may be taken more than once for credit.

Prerequisite(s): DANC 122 or DANC 132 or consent of instructor.

DANC 299 - Intermediate Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 332 - Contemporary Dance Level III (2 Credit Hours)

Contemporary Dance III is designed for students with significant experience in modern, postmodern, or contemporary dance training. This course provides the student with the rigorous training required for performance, demands an attitude that anticipates professionalism, and will continue to develop strength, flexibility, endurance, and sensitivity to gravity, momentum and phrasing. A willingness to think broadly about movement, to be open to new perspectives and possibilities and to take risks and be fully engaged without knowing exactly what you are doing will be essential and encouraged. This class will focus on process and will ask students to consider how they move and why. Students will be challenged to discover their own movement potential and methods for accomplishing physical tasks.

Prerequisite(s): One year or two semesters of DANC 232 or consent of instructor.

DANC 361 - Directed Study (1-4 Credit Hours)

Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply.

DANC 362 - Directed Study (1-4 Credit Hours)

Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) somatics/systems of movement re-education, or (4) movement analysis/reconstruction, under supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply.

DANC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DANC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DANC 374 - Somatics I (4 Credit Hours)

Through various approaches to learning (memorizing factual information, sharing autoethnographic body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students are introduced to anatomy and kinesiology in their own bodies. The course materials approach the body primarily from a first-person stance through different kinds of movement activities in relation to reflexes and developmental material through skeletal, muscular, and neurological systems. Students are required to keep weekly journals, work in small study groups in and out of class, and create and document a "personal practice" (sometimes referred to as a series of personal bodywork sessions) to illustrate their commitment to self-as-home, command of anatomical and kinesiological principles and reasoning, and the application of those processes on self-identified movement inquiries.

DANC 384 - Laban Movement Analysis (4 Credit Hours)

Students explore aspects of Effort, Shape, Space, and Body as defined in the Laban tradition. Materials focus on observing, analyzing, and recording any kind of human movement practice. All students should expect to create movement studies and to motif their work as part of this inquiry. Interest in creating and observing qualities of movement practice is essential. Dance experience is helpful, but not required.

DANC 386 - Reconstruction (4 Credit Hours)

This course functions like a performance course, reconstructing dance movement from a score for inclusion in a public performance. The 4-credit course is distinguished from a 2-credit performance course in that students will be responsible for the reconstruction of the choreography. The work can be performed publicly only with permission of the copyright holder of the dance. Students will meet for the standard 4 hours per week (56 contact hours) as well as be responsible 4 hours/week in rehearsal with other student dancers and work 4 hours/week on assignments. The standard commitment of 12 hours/week in and out-of-class may be "loaded" into Weeks #2-#12 of the semester, allowing the course to end before the semester concludes. Only offered occasionally.

DANC 399 - Advanced Topics in Dance (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DANC 422 - Performance: African/Diaspora (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in African/Diaspora dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only. Auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist. Crosslisted with BLST 422.

DANC 432 - Performance: Contemporary Dance (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in modern/postmodern dance are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

DANC 434 - Performance: Contemporary Dance (Student Project) (0.5 Credit Hours)

Participation as a cast member in the choreographic research process of new and reconstructed works in Modern/Postmodern forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer, often during the first two weeks of each semester.

DANC 436 - Denison Dance Company (2 Credit Hours)

This four-credit advanced-level studio course in Dance is a hybrid of technique class and rigorous ensemble laboratory for the development of an original piece of choreography by faculty and/or invited guests, created with collaborative input by dancers. The course is designed for students who want: a) to deepen their understanding and embodiment of intermediate-advanced and advanced Contemporary Dance technique, and b) to apply that learning and their evolving physical, expressive, and artistic expertise to participating in the creation and performance of a new dance work. This new work or works will be performed publicly during, or at the end of, the semester. The creative approach in this course emphasizes whole-self engagement—body, mind, and spirit—through a movement vocabulary characterized by spirals, flow, and articulate gesture. In the four-day per week format, dancers will delve into a focused dance practice that blends active movement learning and repetition, ensemble building, and body care for dancers. Outside work is minimal, however students are expected to schedule one-hour of solo or small group studio time to review, practice and advance their capacity to self-coach. Additionally, students will be expected to carve out time for 1-3 special weekend rehearsals with faculty and any designers or guests (costume, lighting, etc.) plus all required technical and dress rehearsals, and Department of Dance Fall or Spring Concert showtimes.

Prerequisite(s): DANC 122 or DANC 132 or DANC 222 or DANC 232 or consent of instructor.

DANC 442 - Performance: Ballet (1 Credit Hour)

New and reconstructed works choreographed by faculty and guest artists in ballet are learned by students and rehearsed for public performance. Participation can include attending biweekly company classes and contributing to the production of the performance. Differences in course number refer to genres of performance work. By audition or invitation only; auditions are typically held during the first two weeks of each semester or immediately preceding a short residency by a guest artist.

DANC 444 - Performance: Ballet (Student Project) (0.5 Credit Hours)

Participation as a cast member in the choreographic research process of new and reconstructed works in Ballet forms created by students who have completed adequate choreographic studies coursework. Student participants learn and rehearse these student-generated projects for public performance. The project is supervised by faculty. Enrollment is by audition or invitation only. Auditions are arranged by the student choreographer, often during the first two weeks of each semester.

DANC 451 - Senior Research (4 Credit Hours)

This course, offered every fall, is designed to address the research and methodological needs of all senior dance majors and those minors choosing to undertake independent research in this or another department. The integration of movement and analytical course work through the intensive examination of a specific interest is the foundation for the senior dance major's own research. This investigation includes methodologies from books like *Researching Dance* by Hanstein and Fraleigh and *Contemporary Choreography* by Butterworth and Wildschut. This investigation, serving as preparation for DANC 452, is closely guided by the faculty. All students in the course conclude by writing a substantial prospectus or grant proposal including a focused artist or research statement and review of the relevant literature. All majors are required to take both semesters of Senior Research (DANC 451 and 452).

DANC 452 - Senior Research (4 Credit Hours)

This course, offered every spring, is required of all dance majors. This course focuses on the completion of a senior research project and integrates movement and analytical course work through the intensive examination of a specific interest. This course is the foundation for the senior dance major's own research. During the course of the semester's work, each student will write up a significant dance research experiment, produce several excerpts of historical works in concert, create and produce an original choreographic work, or comment on a period in dance's history or a sociological movement in dance, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Open to dance majors only.

Prerequisite(s): DANC 451.

Data Analytics (DA)

DA 030 - Data Analytics Internship (0 Credit Hours)

This 0-credit course, summer internship, or experience, is required for all DA majors. This experience must be approved by the Data Analytics Program Committee and is normally undertaken during the summer before the senior year.

DA 101 - Introduction to Data Analytics (4 Credit Hours)

Many of the most pressing problems in the world can be addressed with data. We are awash in data and modern citizenship demands that we become literate in how to interpret data, what assumptions and processes are necessary to analyze data, as well as how we might participate in generating our own analyses and presentations of data. Consequently, data analytics is an emerging field with skills applicable to a wide variety of disciplines. This course introduces analysis, computation, and presentation concerns through the investigation of data driven puzzles in wide array of fields – political, economic, historical, social, biological, and others. No previous experience is required.

DA 199 - Introductory Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 200 - Data Analytics Colloquium (1 Credit Hour)

The Data Analytics colloquium involves three central learning components. 1) regular engagement with guest presentations and community activities in data analytics, 2) group discussion featuring critical analysis and connection of themes found in the guest presentations and in related data analytics topics, and 3) preparation and refinement of professional communication skills necessary for the required internship component of the data analytics major. This course provides an opportunity for students to connect on data analytics ideas and applications, using a range of perspectives that may or may not be normally encountered in a traditional course. Students will develop the knowledge, skills, and methods they need to progress to more advanced learning, while also creating bridges with members of the data analytics community within and outside of Denison. The course must be taken twice by majors: once as a sophomore, and again as either a junior or senior.

Prerequisite(s): DA 101 (may be taken concurrently).

DA 210 - Data Systems (4 Credit Hours)

This course provides a broad perspective on the access, structure, storage, and representation of data. It encompasses traditional database systems, but extends to other structured and unstructured repositories of data and their access/acquisition in a client-server model of Internet computing. Also developed are an understanding of data representations amenable to structured analysis, and the algorithms and techniques for transforming and restructuring data to allow such analysis.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: CS 181.

DA 220 - Applied Statistics (4 Credit Hours)

Statistics is the science of reasoning from data. This course will introduce the fundamental concepts and methods of statistics using calculus-based probability. Topics include a basic study of probability models, sampling distributions, confidence intervals, hypothesis testing, categorical data analysis, ANOVA, multivariate regression analysis, logistic regression, and other statistical methods. Scopes of conclusion, model building and validation principles, and common methodological errors are stressed throughout.

Prerequisite(s): Either MATH 145 or both MATH 135 and DA 101.

Crosslisting: MATH 220.

DA 245 - Topics in Data Analytics (4 Credit Hours)

This course provides a venue to explore intermediate topics in Data. Topics courses will vary in content according to the interests of the faculty offering the course and possibly to introduce new classes into the curriculum. Courses at this level should be appropriate for students with introductory work in DA and/or related courses.

DA 271 - Theory and Practice of Data Visualization (4 Credit Hours)

Data visualization turns data and analysis into something people can see, and something they can comprehend. The practice of data visualization is built on the science of perception and the art of visual metaphors. While data visualization is a skillset demanded of any role involving data and analytics, there is also a field of study and discipline dedicated to the design and creation of graphical representations of data. This course introduces the discipline of data visualization, design principles and theory, and the way data visualization is used in a variety of fields. As part of this course, you will create and refine your own portfolio of dashboards and infographics, and learn to evaluate data visualization through workshops involving peer-to-peer feedback.

Prerequisite(s): DA 101.

DA 272 - Ethics of Data and Information (4 Credit Hours)

This course is a problem-driven, technically informed engagement with the ethics of data and information as well as an investigation of the moral dimensions of collecting, analyzing, and protecting data. It aims to equip students with the ethical frameworks and philosophical tools necessary to effectively engage with the urgent questions posed by data-driven technology in its various forms. Students will hone their understanding of the ethics of surveillance, scientific research, algorithmic bias, and policy decision-making. We will also investigate how familiar moral notions like privacy, property, fairness, and equality are challenged or illuminated by computational tools and the advent of novel possibilities for data collection and analysis. Projects in the course will seek to put into practice the ethical principles and moral theories in hopes of tackling data-driven decisions prudently and permissibly.

DA 281 - Analyzing Linguistic Data (4 Credit Hours)

Analyzing Linguistic Data is a course for students interested in analytical approaches (both quantitative and qualitative) to language. The goals are effectively twofold: to introduce students to the subdisciplines of Linguistics and to give students the tools to approach the analysis of those subfields. To further these goals, students will become familiar with RStudio, PRAAT (program for phonetic analysis), online syntactic corpora (in the Penn family), and other related programs/web resources. This will be accomplished with a weekly laboratory session, where students will use the aforementioned programs to understand linguistic problems. Part of these laboratory assignments will involve a creative production component in which students will be asked to creatively display the data that they work with. Additionally, with each laboratory assignment, students are expected to reflect on what the laboratory assignment entailed and to express in words how the laboratory assignment provides insight into the study of language and what potential consequences might be for those interested in the study of language.

Crosslisting: DH 281.

DA 299 - Intermediate Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 301 - Practicum in Data Analytics (4 Credit Hours)

Utilizing Denison as a model of society, this practicum will explore questions of collective import through the analysis of new and existing sources of data. A problem-driven approach will lead to the acquisition of new, appropriate data analytic skills, set in an ethical context that carefully considers the implications of data display and policy recommendations on community members. A significant component of the course is working in teams to collect and analyze new data to address a puzzle or problem for a real client. Groups or organizations that serve as clients may come from the campus community, local non-profits, or businesses and groups across the region or country. The practicum also develops exposure to policymaking, implementing data driven insights, program management theory, interacting with leaders and professionals, and developing presentation skills appropriate for professional communication with the public. Though a significant learning opportunity itself, this course should also be seen as a prelude to a community internship or research experience in the post-junior year summer. Students should be aware that some off-campus travel may be necessary to meet with specific clients as necessary. Final presentations to the client, in lieu of a scheduled exam, requires flexibility and scheduling outside of the exam schedule.

Prerequisite(s): DA 101, DA 210 and DA 220, or consent of instructor.

DA 345 - Advanced Topics in Data Analytics (4 Credit Hours)

This course provides a venue to explore advanced topics in Data. Topics courses will vary in content according to the interests of the faculty offering the course and possibly to introduce new classes into the curriculum. Courses at this level should be appropriate for students with significant work in DA and/or related courses and may require other prerequisites.

DA 350 - Advanced Methods for Data Analytics (4 Credit Hours)

This course is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. These methods can learn from existing data to make and evaluate predictions. The course will examine both supervised and unsupervised methods and will include topics such as dimensionality reduction, machine learning techniques, handling missing data, and prescriptive analytics.

Prerequisite(s): DA 210 and DA 220 or consent of instructor.

DA 351 - Advanced Descriptive Methods in Data Analytics (4 Credit Hours)

Advanced Descriptive Methods (DA 351), in parallel with DA 352 and 353, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, descriptive analytics emphasizes using natural language processing (NLP) methods to work with text as data, modeling for interpretability, and designing and deploying computer vision systems. In DA 351 students will examine both supervised and unsupervised methods, including topics such as advanced regression, K nearest neighbors, hierarchical clustering, ranked cosine similarity, and deep learning.

Prerequisite(s): DA 210 or CS 181 and MATH 220 or DA 220.

DA 352 - Advanced Predictive Methods in Data Analytics (4 Credit Hours)

Advanced Predictive Methods (DA 352), in parallel with DA 351 and 353, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, predictive methods emphasize learning from existing data to make predictions about new data. In DA 352 students will examine both supervised and unsupervised methods and will include topics such as clustering, classification, and network analysis.

Prerequisite(s): DA 210 or CS 181 and DA 220 or MATH 220.

DA 353 - Advanced Prescriptive Methods in Data Analytics (4 Credit Hours)

Advanced Prescriptive Methods (DA 353), in parallel with DA 351 and 352, is designed to develop students' understanding of the cutting-edge methods and algorithms of data analytics and how they can be used to answer questions about real-world problems. While all advanced methods for Data Analytics can be applied in a variety of capacities, prescriptive analytics emphasizes formulating decision criteria, using data to identify optimal actions, and balancing benefits and tradeoffs of different solutions. In DA 353 students will examine both supervised and unsupervised methods and will include topics such as optimization and linear programming, reinforcement learning, simulation, and decision analysis.

Prerequisite(s): DA 210/CS 181; DA 220/MATH 220.

DA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DA 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DA 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

DA 399 - Advanced Topics in Data Analytics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DA 401 - Seminar in Data Analytics (4 Credit Hours)

This is a capstone seminar for the Data Analytics major in which students work on independent research projects in a collaborative seminar setting. Problems may derive from internship experiences, courses of study at Denison, or another source subject to instructor approval. Heavy emphasis will be placed on providing ongoing research reports and collective problem solving and review.

DA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DA 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Data for Political Research (DPR)

DPR 101 - Data Visualization for Political Research (4 Credit Hours)

We are awash in data from all kinds of generating processes. When people vote, data are generated. When members of parliament open their mouths, we have data. Court rulings, polling, protests, passing legislation, raising money – all provide us with data. This course will help you understand political data and what to do with it. That means we will confront all sorts of data, gain techniques to wrangle it, and then explore the wide variety of visualization techniques available. By the end of the course, you will have essential data manipulation skills and have a sizable data visualization toolkit. In addition, you will be able to articulate theories of visualization to explain why you chose certain options and will work toward written communication that is as striking and clear as your data viz.

DPR 190 - War, Wealth, & World Politics (4 Credit Hours)

In "War, Wealth, and World Politics" we'll explore the complex relationships between economic interests, political power, and war in international relations. The course will examine the role of states, international and domestic institutions, and nongovernmental organizations in shaping the interplay between war, wealth, and world politics. We'll take a problem centric approach, using the theoretical and analytical tools used by social scientists studying international relations. The course will also introduce students to the ways researchers use data to test theories and solve tangible problems in world politics.

DPR 199 - Introductory Topics in Data for Political Research (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DPR 201 - Design and Data Analysis for Social Impact (4 Credit Hours)

There are so many areas of political life that are governed by intuition and conventional wisdom. But is the conventional wisdom true? In order to confidently make progress solving social problems we need to know how people work and whether interventions have the intended impacts. The course has three goals. While reading research on a wide range of interesting questions about our political world, we will continually discuss problems of causal inference – the degree to which we have confidence that x causes y. We'll learn about various approaches to causal research, covering a range of research designs in the social sciences. And, third, we'll practice analyzing data from these research designs using modeling techniques appropriate for each. You will leave this course with the training needed to critique research but also to conduct your own research, offering appropriate caveats about how much we can confidently know.

DPR 250 - Writing with Data in the Public Interest (4 Credit Hours)

This course addresses a critical goal that is often neglected in the sciences – the translation of scientific results for the public. Even if the goal of science is to make progress in the public interest, a key way that the public knows about scientific results as well as maintains support for scientific projects is through communication. Thus, the primary goal is to develop skills of written communication with scientific content that is appropriate for general public consumption. The course covers a concern for narrative, translating scientific jargon without loss of meaning, providing detail to convey appropriate levels of certainty, addressing audience needs, and packing considerable material into short passages, while respecting the ethics of reporting to the public. Integration with the onetwentyseven.blog is emphasized.

Crosslisting: JOUR 251.

DPR 290 - Intermediate Special Topics (4 Credit Hours)

Intermediate topics in Data for Political Research.

DPR 299 - Intermediate Topics in Data for Political Research (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DPR 310 - Doing Democracy Differently (4 Credit Hours)

Democracy is often assumed to mean 'electoral democracy' such as that practiced in the United States. However, there are many democratic deficits of electoral democracy and alternate models are available. We will spend the semester exploring these alternate models that emphasize citizen deliberation. Special emphasis is placed on empirical assessments of the many dimensions of process and outcome, as well as application to the many organizational environments in which we are enmeshed. The course is meant to be paired with the innovative Student Advisory Board program implemented by DCGA to inject direct citizen deliberative input in their legislative process.

Prerequisite(s): DPR 201 or consent of instructor.

DPR 311 - Political Organizations in the U.S (4 Credit Hours)

Democracy is unthinkable save in terms of the parties." Yet, some, including the Founding Fathers, have been less sure of Schattschneider's truism, warning of the mischiefs of faction. Political organization, however, by most accounts has been the engine and structure of American democracy throughout its two centuries. Parties, interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organizations, the effectiveness and representative nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media, technology and money. Organizations considered may include: the Republican, Democratic, and third parties; major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women's, civil rights, and Christian conservative movements.

DPR 312 - Religion and Politics in U.S. (4 Credit Hours)

This course offers an intensive analysis of the many connections between the American religious and political systems. Questions considered include whether religion is fulfilling its democratic responsibilities, the constitutional bounds of the relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, and religious interest group activity.

DPR 313 - American Political Behavior (4 Credit Hours)

This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior.

DPR 314 - Power and Gender (4 Credit Hours)

Despite considerable progress, gender remains an essential dividing line in politics. Gender gaps in opinion, the double-bound treatment of public officials, the exercise of power, political opportunities, and imbalances in role models, not to mention differences in socialization and psychology all shape what amounts to the political "gender system." In this course, we will dig into how political power is sought and utilized through a gendered lens that lays bare essential questions of equality in developed societies. To gain an appreciation for equal representation and our role in achieving it, we need to understand the nature of bias and the individual, social, and institutional forces that contribute to and help alleviate that bias. Students will conduct a range of original empirical research to contribute to these important debates.

DPR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

DPR 362 - Directed Study (1-4 Credit Hours)

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DPR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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DPR 390 - Workshop: Evaluating Civil Discourse at Denison (4 Credit Hours)

One of the major challenges of our polarized time is maintaining the ability to talk across lines of difference. Denison is not immune and is part of a nationwide effort to combat polarization and boost civic capacity. As a class, we will insert ourselves in that process in multiple ways. We will learn about civil discourse initiatives and help run some of those efforts. But we will also engage in original, data-driven research by taking an inventory of civic capacity and dispositions toward civil discourse, evaluating the effectiveness of discourse initiatives, and conducting other research following student interests. For each component, we will aim to produce reports for public consumption.

DPR 399 - Advanced Topics in Data for Political Research (1-4 Credit Hours)**DPR 451 - Senior Research (4 Credit Hours)**

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DPR 452 - Senior Research (4 Credit Hours)

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Denison Seminar (DS)

DS 100 - Short Term Travel Seminar (1-2 Credit Hours)**DS 200 - Denison Seminar (4 Credit Hours)**

Denison Seminars are classes that engage 8 - 16 highly motivated sophomore and junior students in interdisciplinary, extradisciplinary, or integrative topic(s) that transcend traditional departmental, programmatic, and/or divisional boundaries. Denison Seminars are liberal arts courses that are directed to a broad and diverse students audience. These classes require no prerequisites and have no other structural limitations. Each Denison Seminar satisfies a divisional GE requirement based on the instructor's home division.

DS 251 - Denison Seminar (4 Credit Hours)

Denison Seminars are classes that engage 8 - 16 highly motivated sophomore and junior students in interdisciplinary, extradisciplinary, or integrative topic(s) that transcend traditional departmental, programmatic, and/or divisional boundaries. Denison Seminars are liberal arts courses that are directed to a broad and diverse students audience. These classes require no prerequisites and have no other structural limitations. Each Denison Seminar satisfies a divisional GE requirement based on the instructor's home division. DS 251 also counts toward major/minor requirement in the instructor's home Department.

Digital Humanities (DH)

DH 050 - Internship/Summer Research Experience (0 Credit Hours)

Required Internship or Summer Research Experience for all DH minors.

DH 101 - Introduction to Digital Humanities (4 Credit Hours)

Digital technology increasingly shapes how we communicate; how we form, maintain, and end relationships; how we construct communities; how we store, retrieve, and analyze information; how we organize our time...the list can go on and on. For students in the humanities, these revolutionary changes have made new kinds of study possible by opening up myriad new avenues for creativity, scholarship, and global engagement. This class is an opportunity for students to learn and play in these new spaces between traditional humanities inquiry and the digital.

DH 199 - Introductory Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 200 - Digital Humanities Practicum (4 Credit Hours)

These courses are opportunities for students to apply computer-based problem-solving to humanities-based research problems and questions and/or share humanities knowledge in digital forms. Students will make and do digitally-based humanities research projects. These cross-listed classes from departments across the Humanities division will combine high levels of engagement with digital tools and established humanities-based learning modes within a specific disciplinary context.

DH 209 - Old Books in New Media (4 Credit Hours)

This class will recreate three classic pieces of British literature as twenty-first-century stories told in new media. The class will (1) reimagine the medieval pilgrimage narrative, *The Canterbury Tales*, as a series of podcasts, (2) map out a contemporary picaresque novel inspired by the eighteenth-century novel *Moll Flanders*, and (3) rewrite and illustrate the early-twentieth-century poem *The Waste Land* using generative AI. In each case, teams of 3-4 students will study the form and medium of the old book as well as its historical and cultural context, and then use that knowledge to imagine what a parallel story or poem might be in our own time and in new media forms. In doing so, students will learn how history, culture, form, and media shape imaginative storytelling, and they will become better storytellers themselves. They will also develop teamwork and collaboration skills as they learn to distribute work and hold each other accountable for realizing a shared vision. This course fulfills an oral competency (R) general education requirement, so students will offer several presentations over the course of the semester.

Crosslisting: ENGL 210.

DH 215 - Shopping and Markets in Ancient Rome (4 Credit Hours)

Evidence from ancient Rome suggests that a sophisticated retail system developed in urban centers during the Republic so that by the Early Imperial period, many Roman towns were characterized by busy commercial streets and districts where people consumed time and space alongside ready-made goods and services. The shop became a place of leisure and a locus of sociability where status and identity were forged, negotiated, and performed. It also became a potentially subversive space where information was exchanged, and status and power could be challenged and temporarily overturned. This course explores the questions of where, how, and why ancient Romans shopped, focusing on such important aspects as: distribution networks, the evolution of the retail trade, Roman attitudes toward various forms of retailing, analysis of commercial art and architecture, evidence for marketing strategies, shopping behaviors, and consumption practices.

Crosslisting: AGRS 351.

DH 221 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in their pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicating those insights in clear and innovative ways.

DH 229 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: HIST 289 and BLST 229.

DH 230 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling.

Crosslisting: ENGL 386 and JOUR 201.

DH 281 - Analyzing Linguistic Data (4 Credit Hours)

Analyzing Linguistic Data is a course for students interested in analytical approaches (both quantitative and qualitative) to language. The goals are effectively twofold: to introduce students to the subdisciplines of Linguistics and to give students the tools to approach the analysis of those subfields. To further these goals, students will become familiar with RStudio, PRAAT (program for phonetic analysis), online syntactic corpora (in the Penn family), and other related programs/web resources. This will be accomplished with a weekly laboratory session, where students will use the aforementioned programs to understand linguistic problems. Part of these laboratory assignments will involve a creative production component in which students will be asked to creatively display the data that they work with. Additionally, with each laboratory assignment, students are expected to reflect on what the laboratory assignment entailed and to express in words how the laboratory assignment provides insight into the study of language and what potential consequences might be for those interested in the study of language.

Crosslisting: DA 281.

DH 283 - Bad Girls in Hispanic Cinema (4 Credit Hours)

This course investigates representations of 'bad girls' in Spanish and Latin American cinema. It examines how these films depict women who defy cultural gender norms, using feminist and queer theory to analyze the complex interplay of gender and power. Students will enhance their film analysis and research skills through presentations, discussions, and multimedia projects that meet the ACTFL intermediate-mid/intermediate-high level standards. Conducted in Spanish. Please note: Fridays will be dedicated only to mandatory film viewings.

Prerequisite(s): SPAN 215.

Crosslisting: SPAN 384.

DH 299 - Intermediate Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 361 - Directed Study (1-4 Credit Hours)

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DH 399 - Advanced Topics in Digital Humanities (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

DH 400 - Senior Seminar - Texts, Maps, and Networks (4 Credit Hours)

This course serves as the capstone experience for DH minors. It will provide students with a significant design and research experience culminating with a significant, team-based, multinodal, digital humanities project. The public presentation of their work will also be an important element of the course. DH 400 is required for all Digital Humanities minors.

DH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

DH 452 - Senior Research (4 Credit Hours)

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Earth and Environmental Sciences (EESC)

EESC 111 - Planet Earth (4 Credit Hours)

An introduction to the study of the Earth and its environment. This includes how it formed, how it evolved, how Earth systems interact to produce the environment in which we live, how Earth scientists interpret the materials of the planet and how humans use Earth resources. Laboratory exercises include learning to identify and interpret minerals and rocks, using maps and imagery to understand landscape processes, quantifying water resources to understand future use and examining natural hazards and mitigation. This course is designed as an introductory course in Earth & Environmental Sciences for both science and non-science majors. Fulfills the Q (Quantitative Reasoning) GE requirement.

EESC 112 - Special Topics in Earth & Environmental Science (4 Credit Hours)

What does it take to build a planet that harbors intelligent life? Are habitable planets common in the Universe, or is Earth the only one? In this course we will examine the development of planet Earth in light of the hypothesis that conditions necessary for a habitable planet are extremely rare in the universe. While emphasizing geology, this examination will involve us in aspects of biology and paleontology, astronomy and astrogeology, philosophy and even theology. Laboratory exercises will allow hands-on investigation of rocks, fossils, geologic maps, and other data important to our understanding of the development of planet Earth. This course is designed as an introductory course in the Earth & Environmental Sciences for both science and non-science major. Fulfills the R (Oral Communication) GE requirement.

EESC 114 - Special Topics in Earth & Environmental Science (4 Credit Hours)

Cool Science on a Hot Topic. Global warming constitutes one of the most controversial issues you, and society at large, will face in the future. At the center of this debate lies the question, "Are we responsible for the recent increase in global temperature, or is this trend part of the natural variability in the climate system?" To evaluate these possibilities, we will examine the geologic record of climate change and the processes responsible for these variations. While the majority of our discussions will focus on geology, we will also touch on elements of oceanography, meteorology, biology, paleontology, as well as policy and politics. By the end of this course you will be able to make informed decisions about the climate change issues we are certain to face in the future. This course is designed as an introductory course in the Earth & Environmental Sciences for both science and non-science majors and to fulfill the Q (Quantitative Reasoning) GE requirement.

EESC 115 - Special Topics in Earth & Environmental Science (4 Credit Hours)

This course provides a venue to explore different topics in Earth & Environmental Sciences at the introductory level.

EESC 119 - Rocks, People and Legends: The Story of Human History through Earth and Environmental Sciences (4 Credit Hours)

Geology, history and archeology: they all unravel that planet's past. We'll explore how the earth & environmental sciences can be used to understand events across human history, both in methods and process. Beyond empirical evidence found in geology and archeology, many cultures have mythologies based on real geologic events in the Earth's past. In this class, we will learn the skills of reading the Earth's record and apply them to archeologic, historic and geologic problems. Topics to be covered include human evolution, remote sensing and geophysics, mythology, stone tools, climate, dating techniques, taphonomy and more. Finally, we will explore some of the remarkable archeological sites of Ohio, potentially including the Newark Earthworks, Flint Ridge and Serpent Mound. This course is designed for majors, potential majors and non-majors. Fulfills the Y requirement. Field trips outside scheduled class hours may be required.

Prerequisite(s): None.

EESC 180 - Introduction to Environmental Science (4 Credit Hours)

An introduction to environmental science, including how the natural world works, how the environment affects people, and how people affect the environment. The course introduces the basic physical, chemical, and biological components of the environmental system. Topics include weather and climate, water, soils, vegetation, and wildlife. Examination of human and environment interactions focuses on population dynamics, natural resources, pollution, and climate change. Laboratory experiences introduce students to the tools and methods used by environmental scientists to study Earth's environmental system. This introductory course is designed for all Earth & Environmental Science tracts as well as non-science majors.

EESC 199 - Introductory Topics in Earth & Environmental Science (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 200 - Environmental Geology (4 Credit Hours)

A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the geologic environment. Topics include geologic hazards, such as earthquakes, landslides, and flooding; global water supply and water quality issues, especially groundwater contamination and remediation; and global environmental change, emphasizing climate change and global warming. This course fulfills the W overlay requirement.

Prerequisite(s): A 100-level EESC course or consent of instructor.

EESC 210 - Historical Geology (4 Credit Hours)

A survey of the geologic history of planet Earth. Major topics include global climate history, paleogeography, history of life, and tectonic development and evolution of the North America continent. Lab exercises focus on description and interpretation of sedimentary rocks and environments, and the history of biological evolution.

Prerequisite(s): A 100-level EESC course or consent of instructor.

EESC 211 - Rocks, Minerals & Soils (4 Credit Hours)

An introduction to the minerals, rocks and soils that make up the Earth and how those materials influence and are influenced by the processes that operate within and on the surface of the planet. This course is part of the foundation in the Earth & Environmental Sciences for understanding our planet. The course provides a geological, chemical and physical basis for understanding the composition and physical properties of minerals, rocks and soils, and emphasizes the interplay between Earth materials, Earth systems, society and the environment.

Prerequisite(s): A 100-level course or ENVS 102 or consent of instructor.

EESC 215 - Special Topics in Earth & Environmental Sciences (4 Credit Hours)

This course provides a venue to explore different topics in Earth & Environmental Sciences at the intermediate level".

EESC 222 - Geographic Information Systems I (2 Credit Hours)

This course is an introduction to the concepts and uses of Geographic Information Systems (GIS) with particular application to environmental issues. The course consists of laboratory exercises on GIS data structures and sources of data, on the use of specific GIS tools, and on practical applications of GIS to real-world tasks. The student will gain skills in spatial data analysis, map generation, and data presentation using ArcGIS software. After successful completion of this course, students who wish to develop advanced GIS skills may enroll in EESC 223.

Crosslisting: SES 222.

EESC 223 - Geographic Information Systems II (2 Credit Hours)

A sequel to SES/EESC 222, this course is intended to give the student experience with advanced GIS applications. The focus will be on novel analyses of spatially explicit data pertaining to real-world issues. We will explore GIS as a tool for posing scientific applications involving spatial hypotheses. These will include questions of distribution, proximity, suitability, spatial pattern, and spatial and temporal change.

Prerequisite(s): EESC 222 or SES 222.

Crosslisting: SES 223.

EESC 234 - Applied GIS for Earth and Environmental Sciences (4 Credit Hours)

Geographic Information Systems (GIS) allow the organization, analysis, and display of large and varied collections of spatial information. Earth and environmental scientists are increasingly relying on the tools and methodologies of GIS to solve complex problems ranging from the intersection of rising sea level with coastal communities to the mapping and mitigation of landslide hazards in mountain communities. In this course, we will conduct a series of applied projects investigating Earth systems and environmental problems. Each project will include hands-on downloading of data, data processing, developing workflows in ArcGIS, mapmaking and data visualization, and communicating results in written reports. By the end of the term, students will apply the skills learned over the semester in an independent research project.

EESC 240 - Earth Resources (4 Credit Hours)

This course examines the Earth resources that humans exploit, including (but not limited to) energy, metals, and soil, from both geologic and societal perspectives. We will study: (1) the geologic processes that form these deposits and control their distribution; (2) the methods used to extract the resources and; (3) environmental impact of extraction and resource use. We will also scrutinize the effect on society of the resource, including conflict, labor, sustainability and class issues. The course will combine lab activities, scientific discussion and readings from academic literature, popular media, and activist propaganda. The end result will be the ability to bring together the science of Earth resources with the broader human context of resource exploitation. This course fulfills the P (Power & Justice) GE requirement.

Prerequisite(s): A 100 level or consent of instructor.

EESC 270 - Oceanography (4 Credit Hours)

This course will provide students with an introduction to the world's oceans. Topics will include: the sea floor and its sediments; the physical properties and chemistry of seawater; ocean circulation; waves and tides; life in the seas; and environmental issues and concerns facing the oceans today. By the end of this course students will have explored many of the basic concepts in modern oceanography, and should be able to integrate new concepts and data into their developing knowledge of the Earth.

EESC 275 - Geology of the Solar System (4 Credit Hours)

In this course, you will discover the wide variety of geologic processes at work across the planets, moons, asteroids and comets of our solar system. We will examine the missions and instruments used to observe extraterrestrial objects, the data collected and how to use it to unravel the geologic history of distant areas and what conditions are needed to support life outside Earth. In the end, you will design your own mission to investigate another piece of the solar system. This course will be a mix of class lecture and activities, labs and presentations/discussions with readings from academic publications, popular media and books. Fulfills the R (Oral Communication) GE requirement.

Prerequisite(s): A 100-level course or ENVS 102 or consent of instructor.

EESC 280 - Introduction to Meteorology (4 Credit Hours)

This course will introduce students to the science of weather and the atmosphere, focusing on understanding weather on a day-to-day basis through the collection and analysis of meteorological data. Students will explore various aspects of meteorology including solar radiation, global circulation, winds, cloud formation, stability, precipitation processes, weather systems, and severe weather. These basic physical principles and processes are important for understanding the world and have broad implications for students interested in global environmental change and other environmental-adjacent disciplines.

Prerequisite(s): EESC 111 or EESC 112 or EESC 114 or EESC 115 or EESC 119 or consent of instructor.

EESC 299 - Intermediate Topics in Earth & Environmental Sciences (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 300 - Geomorphology (4 Credit Hours)

We will investigate how Earth's topography reflects the response of surface processes to shifts in tectonic, climatic, and human influences. Our study of landscape evolution will focus primarily on hillslopes (creeping soil to catastrophic landslides), rivers (gullies to bedrock gorges), and glaciers (alpine cirques to Midwest moraines) always with a focus on quantifying how the shapes of landforms reflect process. Labs and class activities will require a blend of fieldwork, introductory mapping and data analysis using ArcGIS, and simple numerical modeling. Frequent, short critical writing responses to primary literature will refine both writing skills and our engagement with the forefront of process geomorphology. This course fulfills the W overlay requirement.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 308 - Biodiversity Through Time (4 Credit Hours)

An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record.

Prerequisite(s): EESC 210 or BIOL 230.

EESC 310 - Global Biogeochemical Cycles (4 Credit Hours)

Global Biogeochemical Cycles explores the physical, chemical, biological, and geological processes that govern the composition of, and changes to, Earth's surface environment. This course will focus on the global cycles of carbon, nitrogen, phosphorous, and sulfur and their interactions with organisms and earth materials as they move through the atmosphere, hydrosphere, biosphere, and lithosphere. This multidisciplinary course is intended for students curious about life's influence on the planetary system. It will cover aspects of biology, geology, hydrology, meteorology, oceanography, and soil science. That said, no specific disciplinary background is required other than a fundamental understanding of elemental chemistry.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 311 - Structural Geology (4 Credit Hours)

Study of the deformation of the Earth's crust. How and why rocks deform; geometry and interpretation of folds, faults, and rock fabrics; regional tectonics and mountain building. Labs emphasize interpretations of geologic structures in hand specimens, outcrops and geologic maps; and includes opportunities for geologic field mapping and a weekend field trip to the Appalachian fold and thrust belt.

Prerequisite(s): EESC 210 or EESC 211 or consent of instructor.

EESC 312 - Petrology and Volcanology (4 Credit Hours)

This course examines the processes that produce magma and metamorphic at high temperature. It also explores volcanism and the hazards produced by eruptions. We will employ the reasoning and approaches used to understand petrology including petrography, geochemistry, data analysis and modeling. Key topics include high-temperature isotopes and thermodynamics, formation of magmas in different tectonic settings, the physical processes of volcanism, hazards posed by volcanic activity and using metamorphic reactions to assess the tectonic history of rocks. We will explore petrology and volcanology through labs, primary literature, research projects and group assignments.

Prerequisite(s): EESC 211 or consent of instructor.

EESC 313 - Environmental Hydrology (4 Credit Hours)

This course explores the processes that transfer water between the various reservoirs of the hydrologic cycle. Working mostly at the watershed scale, we will study the balance between precipitation, evapotranspiration, and runoff by drawing on both field methods and the analysis of hydrologic datasets using Geographic Information Systems (GIS). We will study the flow of surface water through natural and engineered rivers, and the flow of groundwater through shallow soils and deep aquifers. Throughout the course, we will strive for an applied approach to Hydrology that explicitly links key concepts to the management of water resources.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 314 - Sedimentology & Stratigraphy (4 Credit Hours)

This course is an introduction to sedimentary processes and sedimentary rocks. The course will cover three major areas: (1) physical sedimentology (how sedimentary rocks are formed); (2) depositional systems (where sedimentary rocks are formed and how they differ from place to place); and (3) stratigraphy (how sedimentary rocks are used to solve geological problems). Labs will expose students to sedimentary rocks under the microscope, in hand sample, and in the field.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 333 - Stable Isotopes in the Environment (4 Credit Hours)

Light stable isotope analysis has become a nearly ubiquitous component of (paleo)environmental research. Stable isotopes of Hydrogen, Carbon, Nitrogen, Oxygen, and Sulfur have been used to integrate, indicate, record, and trace important physical and biological processes operating at or near Earth's surface. This course will focus on how stable isotope systems can be used to study (paleo)climatology and (paleo)oceanography, hydrology, pollution, biogeochemical cycling, metabolism, photosynthesis, and (paleo)ecology.

Prerequisite(s): EESC 200 or EESC 210 or EESC 211 or consent of instructor.

EESC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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EESC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EESC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

EESC 370 - Global Tectonics (4 Credit Hours)

A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic theory and development, topography and geology of the sea floor, plate geometries and processes at plate margins, volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on earth history.

Prerequisite(s): EESC 210 or EESC 211 or consent of instructor.

EESC 380 - Earth & Environmental Sciences Senior Seminar (1 Credit Hour)

This course is designed to help majors apply what they have learned throughout their undergraduate careers to a real-world issue or topic in the geosciences. The seminar will meet weekly with all members of the Geoscience faculty. The seminar topic will be selected by the entire geosciences faculty. Both students and faculty will be responsible for presenting summaries of weekly readings, although the majority will be presented by students. The course will be organized and administered by the department chair. Sophomore, Junior or Senior Earth & Environmental Science majors.

EESC 399 - Advanced Topics in Earth & Environmental Sciences (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EESC 400 - Field Course (4-8 Credit Hours)

A B.S. major in Earth and Environmental Sciences must register for an approved summer field course offered by any one of a number of universities. Upon the successful completion of the course, the student receives credit transferable to their record at Denison.

EESC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EESC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

East Asian Studies (EAST)

EAST 105 - Buddhism (4 Credit Hours)

A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the way in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America.

Crosslisting: REL 105.

EAST 129 - Japanese Stories: Retelling Culture in Film, Drama, and Fiction (4 Credit Hours)

This course introduces students to 1000 years of Japanese storytelling tradition in diverse mediums: epic tales, drama (bunraku/kabuki, and noh), fiction, and film. Students will engage with such representations of Japanese culture as: - Imperial court life of the 10th century, the role of spirit possession as women's "weapon," and a 20th-century novel that builds on these traditions. - A war between two clans in the 12th century that is the setting for a key duel between unevenly matched opponents retold over the centuries in three different mediums: epic tale, bunraku/kabuki theater, and noh drama. - In the same war, the tragic defeat of one of the clans is reimagined as the source of a famous ghost story written in the 19th century...by a European with connections to Cincinnati! - Postwar short stories that retell Japanese fairy tales to situate them in a Japan struggling to cope with the devastation of the Pacific War. - A mystery novel about government corruption, and a master director's film from the same period that treats the same subject - The possibilities – and horrors – of dreams as depicted by a 20th-century novelist, a master director, and an animator.

Crosslisting: JAPN 129.

EAST 131 - Asian Art and Visual Culture (4 Credit Hours)

An introduction to the art and visual culture of India, China, Japan, and Southeast Asia, focusing on historical, religious, and social issues and the function of both art and visual culture.

Crosslisting: AHVC 131.

EAST 141 - Traditional East Asian Civilization (4 Credit Hours)

A survey of 1,800 years of premodern East Asian history, beginning with the rise and fall of the Han dynasty (202 BCE–220 CE) in China and ending with the devastating Japanese invasions of Korea in 1592–1598 CE, a conflict recently dubbed "the first Great East Asian War. Topics include: Buddhism's spread in East Asia and its influence on politics and culture; the origins of Japan's samurai warrior class; the rise of the Mongol world empire and its impact on East Asia; and the beginnings of European commercial and missionary activity in East Asia.

Crosslisting: HIST 111.

EAST 142 - Modern East Asian Civilization (4 Credit Hours)

A survey of the history of China, Korea, and Japan from 1600 to the early twenty-first century. We begin with the last two centuries of the early modern era, during which East Asian states managed relations with the rest of the world on terms of their own choosing. We then move on to East Asia's traumatic nineteenth-century confrontation with the newly industrialized and seemingly invincible Western powers, who now insisted on dictating new, "modern" terms of interaction. The sweeping political, cultural, social, and economic changes that sprang from that encounter have dramatically shaped East Asia's fortunes in the twentieth and early twenty-first centuries. Topics covered will include early modern and modern empire-building; nationalist and Communist revolutions; the Sino-Japanese, Pacific, and Korean wars; globalization and economic miracles; and movements for democracy and human rights.

Crosslisting: HIST 112.

EAST 199 - Elementary Topics in East Asian Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EAST 205 - Spontaneity: Taoism and Chinese Literature (4 Credit Hours)

This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

Crosslisting: CHIN 205.

EAST 206 - Dream and Fantasy in East Asian Literature (4 Credit Hours)

Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions.

Crosslisting: CHIN 206.

EAST 211 - Modern East Asia at War (4 Credit Hours)

This seminar covers in depth the history of East Asia in 1937–1953, a period characterized by violence, upheaval, suffering, and death on an almost unimaginable scale. The Japanese empire's cataclysmic clash with the Republic of China and (eventually) the United States left Japan in ruins and under American occupation, China on the verge of a Communist revolution, and Korea divided between American and Soviet spheres of influence. The consequences of these events led to America's war in Vietnam and still define and bedevil East Asia's geopolitics today. Our readings will include some of the most significant recent scholarship on four conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, and the Korean War. Although we will read much about politics, diplomacy, and military campaigns, our focus will just as often be on the experiences and stories of ordinary people caught in extraordinarily harrowing times.

Crosslisting: HIST 211.

EAST 219 - Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945) (4 Credit Hours)

This course provides students an introduction to the written cultural products (available in translation) from Japan, and two countries – China and Korea – occupied by Japan during the Pacific War (1931-1945). Although Japan's occupation of Korea began in 1910, this course will begin its consideration of this topic in 1890 because the Japanese political and social mechanisms that led to fascist militarist control in the 1930s have their origins at least as far back as 1890. This course fulfills the Modern Core requirement for the East Asian Studies major/minor.

Crosslisting: JAPN 219.

EAST 221 - Contemporary Japan (4 Credit Hours)

Japan often conjures images steeped in tradition such as samurai warriors, sumo wrestlers, and geisha clad in kimono. At the same time, however, contemporary Japan is just as easily associated with businessmen, anime, automobiles, and high technology. How have "tradition" and "change" fueled competing visions of Japan what it means to be "Japanese"? How does one go about reconciling these conflicting views? How have these debates evolved over time? How have variously situated individuals and groups in society negotiated shifting circumstances? These questions will be at the heart of this seminar as we consider case studies from different segments of Japanese society. A range of material will be treated as "texts" for analysis and discussion including anime, manga, literary works, and films as well as ethnographic scholarship on Japanese society.

Crosslisting: ANTH 221.

EAST 231 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: AHVC 231 and INTL 261.

EAST 232 - Art of China (4 Credit Hours)

This course is an introduction to Chinese visual culture from prehistoric times through the Mao era. Organized around a selection of key objects and images, this course explores a variety of art forms from China through diverse contexts such as ritual, gender, imperial patronage, literary ideals, and political icons.

EAST 235 - Introduction to Modern Chinese and Japanese Literature (4 Credit Hours)

This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries.

Crosslisting: JAPN 235.

EAST 239 - Introduction to Japanese Genre Fiction (4 Credit Hours)

Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined, or less literary. Postmodern thinkers have demonstrated, however, that popular fiction can serve as a fascinating lens through which to read place (society, race, gender, etc.) and time (historical period). This class will serve as an introduction to Japan's long, rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed, we will consider representative works, primarily by twentieth-century authors, in three genres: historical/period fiction, mystery/detective fiction, and horror fiction. This course is taught in English. No Japanese language required.

Crosslisting: JAPN 239.

EAST 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)

This course engages the question: 'How are images used to imagine our place in the world?' Students are invited to study fascinating practices of spatial image-making in East Asia from the inside out, by exploring these world-views from the perspective of their makers. You will be asked to pay special attention to how social and economic power structures inflect these representations: to envision and decode spatial imagery as a site of imagination, control, and resistance. Artists and patrons in China, Japan, and Korea have for centuries produced elaborate maps and landscape imagery, photographs, and film to imagine the world in a variety of ways. This course invites you to approach modern and contemporary representations of space in East Asia both in theoretically and historically informed ways. In the first part of the course, students build a frame of reference for their analysis of post-war case studies, by reading core texts in spatial theory and exploring important visual representations of space from pre-modern East Asia. In the second part of the course, students apply these theoretical and historical approaches to select cases that exemplify more recent struggles over space and its imagination in East Asia.

Crosslisting: AHVC 263 and SES 263.

EAST 273 - Modern Japan in Film and Literature (4 Credit Hours)

This course uses film and modern literature to consider responses to political, economic, and sociological changes in Japanese society over the course of the twentieth century. This course is taught in English.

Crosslisting: JAPN 273.

EAST 280 - Yoga, Magic, & Meditation (4 Credit Hours)

This course explores both historical and contemporary traditions of Tantric Buddhism, focusing on the theories and practices of yoga, meditation, and magic. We will examine how these interconnected practices operate within the social, political, and cultural landscapes of India, Tibet, and Japan. Our captivating journey will involve the study of religious manuscripts, esoteric artwork, and modern films. As we delve into the worlds of yoga, magic, and meditation, we will explore how these traditions have transformed across time and cultures.

Crosslisting: REL 380.

EAST 288 - Ancient Chinese Philosophy (4 Credit Hours)

This course surveys the philosophical texts at the foundation of two millennia of Chinese thought and of East Asia as a global region. The core concern of these texts is the 'way' (dao): the way to live, the way to rule, the way to know, and the way for words to guide us. We will read the books of Confucius, Mozi, Mencius, Laozi, Zhuangzi, and Xunzi (among others), and critically assess their most unique and groundbreaking ideas.

Crosslisting: PHIL 288.

EAST 309 - Japan's Modern Canon (4 Credit Hours)

In this course we will read extensively from the works of the four twentieth-century Japanese authors who have been elevated to the status of canonized writers, that is, whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course is taught in English.

Crosslisting: JAPN 309.

EAST 316 - Religion in Contemporary China (4 Credit Hours)

In this course, we will together examine the beliefs, practices, and discourse that consist of the Chinese religious landscape from the early 20th century to the present day. Our journey starts with a review of the religious heritage in pre-modern China, and moves on to the twentieth century, a formative age where a new country tries to establish itself on a long history of a religiously pluralistic society, by carefully negotiating the ways of its ancient civilization and the challenges presented by a new age of global conversation and conflicts. We will pay particular attention to the relationship between the many religious institutions and traditions, between religious institutions and the state, and between the ideologies, practices, and traditions past and present.

Crosslisting: REL 316.

EAST 333 - Art and Revolution in 20th Century China (4 Credit Hours)

This course explores how art has engaged social transformation in China. You will be guided to take an inside look at how the notion of revolution stands front and center in art making during China's long 20th century. We think deeply about two interrelated questions: how can art have social and critical agency, and how has it been related to social change in China? We approach these questions historically to become sensitive to the different contexts and experiences of the artists we study but also to how their struggles and creative interventions connect across time. In the process, you will build a framework of reference for understanding social and creative life in 20th century China, and its enduring connections to the global world.

Crosslisting: AHVC 333.

EAST 342 - China's Golden Age? The Tang Dynasty (4 Credit Hours)

This course is an in-depth introduction to the history and culture of the Tang empire (618–907), widely regarded as China's "golden age." Modern Chinese historical memory idealizes the Tang as an age of great military conquests, exotically "cosmopolitan" tastes in art and music, religious tolerance and cultural diversity, brilliant poets, and free-spirited, polo-playing women. A primary goal of the class is to enable students to take an informed and critical perspective on this romanticized popular image by studying a wide range of historical scholarship and translated primary sources, which they will use to write a major research paper on a topic of their choice.

Crosslisting: HIST 312.

EAST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

EAST 362 - Directed Study (1-4 Credit Hours)

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EAST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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EAST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EAST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Economics (ECON)

ECON 101 - Introductory Macroeconomics (4 Credit Hours)

An introduction to the study of the economic problem, the nature and method of economics, the operation of markets, and of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade.

ECON 102 - Introductory Microeconomics (4 Credit Hours)

An introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy and the role of government in a market economy.

Prerequisite(s): ECON 101.

ECON 149 - Introduction to Financial Accounting (4 Credit Hours)

A survey designed specifically for liberal arts students interested in Business, Economics, Law and Government. The meanings, purpose and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries and preparation of financial statements. Other topics include internal control, inventory methods, depreciation and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics unless with the finance concentration.

ECON 199 - Introductory Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 201 - Economic Justice (4 Credit Hours)

This course investigates the various normative yardsticks that economists use when assessing public policy and the appropriate role for government in the economy. We will be concerned with questions like: What is economic freedom? Are individual property rights absolute? What are the differences, in terms of questions of justice, among slave labor, wage labor, and the work of an independent or cooperative partner? What is a fair distribution of economic resources? Is economic justice fulfilled by: any distribution of income and wealth produced by market processes; an equal distribution of income and wealth; or a partially adjusted market distribution? The definitions of economic justice and fairness are perhaps the most controversial questions in political economy, and this course is designed for you to gain some insight into the contending perspectives that economists have advocated. We will examine natural rights theories, the contested meaning of equality of opportunity, and the potential trade-off between economic efficiency and the redistribution of income and wealth. We will examine perspectives ranging from libertarian to socialist.

Prerequisite(s): ECON 101 and ECON 102.

ECON 202 - Economic Growth and Environmental Sustainability (4 Credit Hours)

Economic growth is traditionally perceived as the solution to the socioeconomic ills of poverty, unemployment, and more generally underdevelopment. However, economic growth is also accompanied by increased pressure on and, over time, deterioration of the natural environment. The objective of this course is to explore the relationship between economic growth and the natural environment. While economic growth occupies a central place in economic policy-making, we will discuss whether economic growth is compatible with the sustainable development worldview adopted by the UN and many other global and local economic actors. Sustainable development emphasizes the need to embark upon a development path that considers the environmental, social, and economic needs of the present generation and those of future generations.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 202.

ECON 204 - Income Inequality (4 Credit Hours)

The substantive goal of this course is to facilitate an understanding of changes in the distribution of income in the United States, from 1945 to the present. The first part of the course studies the measurement and context of American income inequality. We will end the first section of the course with an analysis of economic mobility in the US. The second section of the course will look at a variety of explanations for increasing income inequality. We will examine how the key themes of technical change, de-industrialization, immigration and globalization shaped the American economy over the last several decades. The primary focus of the first two sections will be upon income inequalities arising from changes in the ideological, demographic, macroeconomic and institutional context. In addition, we will investigate the impact of these trends on the middle class and different segments of the labor force. Finally, we will discuss why inequality might matter and how the trends discussed in the course could shape America's future and discuss whether and what policy changes might be needed.

Prerequisite(s): ECON 101 and ECON 102.

ECON 205 - Gender and Globalization (4 Credit Hours)

The rapid integration of global markets that has taken place since the 1980s is the outcome of a common set of economic policies implemented in both developed and developing countries. This course examines the contradictory impacts of these policies on gender relations and asks: what challenges do global economic trends pose for gender equality and equity in both developed and developing countries? To answer this question, we begin with an introduction to alternative approaches to economics, focusing on the differences between neoclassical and feminist economics, and history and economic dimension of globalization. This will be followed by an exploration of the impacts of economic development policy on gender relations in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor; the gendered impacts of economic restructuring and financial crisis; the feminization of the labor force in the formal and informal sectors of the global economy; care penalty and the gendered impacts of COVID-19. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development. This course satisfies the economics writing requirement, and the college W GE requirement, and as such the course will help to develop your writing and research skills within the economics discipline.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: INTL 250 and WGST 205.

ECON 206 - Global Green New Deal (4 Credit Hours)

This course engages with the theoretical and policy literature on what might be termed a Global Green New Deal (Global GND), which is an attempt to simultaneously address global inequality, socio-economic exclusion, and the negative impact of climate change on overall quality of life. The course takes an interdisciplinary approach drawing from the literature on Modern Monetary Theory (MMT), decolonization, economic development, structural reparations, ecological economics, international law, and climate science to assess the case for a global network of truth and reconciliation commissions on colonial and climate reparations. The course pays particular attention to the structural differences between developed and developing countries, and highlights the importance of South-South cooperation and South-North solidarity as the economic and geopolitical prerequisites for building systemic resilience to the inevitable consequences of climate change.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 206.

ECON 240 - General Topics in Intermediate Economics (4 Credit Hours)

These courses will be offered in a variety of applied economic fields.

Prerequisite(s): ECON 101 and ECON 102.

ECON 280 - Economics of Education (4 Credit Hours)

This course provides students with a first look at using economics to study education systems and policies. Students will learn about the most commonly used empirical techniques, foundational economic models, and important institutional specifics, which aid the interpretation of empirical and theoretical results. Topics include the basic human capital model, returns to education, the education production function, and teacher labor markets. This is a special topics course.

ECON 281 - Philosophy of Economics (4 Credit Hours)

This course delves into the methodological and ethical foundations of contemporary economics, exploring the deeper questions behind economic models and theories. We'll go beyond equations and graphs to examine how theories contribute to the generation of economic knowledge, how they align with empirical findings, and what are some of the limitations or problems in some of the assumptions they entail. Students will tackle questions like: What makes an economic decision "rational"? How do ethical considerations influence economic outcomes? And how does economics, as a science, compare to disciplines like physics or biology? By engaging with classic texts and contemporary debates, the course connects abstract philosophical concepts with real-world economic issues. Key applied topics include the logic of rational choice, well-being, and welfare economics, efficient market hypothesis and behavioral finance, and the challenges of economic prediction and policy-making. Designed for students with an interest in economics, philosophy, or the broader impact of ideas on society, this course invites participants to critically assess how economic knowledge is developed, validated, and used in practice. This is a special topics course.

ECON 284 - Macroeconomic Policy (4 Credit Hours)

This course provides a hands-on approach to macroeconomic policymaking. Students will engage in a systematic process, beginning with the analysis of key macroeconomic indicators (GDP, inflation, unemployment, etc.) and structural factors (income inequality, infrastructure, institutional quality) to identify pressing economic challenges. The course then explores the theoretical and practical application of fiscal, monetary, trade, and tax policies, culminating in the utilization of macroeconomic models. Through lectures, discussions, and hands-on exercises, students will gain a comprehensive understanding of the complexities and nuances of macroeconomic policy. Since an important goal of this course is for students to become informed consumers of economic news, the issues discussed in this course draw heavily from current events and real-world examples. This course is ideal for students who are passionate about understanding and shaping economic policy. Prerequisite: ECON 101 and ECON 102.

ECON 299 - Intermediate Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 301 - Intermediate Macroeconomic Analysis (4 Credit Hours)

An examination of the determinants of Gross Domestic Product, the unemployment rate and the price level. The components of aggregate spending consumption, investment, foreign trade and government will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends.

Prerequisite(s): ECON 101 and ECON 102.

ECON 302 - Intermediate Microeconomic Analysis (4 Credit Hours)

An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. Calculus and mathematical modeling can be used to provide insights not available with the tools of introductory theory.

Prerequisite(s): ECON 101 and ECON 102, and MATH 121 or 130, MATH 123 or 135, or MATH 124 or 145.

ECON 307 - Introductory Econometrics (4 Credit Hours)

An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypothesis, estimating magnitudes and prediction.

Prerequisite(s): ECON 302 or concurrently.

ECON 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ECON 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

ECON 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ECON 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ECON 399 - Advanced Topics in Economics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ECON 401 - History of Economic Thought I (4 Credit Hours)

A critical inquiry into the methodological and ideological foundations of modern economics through the study of development of economic thought from the 16th century to the "Keynesian Revolution." It is an attempt to understand economic theorizing in response to the existing social conditions, and to become familiar with the foundations of the main strands of contemporary economic thought. In a study of mercantilism, classical liberalism, socialism, and institutionalism, the development of the concepts of wealth, value, and distribution and the methodological and ideological vantage points of different schools of thought, and intellectual giants such as Smith, Ricardo, Malthus, Marx, Jevons, Marshall, and Veblen will be examined.

Prerequisite(s): ECON 301.

ECON 402 - History of Economic Thought II (4 Credit Hours)

This course will focus on some of the important developments in modern economic thought after the "marginalist revolution" in the late 19th century. Topics may include the ideas of John Maynard Keynes and the evolution of contemporary macroeconomics, the socialist calculation debate and the possibility of centrally planned socialism, and contending perspectives about the role of government in the creation and protection of property rights and in the regulation of the macro-economy. The course may also examine the ideas of economists who have criticized the marginalist orientation of economic theory and instead advocated a more social and institutionalist approach to understanding economic phenomena and behavior.

Prerequisite(s): ECON 301.

ECON 406 - Population Economics (4 Credit Hours)

The world is rapidly and constantly changing due to population dynamics. Therefore, it is essential to study the economic causes, consequences and implications of population change. Broadly, this course will investigate the economics of family formation, demographic change, and human migration. The course uses the tools of economics to investigate the socio-economic causes, consequences, and implications of population change, including the economic impact of below replacement fertility, population aging, and immigration, from an international perspective. Specific topics to be discussed include population distribution across the world, the effect of population growth on economic growth and the environment, technology for replacing human labor and immigration, the growing pension burden as population ages and birth rates decline, and demographic dividends in developing countries. The course will also examine the economic determinants of population change and demographic behavior such as fertility and marriage, comparing trends in developed and developing countries.

Prerequisite(s): ECON 301.

ECON 411 - Monetary Theory (4 Credit Hours)

The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity. The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight about the best policy options for achieving full employment, price stability, and financial stability. The course also addresses the various economic challenges faced by central banks around the world, including Japan, China, the European Union, and developing countries.

ECON 412 - Economics of the Developing World (4 Credit Hours)

The current context of globalization and regionalization is characterized by various patterns of development; most developing countries have been increasingly engaged in the liberalization of their economies; however, some of these countries have been experiencing fast economic growth, while other developing countries have been stagnating economically. This course is designed to survey and explain the economic successes and failures of developing countries over the past couple of decades in light of contemporary economic theory and through the use of case studies of specific developing regions.

Prerequisite(s): ECON 301.

ECON 413 - International Finance (4 Credit Hours)

This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows.

Prerequisite(s): ECON 301.

ECON 414 - International Labor Migration in a Globalized Economy (4 Credit Hours)

This course revolves around two questions; How can we explain the main international migration flows in the past 50 years? And what are the political, economic, and socio-cultural consequences of the recent international migrations on receiving and sending countries? To provide well-informed answers to these questions, this course is divided into three parts. The first part provides the basic concepts and theories to study international labor migration issues. The second part takes a historical and international approach and studies some major international labor migration flows since the late 19th century. The third part discusses the political, economic, and socio-cultural consequences of the recent international migrations on receiving and sending countries. This study will also include an examination of some of the related public policy issues and controversies. The course incorporates institutional and historical contexts, socio-political dimensions, and power relations in examinations of the complexities of international labor migration. During the course, students will work in teams and use various data sources to study some recent migration issues and provide well-informed answers to research questions assigned to each team. The results of this teamwork will be shared with the class in a presentation at the end of the semester.

Prerequisite(s): ECON 301.

ECON 415 - Political Economy of the Middle East (4 Credit Hours)

A study of the general features of the economic development experience of the Middle East and North Africa. We will study the structural transformation of these economies and the dynamics of their colonial and post-colonial structures. This course examines the different stages of economic development starting with the early post-colonial period, followed by the period of import substitution industrialization of the 1960s, export-led growth of the 1970s, the debt crisis of the 1980s, the structural adjustment programs of the 1990s, and the Arab uprisings of 2011. We will examine the political economy of the region as it relates to unemployment, poverty, inequality, migration, food insecurity, water stress, climate change, class conflict, gender dynamics, cultural norms, as well as regional and global geopolitical power struggles over the control of key markets such as oil and natural gas.

Prerequisite(s): ECON 301.

Crosslisting: MENA 415.

ECON 417 - The Eurozone: Optimal Currency Area or Incomplete Monetary Union? (4 Credit Hours)

Before 2010, the Eurozone was hailed as the first successful multi-national, large-scale model of monetary and currency union. Several countries in many regions of the world (such as South America, the Middle East, West Africa) have been considering following in the steps of the European Union (EU) by creating similar currency areas in the near future. However, the financial crisis of the late 2000s followed by the sovereign debt crisis of the 2010s have challenged the perception of the Eurozone has a fully functioning currency area. In this class we will seek to place the creation of the Eurozone in the context of the broader evolution of the EU as a cosmopolitan project. We will examine the socio-economic theories and political ideologies behind the creation of the Eurozone. This will require an understanding of the macroeconomic models which underlie the concept of 'optimal currency area' and an investigation of the degree to which the Eurozone is a fully completed project. In particular the solutions provided by EU leaders and institutions to the economic crisis in Greece (and other countries in the Eurozone) will give us a chance to reflect upon the future of the Eurozone and to discuss the intellectual and practical implications of two alternatives that member-states may face as they look towards the future of the EU: 1. the pursuit of further EU integration through the creation of a supranational fiscal and political union or 2. the beginning of a process of political and economic devolution towards smaller scale European projects.

Prerequisite(s): ECON 301.

ECON 418 - Personal Finance (4 Credit Hours)

This course focuses upon the application of economic theory to major issues faced by consumers in our modern economy. The course will combine economic theory, practical skills drawn from finance and Internet search strategies to empower students to make informed and rational decisions. The first half of the course will focus on buying and borrowing. The second half of the course will deal with investing and the risk versus expected reward tradeoff. The goal is not to learn what decisions to make, but rather to understand how economic theory can allow one to make better choices.

Prerequisite(s): ECON 301.

ECON 419 - Advanced Topics in Macroeconomics (4 Credit Hours)

This course will consider advanced topics in macroeconomics, such as investment theory, consumption theory, the theory of economic growth, and dynamic stochastic general equilibrium models. It will apply calculus tools to topics that may have been previously covered in Intermediate Macroeconomics. The course is designed to be a stepping stone to graduate school.

Prerequisite(s): ECON 301 and MATH 130 or MATH 135 or MATH 145.

ECON 421 - Public Economics (4 Credit Hours)

This course examines the economic rationale for government to better understand the role of the public sector in a market economy. The theory and practice of Federal budgeting and taxation is examined to investigate the impact of taxation and government spending on the economy. Topics studied may include social insurance, healthcare finance, welfare and education policy.

Prerequisite(s): ECON 302.

ECON 422 - Industrial Organization and Antitrust Economics (4 Credit Hours)

This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory.

Prerequisite(s): ECON 302.

ECON 423 - International Trade (4 Credit Hours)

This course is anchored in the following key questions: 1) What determines the pattern of international trade? 2) What are the effects of foreign trade on the key parameters of a country's social and economic well-being such as growth, employment and income distribution? 3) What is the role of policies in a contemporary globalized economy? The learning objectives of this course are threefold. First, students will learn various analytical tools to study international trade and trade related issues. Second, in addition to factor endowments, students will understand the importance of history, socioeconomic structures, international social and power relations, and international politics in international trade. Third, students will develop the abilities to critically assess some important past and present trade policies.

Prerequisite(s): ECON 302.

ECON 425 - Race and Ethnicity and the U.S. Economy (4 Credit Hours)

Race and ethnicity play important roles in our economy. They serve as social signals, group identities, political factions and community delineations around which the forces of inequality, poverty and growth carve their path. How can we analyze and come to understand the roles that race and ethnicity play in our society? Economics and economic history, along with a diverse set of interdisciplinary tools, allow us to look into the past, at the inception and development of racial and ethnic identities, and further our understanding of the hierarchies of power embedded in the notions of race and ethnicity.

Prerequisite(s): ECON 302 or consent.

ECON 426 - Behavioral Economics (4 Credit Hours)

This course surveys recent developments in the field of behavioral economics, which introduces insights from psychology into economic modeling, and explores features of human behavior which are largely ignored in the neoclassical economic model of decision making: bounded rationality, self-interest, and willpower. Bounded rationality implies that individuals have limited ability to process information and simplify decisions by using simple rules of thumb known as heuristics. The use of heuristics can lead to overconfidence, loss aversion, the endowment effect, status quo bias, and other behaviors that influence economic outcomes. Bounded self-interest implies that individual preferences have a social dimension such that concerns about fairness influence labor market outcomes and concerns about trust affects the gains from trade. People exhibit bounded willpower when they make short-term decisions that are inconsistent with their long-term goals and well-being. Examples of bounded willpower include procrastination, drug and alcohol abuse, failure to eat right and exercise, etc. Behavioral economics aims to design better public policy to limit environmental degradation, to reduce poverty, promote macroeconomic stability, and to create more realistic models of human behavior. Behavioral economists typically test theories of behavior by conducting experiments in the laboratory or in the field. This course introduces students to experimental methods used by behavioral economists and requires students to design a unique experiment using these methods.

Prerequisite(s): ECON 302.

ECON 427 - Environmental Economics (4 Credit Hours)

This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist to understand those factors that may mitigate against economic solutions. The course fulfills the SES Social Science requirement.

Prerequisite(s): ECON 302.

Crosslisting: SES 427.

ECON 428 - Financial Instability and Economic Crises (4 Credit Hours)

Throughout the history of market economies, financial markets have periodically experienced rapid changes in the prices of financial assets, i.e., booms and crashes. These periods of instability are often connected to rising unemployment, fall in production, and painful economic crises. In spite of this, an influential contingent of economists - sometimes referred to as "free market" economists - continue to argue that all markets are stable and that government regulations are at best unnecessary and at worst counterproductive. This course studies the historical development of the "free market" ideology and explores many of the serious challenges to this ideology that come from both economic theory and economic history.

Prerequisite(s): ECON 302.

ECON 429 - Financial Economics I (4 Credit Hours)

Financial markets play an important role in allocating resources, managing risks and promoting or threatening macroeconomic growth and stability. This course introduces students to the institutional structure and economic reasoning for understanding investment theory and practice, security analysis, and financial intermediation.

Prerequisite(s): ECON 302.

ECON 430 - Financial Economics II (4 Credit Hours)

The goal of this course is to learn the principles associated with the investment, financing and dividend decisions needed to manage organizations, particularly the corporation. The course covers valuations of assets, capital budgeting, cost of capital, capital asset pricing model, capital structure, payout policy, agency problems and corporate governance.

Prerequisite(s): ECON 149 and ECON 429.

ECON 431 - Advanced topics in Microeconomics (4 Credit Hours)

This course explores the mathematical foundations of microeconomics. Constrained and unconstrained optimization are employed to generate the results of consumer theory, producer theory and market structure. The course is particularly well suited for those students contemplating graduate study in economics or business.

Prerequisite(s): ECON 302.

ECON 440 - Topical Seminars in Economics (4 Credit Hours)

Open to advanced students, these courses will typically involve the preparation of a research paper and be offered in a variety of applied economic fields.

ECON 441 - Game Theory (4 Credit Hours)

Game Theory analyzes the strategic behavior of firms, consumers, political parties, and individuals in their everyday interactions. This course provides a set of tools to examine the interaction of multiple strategic agents in which the payoff of one agent depends not only on its own actions but also on the actions of other agents. The focus of the course will mainly be applied, although some basic general principles will be discussed to address these strategic situations more rigorously. Different examples, ranging from business and industrial organization to politics, international trade, law, and biology, will be used, showing the importance and usefulness of the concepts discussed. This is a special topics course.

ECON 442 - Tale of Two Recessions: 2008 and 2020 (4 Credit Hours)

This course compares the two most recent recessions in the United States: The Great Recession of 2007-09 and the Covid-19 recession of 2020. Special attention is paid to the housing bubble that preceded the Great Recession and how the housing sector crisis spread to the rest of the economy. The responses of monetary, fiscal, and regulatory policies are explored in depth for both recessions. The disappointing rate of recovery after the official end of the Great Recession and the persistently high unemployment rate due to the COVID-19 recession are also studied. This course focuses on refining students' quantitative theoretical and empirical skills and applying them to recent macroeconomic events. Both recessions are extraordinarily complex. Concepts and methodologies from diverse areas including macroeconomics, microeconomics, law, finance, political science, and other disciplines contribute to understanding these phenomena. Students will write a research paper that draws on existing tools-based knowledge from prerequisite courses and examines a topic related to the Great Recession and/or the COVID-19 recession that the course does not cover in detail.

ECON 443 - Philosophy of Economics (4 Credit Hours)

This course delves into the methodological and ethical foundations of contemporary economics, exploring the deeper questions behind economic models and theories. We'll go beyond equations and graphs to examine how theories contribute to the generation of economic knowledge, how they align with empirical findings, and what are some of the limitations or problems in some of the assumptions they entail. Students will tackle questions like: What makes an economic decision "rational"? How do ethical considerations influence economic outcomes? And how does economics, as a science, compare to disciplines like physics or biology? By engaging with classic texts and contemporary debates, the course connects abstract philosophical concepts with real-world economic issues. Key applied topics include the logic of rational choice, well-being, and welfare economics, efficient market hypothesis and behavioral finance, and the challenges of economic prediction and policy-making. Designed for students with an interest in economics, philosophy, or the broader impact of ideas on society, this course invites participants to critically assess how economic knowledge is developed, validated, and used in practice.

ECON 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ECON 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ECON 462 - Health Economics (4 Credit Hours)

This course introduces health economics by putting its contemporary definition, determinants and direction as a field into a broad global context. In this course, students learn how to evaluate issues pertaining to health, health disparities, public health and policies concerning health outcomes, insurance and markets. By the end of the course, students will be able to explain various health care and insurance models, and differences between universal and private healthcare delivery systems.

Prerequisite(s): ECON 307.

ECON 464 - Labor Economics (4 Credit Hours)

This course develops the basic theories of labor supply and labor demand. Using these theories, we examine the influence that human capital investments, institutional forces, and government policies have on wages and hours worked. A focus of this course will be on empirically testing theoretical models using real-world data.

Prerequisite(s): ECON 307 or ECON 302 and DA 101.

ECON 465 - Forensic Economics (4 Credit Hours)

After an untimely death or a wrenching divorce, forensic economists are often called upon to estimate the economic worth of a human life or a family business. To make such estimations requires that students have a firm understanding of the underlying micro- and macroeconomic aspects of economic theory, of the relevant demographic and economic data that is available, and of the process of calculating net discounted present value. There are generally accepted ways of calculating economic worth, but there are also grey areas where judgments are made. The latter requires a subtle understanding of the issues behind why one assumption may be better than another and its impact on the final value of economic worth. Students will role-play a movie forensic economist who is a member of a well-respected law firm specializing in wrongful death and divorce.

Prerequisite(s): ECON 301 and ECON 302.

ECON 466 - Evolution of the Western Economy (4 Credit Hours)

This course examines the path of economic growth and its consequences in the major Western economies from pre-industrial times through the late nineteenth century. We will spend the first part of the semester exploring the causes and consequences of the Industrial Revolution in Britain, and then conclude with an examination of the integration of the world economy in the late-19th-century wave of globalization. We will examine major historical developments in the structure of the economy and evaluate the related contributions to the economic history literature. The main objectives of the course are to introduce you to the methods and approaches of economic historians, and for you to develop your analytical and critical thinking skills by engaging with some of the major ongoing debates within the field of economic history.

Prerequisite(s): ECON 301 and ECON 302.

ECON 467 - Econometrics II (4 Credit Hours)

Econometrics II builds upon the foundation of Introductory Econometrics. Among its goals are: to expand each student's proficiency in estimating and interpreting economic models, to enhance each student's ability to do economic research, to increase each student's ability to read the research literature and to better prepare those students desiring to go to graduate school in economics.

Prerequisite(s): ECON 307 or ECON 302 and MATH 220.

ECON 468 - Topics in Twentieth Century Economic History (4 Credit Hours)

This course examines major developments in the economic history of the 20th century, with a primary focus on the U.S. and Western Europe. Topics will include the implementation of progressive-era social policy, the Great Depression, and the economic consequences of the two world wars, including the post-WWII economic boom, rise in female labor force participation, and development of European welfare states. The course will be seminar style, reading- and writing-intensive, and the focus will be on how economic historians have interpreted the causes and consequences of the major economic events of the 20th century.

Prerequisite(s): ECON 301 and ECON 302.

Education (EDUC)

EDUC 199 - Introductory Topics in Education (1-4 Credit Hours)

A general category used only for the evaluation of transfer credit.

EDUC 213 - The U.S. Education System (4 Credit Hours)

Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed primarily from a sociological perspective. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequities in schooling, and the differentiated curriculum.

EDUC 215 - Legal Issues in U.S. Education (4 Credit Hours)

In this writing intensive seminar students will explore the legal structure of schooling in the United States, primarily by studying cases that have reached the U.S. Supreme Court. We will begin with an overview of legal and extralegal sources of control in schooling, a review of the United States Constitution, and discuss some landmark court rulings regarding school issues. The class will study a set of cases collectively and each student will engage in independent study of a legal issue of her or his own choosing. We will use writing as a mechanism for intellectual exploration throughout the course. Note that this course is not eligible to fulfill a Social Science General Education requirement.

EDUC 246 - Intermediate Topics in Education (4 Credit Hours)

This course provides a venue in which to explore chosen topics in Educational Studies at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit. This course may be cross-listed based on the topic and disciplines that inform it.

EDUC 249 - The Learner and the Teacher: Childhood (4 Credit Hours)

This course explores the learning-teaching process in the elementary grades. Topics for the course include learning theories, developmental patterns of the young child, learning profiles, differentiated instruction, and methods of teaching. This course includes a 30-hour curricular service learning commitment each week to an area school classroom. The student will complete a variety of activities that focus on the learner, the teacher and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Course is a curricular service learning course.

EDUC 250 - The Learner and the Teacher: Adolescence (4 Credit Hours)

This course explores the learning and teaching process in middle and high school settings. Students will build an understanding of adolescent development, including its physical, social, emotional, and cognitive aspects. It emphasizes evidence-based teaching strategies, behavioral support techniques, and the application of these strategies in teaching to address learning obstacles and ensure equitable education for all students. A key component of this course is curricular service learning, which serves as a practical lab where students can apply the teaching methods learned in class. Course is a curricular service learning course.

EDUC 270 - General Methods of Teaching (2 Credit Hours)

This course is designed to extend students' understanding of the discipline of teaching and provide in-depth practice of strategies introduced in previous courses. Elements include planning, instructional strategies, assessment, motivation, student groupings and classroom management. Assignments require students to put course concepts into practice.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 280 - Field Experience (1-2 Credit Hours)

The student may request to apprentice in a local school, social service agency, or non-profit organization with a teacher or other supervisor. The student will observe and provide assistance in the setting and confer regularly with the Field Experience Coordinator through journaling and class meetings. Course is a curricular service learning course.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 283 - Beyond Good Intentions (4 Credit Hours)

This class is for students who plan to enter public service or helping professions (such as journalism, education, healthcare, or counseling). This experiential learning course aims to develop narrative competence – the ability to acknowledge, absorb, interpret, and act on the stories and plights of others. Through reading, writing, and regularly volunteering with local organizations, we will work together to improve our abilities to receive and tell stories. We'll acquire knowledge, tools, and habits of mind that we can use in current and future efforts to help others. We'll consider how to avoid harming others in the name of helping. And we'll intentionally cultivate compassion, presence, and self-awareness.

Crosslisting: JOUR 382.

EDUC 289 - Quantitative Methods in Educational Research (4 Credit Hours)

This course is designed to equip students with a comprehensive understanding of the primary quantitative research methodologies in education and their associated data analysis techniques. Aimed at enhancing scientific literacy, the course covers the foundational elements of designing, conducting, analyzing, and evaluating quantitative research in education. Students will engage with experimental, quasi-experimental, and non-experimental methods, including observational and survey research. Key objectives include mastering research design principles, understanding control, reliability, and validity in educational research, and developing proficiency in statistical analysis. With a focus on practical application, this introductory course encourages students to connect theoretical knowledge with real-world educational topics and contexts. It is well-suited for those new to quantitative research and those seeking to refine their understanding and application of statistical methods in education.

Prerequisite(s): EDUC 213.

EDUC 290 - Qualitative Inquiry (4 Credit Hours)

This course will introduce students to qualitative research in the field of education and invite them to explore various methodologies within the interpretivist tradition through course-based readings and engagement in their own qualitative study. The course will seek to affirm the qualitative-oriented ways students already attempt to make sense of the world around them and support their development of new perspectives and tools for systematic, qualitative inquiry. The course will also ask students to consider who they are in the research process, and how their worldviews and understanding of themselves might shape hyphenated-encounters with human participants. In order to pursue these larger course goals, we will engage in close readings and analysis of shared course texts as well as original qualitative studies.

Prerequisite(s): EDUC 213.

EDUC 299 - Intermediate Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 300 - Philosophy of Education (4 Credit Hours)

In this course students consider questions regarding how people learn and the role of education in society from a philosophical perspective. Class members read primary works of selected educational theorists including Plato, Isocrates, Rousseau, Wollstonecraft, Dewey, and Martin. Students develop a familiarity with major educational themes of the past and engage current issues and problems in education.

Prerequisite(s): EDUC 213.

EDUC 312 - Literacy and Learning: Theory and Practice (4 Credit Hours)

The purpose of this course is to explore literacies within schools and communities, and to understand the sociocultural, linguistic, cognitive, and developmental dimensions of these human practices, which are so integral to educational endeavors. Emphasis is placed on theories of literacy and learning as a way to think about classroom instruction, variation in reading, writing, and composition as social practices, and the role literacies play in mediating the human experience within and beyond the classroom. The course includes a 20-25-hour service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts.

Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 315 - Development of Children with Special Needs (4 Credit Hours)

Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairments and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course fulfills the Power and Justice (P) GE requirement. Note that this course is not eligible to fulfill a Social Sciences General Education requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

EDUC 330 - LGBTQ+ Identities In and Beyond Schools (4 Credit Hours)

The goal of this course is to examine the historical and contemporary experiences of LGBTQ+ students and teachers in schooling and to consider, more broadly, schools as sites where normative notions of gender, sex, and sexuality can be reinforced and/or disrupted. Relatedly, the seminar will support students in the development of habits of mind, strategies, and practices that (re)make school spaces where diverse gender identities and sexualities are acknowledged, imagined, and embodied, and queer futurity (Muñoz, 2009) can be realized.

Prerequisite(s): EDUC 213 or QS 101.

Crosslisting: QS 330.

EDUC 340 - In the Company of Educated Women (4 Credit Hours)

This is a course on women's educational history in the United States.

The scope encompasses some general patterns in women's educational experiences—as students, teachers, school administrators, and in higher education at particular points in U.S. history. Examining gender issues in historical context allows us to get a handle on how education, ideology, and political economy influence the contours of societies, and limit or extend possibilities for individuals.

EDUC 345 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 346 - Special Topics (4 Credit Hours)

Independent study or seminar work on selected topics under the guidance of staff members.

Prerequisite(s): Consent of chairperson.

EDUC 350 - Exceptionalities and Intervention (4 Credit Hours)

This course focuses on understanding and supporting individuals with disabilities, specifically within the education system. It covers the characteristics, educational, and functional considerations, and implications of all areas of exceptionality, including those with learning disabilities, cognitive impairments, social and emotional challenges, as well as speech and language, hearing, visual impairments, physical disabilities, and health impairments. It also includes an overview of the evolution and foundations of the legal frameworks and policies related to supporting individuals with disabilities in the U.S.

Prerequisite(s): EDUC 213.

EDUC 360 - History of African American Education (4 Credit Hours)

The goal of this course is to examine the historical experiences of African Americans in education and related aspects of life. Much of the course will focus on Blacks' experiences in schooling in the South from Reconstruction to the Civil Rights Movement of the 1960s. In addition, students will contrast African American schooling experiences with those of Native Americans and others during this period. Students who enjoy and benefit from cooperative and participatory learning environments are encouraged to take this course.

Prerequisite(s): EDUC 213 or BLST 101 or BLST 235.

Crosslisting: BLST 360.

EDUC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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EDUC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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EDUC 390 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students; schools and society; and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors. **Prerequisite(s):** EDUC 213.

Crosslisting: WGST 391 and BLST 372.

EDUC 399 - Advanced Topics in Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

EDUC 421 - Senior Seminar (4 Credit Hours)

Students will build upon knowledge and understanding of selected topics developed in previous coursework in education, develop the skills required in the process of doing research and preparing work for presentation or publication, and reflect upon study in the major through a culminating ePortfolio assignment.

Prerequisite(s): Senior standing in Educational Studies.

EDUC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

EDUC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

English (ENGL)

ENGL 113 - Early British Literature (4 Credit Hours)

A study of selected works by men and women writing in the 8th through the 17th centuries. With close attention to various genres and through various critical approaches, this course attends to literary and cultural developments as reflected in a variety of texts and contexts.

ENGL 114 - 18th and 19th-Century British Literature (4 Credit Hours)

A study of selected works by men and women in the 18th and 19th centuries in England. The course pays close attention to various genres - satire, poetry, drama, criticism, and fiction - and is designed to sharpen students' reading, interpretive, critical thinking, and writing skills while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts.

ENGL 115 - Shakespeare (4 Credit Hours)

A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as viewed through a variety of critical perspectives.

ENGL 130 - American Literature Before 1900 (4 Credit Hours)

A historical survey of texts and literary movements in America before 1900. With attention to various genres and critical approaches, this course emphasizes literary responses to such issues as progress, national identity, race, gender, and the American landscape.

ENGL 150 - Introductory Topics in Literature (4 Credit Hours)

Introductory Topics to Literature introduces students to the study of literature by providing students with a broad overview of a literary topic, genre, or tradition chosen by the professor. Topics may include space and place in literature, politics and literature, current events and literature, economics and literature, etc. Genres may include poetry, the short story, the novel, drama, detective fiction, science fiction, domestic fiction, etc. Traditions may include African American literature, queer literature, British literature, postcolonial literature, etc. The course teaches students how to read, analyze, and enjoy literature as well as write about literature. It also teaches students why studying literature in college is important to their personal, professional, and civic lives.

ENGL 199 - Introductory Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 202 - Literary Theory and Critical Methods (4 Credit Hours)

This course will teach students skills and materials that are important in literary studies today. It will include methods of reading and writing literary criticism, research methods in literary studies, analytical practices, an overview of literary theoretical debates of the 20th century, and selected readings from contemporary theory. In each section, the teacher will use one or two literary texts to test interpretative and theoretical approaches.

ENGL 210 - Old Books in New Media (4 Credit Hours)

This class will recreate three classic pieces of British literature as twenty-first-century stories told in new media. The class will (1) reimagine the medieval pilgrimage narrative, *The Canterbury Tales*, as a series of podcasts, (2) map out a contemporary picaresque novel inspired by the eighteenth-century novel *Moll Flanders*, and (3) rewrite and illustrate the early-twentieth-century poem *The Waste Land* using generative AI. In each case, teams of 3-4 students will study the form and medium of the old book as well as its historical and cultural context, and then use that knowledge to imagine what a parallel story or poem might be in our own time and in new media forms. In doing so, students will learn how history, culture, form, and media shape imaginative storytelling, and they will become better storytellers themselves. They will also develop teamwork and collaboration skills as they learn to distribute work and hold each other accountable for realizing a shared vision. This course fulfills an oral competency (R) general education requirement, so students will offer several presentations over the course of the semester.

Crosslisting: DH 209.

ENGL 219 - 20th-Century Poetry (4 Credit Hours)

A survey of 20th-century poetry. Attention to major poets as well as literary schools will be enhanced by attention to the wider history, philosophy, and aesthetics of the time.

ENGL 220 - 20th-Century Fiction (4 Credit Hours)

A survey of 20th-century fiction. Attention to major writers will be enhanced by attention to the wider history, philosophy, and aesthetics of the time.

ENGL 221 - Literary Journalism (4 Credit Hours)

A survey of literary nonfiction writing in the 20th and 21st centuries that will ground students in the history and more recent developments of the genre as well as the ethical dilemmas of the genre.

Crosslisting: JOUR 200.

ENGL 225 - Women in Literature (4 Credit Hours)

Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity, and power.

Crosslisting: WGST 225.

ENGL 237 - Introduction to Creative Writing (4 Credit Hours)

Offers a basic understanding of and experience in writing poetry, fiction, and creative nonfiction and teaches students to pay close attention to language and narrative, central elements of all long-form nonfiction writing.

ENGL 240 - 20th-Century Drama (4 Credit Hours)

A survey of 20th-century drama with emphasis on British and American playwrights and an eye to female and minority dramatists disenfranchised from the main stages.

ENGL 245 - Queer Literature (4 Credit Hours)

A study of selected works by and about bisexual, gay, lesbian, and transgender people.

ENGL 250 - Re-Presenting the Holocaust through Literature, Theory, & Film: Bearing Witness to the Unwitnessable (4 Credit Hours)

In "The Witness and the Archive," Giorgio Agamben argues that the only true witnesses of the Holocaust are victims of the gas chamber. So how do we bear witness to a traumatic past that defies memory, comprehension, signification, and even representation? Given the rise of hate—anti-Semitism and white nationalism—within the US and abroad, the need to remember and inquire is all the more pressing. This course will look at the ways prose, poetry, film, and theory attempt to bear witness to the Nazi-genocide, complicating and unsettling our understanding of the Holocaust. Although historiography will be frequently engaged, this is neither a history nor purely a literature course but rather a discussion-based inquiry into the way the Holocaust defies our discipline-based modes of study and requires a unique, empathy-rich approach that listens to the past while hearing its ghostly echoes in the present.

ENGL 251 - Survey of Asian American Literature (4 Credit Hours)

This course is a survey of the major issues, movements, and/or themes in the study of Asian American literature and culture—including novels, poetry, performance, short stories, graphic novels, memoirs, and essays—with the goal of understanding them within the contexts of their production. Issues and topics may include immigration, diaspora, ethnic and gender formation, kinship and sexuality, interethnic dynamics, cultural nationalism and feminism, model minorities and Orientalism, assimilation, and generational conflict.

ENGL 252 - Caribbean Literature in English (4 Credit Hours)

The Caribbean is home to hundreds of islands and many nations, but the shared history of European colonialism and the Atlantic trade in enslaved people has given some geopolitical coherence to the region, which is culturally, ethnically, racially, and linguistically diverse. Though literature from the Caribbean is written in many languages, this course surveys Anglophone Caribbean literature and it analyzes it within the historical, political, and social contexts of colonialism, postcolonialism, and diaspora.

ENGL 253 - O Canada: Multicultural Canadian Literature (4 Credit Hours)

This course is an introductory survey of twentieth- and twenty-first-century Anglophone Canadian literature with an emphasis on multicultural voices and perspectives across a range of genres, including poetry, drama, short and long fiction, and critical theory.

ENGL 254 - African American Literature (4 Credit Hours)

Offers a historical survey of major texts, movements, and/or themes in the development of a distinct African American literary tradition. By examining texts from multiple genres and periods, students will be introduced to critical concepts central to the study of African American literature, including Middle Passage, slavery, diaspora, race, class, gender, sexuality, ecology, migration, language, and power.

Crosslisting: BLST 254.

ENGL 255 - Ethnic Literature (4 Credit Hours)

A study of the literature of various ethnic, racial, and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements, and contemporary relations of groups in American society.

Crosslisting: BLST 255.

ENGL 260 - Contemporary African Novels in English (4 Credit Hours)

A study of contemporary Anglophone African novels, all of which engage with histories and experiences of European colonialism.

Crosslisting: BLST 260.

ENGL 291 - Environmental Literature (4 Credit Hours)

This course examines humanity's relationship with and shifting conceptions of the nonhuman world through a range of literary and cultural texts. While reading selections will vary, they will generally include writers who reflect different ethnic, regional, and/or national outlooks and who work in various modes, including fiction, poetry, memoir, natural history, and science writing.

Crosslisting: SES 291.

ENGL 299 - Intermediate Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 302 - Studies in Literary Theory (4 Credit Hours)

A study of major literary and cultural theories important to literary studies today. The course will emphasize readings in primary texts by critical theorists as well as applications of those theories to text of various kinds. The teacher may focus on in-depth studies of one or two critical or cultural theories.

ENGL 310 - Studies in Literature (4 Credit Hours)

An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit.

ENGL 314 - Studies in the Short Story (4 Credit Hours)

A study of selected works of major and representative writers working in the genre of the short story. This course may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools and movements (such as the avant-garde, naturalism, or modernism), or on special topics within the field (such as postcolonial fictions or Southern writing).

ENGL 325 - African - American Women's Literature (4 Credit Hours)

Historical and contemporary African - American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States.

Crosslisting: BLST 325 and WGST 325.

ENGL 326 - Native American Literature (4 Credit Hours)

A study of Native American literature that will provoke considerations of Native American cultural and religious traditions, historical and legal struggles, artistic achievements, and contributions to contemporary American culture.

ENGL 327 - Queer Theory (4 Credit Hours)

Queer Theory is an interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics, and law.

Crosslisting: QS 227.

ENGL 337 - Form and Theory of Narrative (4 Credit Hours)

A critical and theoretical exploration of the formal elements and structures of prose narratives. The course will examine readings in various prose genres, including (but not limited to) novellas, novels, and memoirs. It is especially useful for creative writers working in creative nonfiction and fiction.

ENGL 338 - Form and Theory of Poetry (4 Credit Hours)

A critical and theoretical exploration of the formal structures and expectations of genre within poetry. The course will examine readings in a range of poetic genres and forms, both traditional and contemporary. It is especially useful for English literature majors and English-Creative Writing majors working in poetry.

ENGL 340 - Contemporary Drama (4 Credit Hours)

Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and GLBTQ playwrights.

Crosslisting: QS 351.

ENGL 341 - Studies in the English Novel (4 Credit Hours)

This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Bronte, Gaskell, Dickens, Eliot, or Hardy.

ENGL 342 - Studies in the Contemporary Novel (4 Credit Hours)

This class studies the movements and traditions within contemporary novels, focusing on such writers as Toni Morrison, Philip Roth, Zadie Smith, and Salman Rushdie.

ENGL 343 - Studies in Contemporary Poetry (4 Credit Hours)

This class studies the schools, movements, traditions, and innovations within contemporary poetry, focusing on selected works of such writers as Anne Carson, W.S. Merwin, Carl Phillips, and Charles Wright.

ENGL 345 - The Trans Novel (4 Credit Hours)

This class studies long fiction written by trans people that feature trans experiences. The Trans novel also reviews historical and methodological elements of Queer Studies.

ENGL 346 - The English Language (4 Credit Hours)

A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage.

ENGL 348 - Studies in Medieval British Literature (4 Credit Hours)

Special topics courses studying the textual forms of England, Scotland, Wales, and Ireland from 500 to 1500 CE.

ENGL 349 - Studies in European Literature (4 Credit Hours)

Selected works in translation from the Middle Ages through the 21st century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chrétien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Molière, Goethe, Ibsen, Tolstoy, Calvino, and Christa Wolf.

ENGL 355 - The Harlem Renaissance (4 Credit Hours)

An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s.

Crosslisting: BLST 355.

ENGL 356 - The Narrative of Black America (4 Credit Hours)

A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction.

Crosslisting: BLST 356.

ENGL 357 - Postcolonial Literature and Criticism (4 Credit Hours)

Readings in literature and criticism from Asia, Africa, Latin American, and the Caribbean, in response to the experience of colonialism.

Crosslisting: BLST 357.

ENGL 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Afro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: BLST 358 and WGST 358.

ENGL 361 - Directed Study (1-4 Credit Hours)

Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 362 - Directed Study (1-4 Credit Hours)

Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 363 - Independent Study (1-4 Credit Hours)

Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 364 - Independent Study (1-4 Credit Hours)

Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major, but it may not be used in place of required 300-level courses.

ENGL 365 - Studies in 16th and Early 17th-Century British Literature (4 Credit Hours)

A study of selected works of poetry, prose, and drama from 1500-1660.

ENGL 366 - Studies in Late 17th and 18th-Century British Literature (4 Credit Hours)

Special topics courses based in the literacy culture of England from roughly 1640-1800.

ENGL 367 - Studies in 19th-Century British Literature (4 Credit Hours)

Selected topics in the literature of 19th-century England. The course may focus on Romantic or Victorian authors or representative writers from both eras.

ENGL 368 - Studies in 19th-Century American Literature (4 Credit Hours)

Selected topics in the literature of 19th-century America.

ENGL 369 - Studies in Early American Literature (4 Credit Hours)

Selected topics in the writings of colonial and early national America.

ENGL 375 - Late 17th and 18th-Century Drama (4 Credit Hours)

Studies in the production, reception, and sociopolitical context of British drama from roughly 1660 to 1800.

ENGL 383 - Fiction Writing (4 Credit Hours)

An advanced workshop course in fiction writing. Students will be asked to read a wide selection of short fiction and to complete and revise a significant collection of their original work. Students will attain a working knowledge of fictional forms, techniques, and aesthetics.

Prerequisite(s): ENGL 237.

ENGL 384 - Creative Nonfiction Writing (4 Credit Hours)

Gives students in-depth experience in narrative writing in a variety of literary nonfiction forms, ranging from the lyric and personal essay to long-form reportage.

Prerequisite(s): ENGL 237.

ENGL 385 - Poetry Writing (4 Credit Hours)

An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry and to complete and revise a chapbook collection of their original works. Students will attain a working knowledge of poetic forms, techniques, and aesthetics.

Prerequisite(s): ENGL 237.

ENGL 386 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling..

Crosslisting: JOUR 201 and DH 230.

ENGL 391 - Nature's Nation (4 Credit Hours)

This course explores how a range of nineteenth-century American authors represented the natural world, examining how those representations of nature are informed by gender, class, and racial identities and how they become implicated in discourses of nationalism and imperialism.

Crosslisting: SES 391.

ENGL 399 - Advanced Topics in English (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

ENGL 400 - Junior and Senior Seminar (4 Credit Hours)

An intensive study of a particular theme or topic in literary and/or cultural studies, this junior and senior seminar is required of all English literature majors but is open to all junior and senior English majors and minors. Seminar topics change each semester. May be taken more than once for credit. Open to juniors or seniors with a major or minor in English.

ENGL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ENGL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ENGL 453 - Senior Writing Project (4 Credit Hours)

This one-semester course is the required capstone of the English–Creative Writing major. Directed by a creative writing professor in a combination of small-group workshops and individual tutorials, each student undertakes an individualized reading program and produces a substantial manuscript of original creative work.

Prerequisite(s): ENGL 237 and two of ENGL 383, 384, 385.

ENGL 454 - Intensive Senior Writing Project (4 Credit Hours)

This one-semester course is an optional second semester of the English–Creative Writing major capstone project that may be taken following successful completion of ENGL 453. Directed in a combination of small-group workshops and individual tutorials, each student continues the individualized reading program begun in ENGL 453, culminating in an even more substantial and polished manuscript of original creative work.

French (FREN)

FREN 111 - Beginning French I (4 Credit Hours)

A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French.

FREN 112 - Beginning French II (4 Credit Hours)

A continuation in the development of the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. Conducted in French.

Prerequisite(s): FREN 111.

FREN 199 - Introductory Topics in French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 211 - Intermediate French (4 Credit Hours)

A completion of an overview of the structure of French. Emphasis placed on developing skills in speaking, writing, listening, and reading. Does not count as credit toward a major or minor. Conducted in French.

Prerequisite(s): FREN 112 or placement.

FREN 213 - Cinema for French Conversation and Pronunciation (4 Credit Hours)

Training and refining of all skills, with an emphasis on pronunciation and oral communication. Conducted in French. The course topic for the fall 2025 term is "Africa on the Screen". This course surveys the evolution of the visual representations of Africa from colonial depictions to contemporary African perspectives. Through the analysis of a selection of films and music clips, students will engage with themes such as 1/ Constructing the Other, 2/ Reclaiming African Stories, 3/ Migration, Belonging, Cultural Identity in Flux, 4/ Youth, Urban Life & Everyday Realities, 5/ Globalization, Conflict, and Family Bonds, 6/ Gender and Liberation 7/ Environmental Advocacy, and 8/ Afro-futurism. The course emphasizes refining French language skills, with particular attention to pronunciation, listening comprehension, and oral communication. Discussions, debates, and oral presentations will help students develop critical thinking and confidence in expressing complex ideas in French. By the course's end, students will gain a deeper understanding of Africa's diverse realities and confidently discuss complex ideas in French.

Prerequisite(s): FREN 211 or placement.

Crosslisting: BLST 281.

FREN 214 - What Makes the French French? (4 Credit Hours)

The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society, and symbolic behavior. The approach compares American and French cultures. Conducted in French.

Prerequisite(s): FREN 213 or equivalent.

FREN 215 - Intermediate French Readings and Grammar (4 Credit Hours)

Students will read extensively from Francophone literary works and works of general culture while reviewing French grammar in detail. Conducted in French. May be taken concurrently with FREN 213 or equivalent.

Prerequisite(s): FREN 213.

FREN 299 - Topics in Intermediate French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 305 - Introduction to Francophone Texts (4 Credit Hours)

Approaches to comprehension and appreciation of literary texts through analysis and writing. Recommended as preparation for advanced work in French. Conducted in French. This course satisfies the upper level writing requirement.

Prerequisite(s): FREN 215 or equivalent.

FREN 311 - Survey of French Literature I: From the Middle Ages through the 18th Century (4 Credit Hours)

Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French.

Prerequisite(s): FREN 215 or FREN 305 or equivalent.

FREN 312 - Survey of Literature of French Expression: 19th-21st Centuries (4 Credit Hours)

Introduction to major literary and cultural movements and figures with readings from representative authors. Conducted in French. This course satisfies the upper-level writing requirement.

Prerequisite(s): FREN 215 or FREN 305 or equivalent.

FREN 330 - Texts in French: Themes (4 Credit Hours)

This course proposes the study of texts of French expression (taken in the broad definition, including the written text, film, music) through a theme such as Childhood Narratives in Francophone Caribbean Literature, Women Voices in Francophone Africa, Literary Children of the French Revolution, French Gastronomy, Maghrebi Immigration to France, Gide, etc. Conducted in French. This course satisfies the upper-level writing requirement.

Prerequisite(s): FREN 305 or FREN 311 or FREN 312.

FREN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

FREN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

FREN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

FREN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

FREN 399 - Advanced Topics in French (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

FREN 418 - Senior Seminar (4 Credit Hours)

Advanced study of special topics in language, literature or culture. Conducted in French. This course satisfies the upper-level writing requirement. Must be taken in senior year.

Prerequisite(s): One advanced course beyond FREN 311 - FREN 312.

FREN 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

FREN 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

German (GERM)

GERM 111 - Beginning German I (4 Credit Hours)

A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major.

GERM 112 - Beginning German II (4 Credit Hours)

A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major.

Prerequisite(s): GERM 111 or placement.

GERM 199 - Introductory Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 213 - Intermediate Conversation and Composition (4 Credit Hours)

Intensive practice in all modalities to improve intermediate level skills. Work in the Language Lab and composition writing will constitute a part of the course. This course satisfies the Oral Communication general education requirement.

Prerequisite(s): GERM 112 or placement.

GERM 214 - Review: Communication and Writing Skills (4 Credit Hours)

Intensive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted in German.

Prerequisite(s): GERM 213 or consent.

GERM 299 - Intermediate Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 302 - Special Topics Seminar (4 Credit Hours)

A seminar with an emphasis on culture and literature focusing on a specific theme or topic. Topics have included divided Berlin, national identity, love in literature of the 90s, women in German media, Afro-Germans, victims and perpetrators in German literature, migration and refugees and grammar review/advanced writing proficiency.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 303 - Seminar: Special Topics in English (4 Credit Hours)

German 303 is a course taught in English. This course treats unique issues in German Studies that have contemporary significance and interdisciplinary content. Possible topics addressed in this course include divided Berlin, German professional sports, history of Germanic languages, migration, fairy tales, the forest in German-speaking cultures, and any 300 level course currently taught in German that could be transposed into the English language.

GERM 304 - German Culture and Civilization: 19th Century to 1933 (4 Credit Hours)

German culture in its historic context of the 19th century to 1933. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 305 - German Culture and Civilization: 1933 to Present (4 Credit Hours)

German history and culture from 1933 to the present. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Also explorations on what it means to become a German citizen. Special emphasis on Germany and Austria as multicultural societies. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 311 - Introduction to German Fiction and Non-Fiction (4 Credit Hours)

The goal of the course is to train the students in the techniques of reading, analyzing and responding to literary and non-literary texts such as, short prose fiction, plays, films, poetry, essays, articles, biographies, etc. Short compositions in German throughout the semester constitute an essential element of the course. This course satisfies the upper level writing requirement. Conducted in German.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 312 - German Literature and Film (4 Credit Hours)

A close study of works by Mann, Kafka, Hesse, Böll, Grass and others. Films by directors such as Lang, Fassbinder, Herzog, von Trotta, Tykwer, Schlöndorff, Wenders, Akin, Link, and others are also a focus of this course. An introduction to film theory complements this course.

Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GERM 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GERM 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GERM 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GERM 399 - Advanced Topics in German (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GERM 441 - Senior Project (1 Credit Hour)

Senior German majors register for this credit with a regularly scheduled 300-level class.

GERM 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GERM 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Global Commerce (GC)

GC 101 - Commerce and Society (4 Credit Hours)

This course provides a thematic introduction to global commerce, emphasizing the interrelationship of commerce and society. The particular topic and approach of the course will vary dependent upon the instructors' choice, but students in all sections will explore the relationship of commerce and society from an interdisciplinary perspective, emphasizing the ways in which the economy and trade are connected to culture, social movements, and other global factors. Broad topics addressed include economic systems & institutions, money & value, markets, labor, commodities, and ethics & equity. GC 101 is required for all Global Commerce majors and is a prerequisite for Global Commerce 201.

GC 199 - Introductory Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 200 - Global Focus Proposal for Global Commerce (0.5 Credit Hours)

This sophomore-level course is required for all Global Commerce majors. In this half-credit course, students create their individually designed Global Focus. Steps in this process include classroom discussion, peer review, oral presentations, and consultation with the program director and assistant director. At the end of the course students submit the Global Focus proposal essay, in which they explain their goals as a GC major and propose a synthesis of coursework, an off campus experience (off-campus study and/or an internship), and language training that will allow them to develop a coherent area of focus within Global Commerce. The Global Focus must be approved by the GC Director, in consultation with the Global Commerce Program Committee as necessary, in order for a student to proceed in the major.

Prerequisite(s): GC 101.

GC 201 - Elements of Commerce (4 Credit Hours)

For GC majors only. This sophomore-level course provides an introduction to the elements of global commerce approached through an examination of the roles and structures of corporations. Students gain an intellectual foundation to help them make sense of business issues in the present and think carefully about business ethics, which includes examining the wisdom, stakes, and consequences of managerial decision-making. The course also builds students' applied skills by introducing them to business vocabulary, accounting practices, and financial reports. Throughout the course, students will gain significant facility in spreadsheet manipulation to learn how to present data effectively. Coursework may require attending co-curricular events. GC 201 is a prerequisite for GC 301 and GC 401. GC 201 is also required for all Global Commerce majors.

Prerequisite(s): GC 101.

GC 202 - Quantitative Methods for Global Commerce (4 Credit Hours)

The modern business environment requires the ability to analyze and summarize data, and to use statistical analysis for decision-making and problem solving. This course introduces Global Commerce majors to the fundamentals of statistics, and to the methods of collecting and analyzing data to solve practical problems in global commerce and social contexts. The primary objective of this course is to enable students to perform and understand statistical analysis of data, with the view of being able to interpret the limitations of statistical findings and to think critically about how statistics is used by others. Topics such as descriptive statistics, basic probability, data visualization, sampling methods, distributions of sample statistics, hypothesis testing, confidence intervals, and statistical inference will be discussed in the commercial, business and social contexts. Throughout the course, students will gain significant facility in spreadsheet manipulation to learn how to present and analyze data effectively. Coursework may require attending co-curricular events.

Prerequisite(s): GC 101.

GC 210 - Sex, Gender & Work (4 Credit Hours)

This course explores the relationship among sex, gender, and labor from the Industrial Revolution to the present. Drawing on history, anthropology, and feminist theory, the course examines various kinds of labor—emotional labor, care work, bureaucratic white-collar work, and sex work, among others—to examine how sex and gender have shaped the perceived value, as well as the legal and social status, or different kinds of work.

Crosslisting: WGST 288.

GC 211 - War and Commerce (4 Credit Hours)

This course will allow students to interrogate the historical connections between commerce and a variety of forms of war. Students will learn about the relationship between war and commerce through specific case studies in a historical context and will learn to identify turning points when disagreements over commerce turn into war. Students will also consider the perspective of companies and countries as they use commerce to influence other military, political, diplomatic, or economic outcomes.

GC 212 - Global Sport and Profit (4 Credit Hours)

This course will explore how profit is created, consumed, and distributed in global professional sports. We will examine soccer and tennis in-depth, weaving discussion of other global sports in with guest speakers and activities. The global sports analyzed in this class generate significant financial gain in public and private forms. Specifically, students will look at the relationship between organizational structures, leagues, community partnerships, and personal investment to interrogate how sports contribute to the economic, social, political, and cultural aspects of nations and peoples.

GC 220 - Sustainable Global Finance (4 Credit Hours)

A well-functioning financial sector is key in improving economic efficiency and producing high economic growth, but in the 21st-century, those goals cannot be achieved without considering both environmental and social sustainability issues. This course gives students a foundation in how sustainability issues (ESG: Environmental, Social and Governance) create challenges to businesses, economies and society, and the role of the financial sector in addressing environmental and social challenges. The course explores questions such as: what is sustainability and why does it matter, what are the challenges to corporations and the economy posed by sustainability, how to value financial assets and how integrated reporting can facilitate valuation and improve transparency. Applications on sustainable investment products such as green bonds, climate financing, and social impact bonds will also be discussed.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: SES 220.

GC 250 - General Topics in Global Commerce (4 Credit Hours)

Open to intermediate students. These courses are offered in a variety of areas related to Global Commerce.

GC 299 - Intermediate Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 301 - Global Trade and Financial Markets (4 Credit Hours)

This course is designed for Global Commerce majors to introduce them to the complexities and fundamentals of global financial markets and international trade. The course begins with the basic principles of global trade, covering determinants of comparative advantage, welfare analysis of trade restrictions such as tariffs and quotas, and the movement of capital across nations. As the course progresses, we will investigate the relationship between interest rates and exchange rates, and how they impact national monetary policy, as well as the balance of payments. Additionally, we will discuss what determines the choice of exchange rate systems and how to hedge against exchange rate risk.

Prerequisite(s): ECON 101 and ECON 102 and GC 101 and GC 201.

GC 350 - Seminar in Global Commerce (4 Credit Hours)

Open to advanced students. These seminars offer topics in a variety of areas related to Global Commerce.

Prerequisite(s): GC 201 and ECON 102.

GC 361 - Directed Study (1-4 Credit Hours)

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GC 362 - Directed Study (1-4 Credit Hours)

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GC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GC 399 - Advanced Topics in Global Commerce (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GC 401 - Global Commerce Senior Seminar (4 Credit Hours)

This course serves as the culminating experience of the Global Commerce major. Students will combine their research, writing, teamwork, and presentation skills with interactions with professionals from the business and non-profits sectors to produce their final senior project. In addition to significant teamwork, semester project will include a sophisticated reflective component that requires students to articulate the connections among the curricular and co-curricular elements of their major experiences. Final projects will incorporate students' foreign language and spreadsheet skills, knowledge related to their global focus, and understanding of organizational strategies and cultures as developed through the GC core courses, co-curricular opportunities and off-campus experience. Coursework may require attending co-curricular events.

Prerequisite(s): GC 101, GC 201 and GC 202 or MATH 120 and GC 301.

GC 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GC 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Global Health (GH)

GH 050 - Experiential Learning (0 Credit Hours)

This 0-credit Experiential Learning component of the Global Health major involves student engagement in a volunteer position, internship, job, research position, or off-campus study experience connected to the field of Global Health. Students work with the Director of Global Health to determine the suitability of a particular experience and to receive approval for this requirement.

GH 100 - Introduction to Global Health (4 Credit Hours)

The course will provide an overview of health from a global perspective with a societal and anthropological focus. The purpose of the course is to evaluate the patterns and societal issues associated with understanding and responses to diseases. Furthermore, students will have an opportunity to analyze quantitative and qualitative data in order to address policy and programmatic change. Central to the course is a critical examination of health disparities, the interaction between health and the environment, and the burden of disease and mortality. Upon completion of the course, students will be competent in addressing global health issues with a critical lens and from a culturally relevant perspective.

GH 199 - Introductory Topics in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GH 202 - Epidemiology (4 Credit Hours)

Epidemiology is the science that studies the distribution and determinants of health events, including various diseases and is built upon the premise that poor health outcomes are not randomly distributed in a population. This course provides an epidemiologic approach to the study of incidence, prevalence, and patterns of health outcomes in populations and the application of this study to the control of global and public health threats. With a lab opportunity, students will learn about study designs used in epidemiology, calculate basic epidemiologic measures, identify threats to study validity, debate population health surveillance and screening programs, and learn to draw appropriate inferences from epidemiologic data and reports. Although Epidemiology makes use of a lab period, it is designated as a non-lab science course (Y non-lab) in Denison's General Education curriculum. Offered 3 of every 4 semesters, contact the Global Health Program for the schedule.

Prerequisite(s): GH 100.

GH 210 - Global Health Research Methods (4 Credit Hours)

This course provides an introduction to the fundamentals of research study design and methods and data collection in the discipline of Global Health. It serves as an introduction to quantitative, qualitative, mixed methods and participatory approaches to research, as well as ethical issues in conducting research. Through different types of texts and articles from global health literature and course work, students will build skills for conducting research and evaluation. Offered 3 of every 4 semesters, contact the Global Health Program for the schedule.

Prerequisite(s): GH 100 and GH 202.

GH 299 - Intermediate courses in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credits.

GH 352 - Planetary Health (4 Credit Hours)

Human health is intimately linked to the natural systems on which it depends. With advances in technology, agriculture, and health knowledge, humans are living longer than ever. However, those same technologies have pushed planetary systems to a breaking point. This class seeks to elaborate a path forward that recognizes the profound impact human 'progress' has on our planet and the reciprocal impact changes in natural systems will have on the future of human health.

Prerequisite(s): GH 100.

Crosslisting: SES 352.

GH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

GH 362 - Directed Study (1-4 Credit Hours)

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GH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

GH 364 - Independent Study (1-4 Credit Hours)

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GH 399 - Advanced topics in Global Health (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GH 400 - Global Health Capstone (4 Credit Hours)

The main purpose of this course is to provide the culminating, integrative curricular experience during the last year of the major. As such, the course draws on students' prior training in the three other core courses and their experiential learning experience gained in the field prior to their graduation. More than just providing a review of the GH curriculum, however, the Capstone is designed to challenge students to reflect and integrate their experiential learning with the goal of developing their own individual point of view regarding the role of global health in contributing to the improvement of the health and well-being of populations across the globe. Offered each Spring semester.

Prerequisite(s): GH 202 or GH 210.

GH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

GH 452 - Advanced Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): GH 451.

Greek (GRK)

Greek is a minor in the Ancient Greek and Roman Studies (<https://catalog.denison.edu/catalog/courses-of-study/ancient-greek-roman-studies/>) Department.

GRK 111 - Beginning Ancient Greek (4 Credit Hours)

An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament.

GRK 112 - Intermediate Ancient Greek (4 Credit Hours)

Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek.

Prerequisite(s): GRK 111.

GRK 199 - Introductory Topics in Greek (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

GRK 211 - Reading Ancient Greek (4 Credit Hours)

Readings from ancient Greek that help students transmission from the first year focus on grammar to learning to read and analyze more advanced authors in the original ancient Greek.

Prerequisite(s): GRK 112 or consent of instructor.

GRK 341 - Topics in Greek Language and Literature (4 Credit Hours)

An examination of a particular genre, theme, or topic in the language and literature of ancient Greek. For example, "Greek Medical Writers" or "Euripidean Tragedy."

Prerequisite(s): GRK 211, previous enrollment in Greek 300-level, or consent of instructor.

GRK 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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GRK 363 - Independent Study (1-4 Credit Hours)

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GRK 364 - Independent Study (1-4 Credit Hours)

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Health, Exercise, & Sport Studies (HESS)

HESS 199 - Introductory topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 200 - History and Organization of Sport in the U.S. (4 Credit Hours)

This course examines the historical foundations of sport in the United States, from the early cultures of the indigenous peoples of North America to present day. In particular we will explore the history of sporting activities by examining their rise from tribal and folk games during pre-colonial and antebellum America, to the national pastimes and amusements of the 19th century, to the financial commodification of sport in the 20th and 21st centuries. Overall, this course will explore how social, political, and economic factors throughout U.S. history have shaped our historical understanding of culture and athletic experiences.

HESS 201 - Fundamentals Health & Exercise (4 Credit Hours)

This course is designed to present introductory material that pertains to the study of health and exercise. Material presented during course include: organization of body's systems and the role of exercise on those systems, medical terminology, common medical conditions, principles of fitness, fundamentals of nutrition, common behavioral theories and psychology of sport, as well as principles of motor behavior and kinetics.

HESS 202 - Applied Anatomy (4 Credit Hours)

An in-depth study of the organization and function of anatomical structures within the human body. Topics include: skin, connective tissue, nervous, musculature, skeletal, digestive, respiratory, cardiovascular, endocrine, and urinary systems. The laboratory component of the class includes cat dissection and skeletal system identification. No first-year students.

HESS 203 - Research Methods in Health, Exercise and Sport Studies (4 Credit Hours)

This course provides an introduction to research methodology with an emphasis on practical relevance and application for students considering careers in health, fitness, movement or sports. Topics include formulation of research questions and hypotheses, recognizing good research designs, understanding statistics and measurement in research, and effective dissemination and application of findings. Acquiring an understanding of research methods in the health sciences is a critical skill for researchers and practitioners. These skills will serve as a critical foundation for HESS students navigating the intermediate and advanced courses in the major.

Prerequisite(s): HESS 200 and HESS 201.

HESS 299 - Intermediate topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 300 - Personal and Community Health (4 Credit Hours)

A study of the biological, psychological, and sociological data underlying a full spectrum of health related behaviors. A variety of topics including physical health, sexual habits and health, drug and alcohol use and family dynamics will be covered. In addition, students will complete a number of self-assessments with respect to their related behaviors.

Prerequisite(s): HESS 202.

HESS 301 - Psychology of Sport (4 Credit Hours)

This course will explore the theoretical and empirical research pertaining to the psychological structure of performance. Using the Social Cognitive Theory as a foundation, this class explores the structure and dynamic interactions between personal factors, environmental/situational factors, and behavior. Specific subjects include, personality, motivation, self-regulation, arousal/anxiety, attribution, and communication.

HESS 303 - Therapeutic Modalities (4 Credit Hours)

This course is designed to present the fundamental principles that govern the use of various therapeutic modalities associated with physical rehabilitation. We will specifically discuss the physical principles of infrared, acoustical, and electrical energy, exploring the mechanisms by which these forms of energy augment the restoration of the body. At each step, we will take time to practice therapeutic applications using prevailing standards of care. This course will explore the importance of health and healing. At the conclusion of the class students will have a greater appreciation for the nexus between the concepts of health, healing and biomedical treatment. Within this class, the art of oral communication as practiced within health care is explored. Students will develop competence in oral communication and the skillful using body language.

Prerequisite(s): HESS 202.

HESS 304 - Kinesiology (4 Credit Hours)

This course is a study of the anatomical and mechanical fundamentals of human motion. The course will examine various joint systems in the body with an emphasis on the forces and biomechanical factors that operate on the muscles, connective tissue and bones in each joint system. Sports specific movements and injury risk factors will also be discussed.

HESS 305 - Chronic Disease Prevention (4 Credit Hours)

This is a course aimed at introducing students to the behavioral basis of diseases. It provides an important foundation for students in the understanding of diseases and the role of behavioral decision making in chronic disease prevention. Emphasis will be placed on the behavioral aspects of disease processes, as well as its relationship to public health and health promotion.

HESS 306 - The Philosophical Athlete: Meanings of Sport (4 Credit Hours)

This course explores the philosophical ideas related to the meanings, functions, values, and purposes ascribed to sport and athletic competition. We will study foundational ethical theory and apply it to matters in sport like competition, performance enhancing drugs, gender equity, capitalism, politics, and notions of violence. Students in this course will assess how sport is connected to social differences and structures, and notions of self in national and global contexts. We will also focus on the realities of players, coaches, administrators, and fans and the rationales they give regarding their relationship to sport. Students will be encouraged to assess how sport functions in their personal lives and consider how course discussions and materials fit into contemporary conversations. Overall, this class explores the many meanings humans give to sport and athletic competitions.

Prerequisite(s): HESS 200.

HESS 307 - Youth Sports in the United States (4 Credit Hours)

This course will examine the role and significance of sport in the lives of youth in the United States. Students will be introduced to the many issues and challenges facing athletic competition amongst children and adolescents today. The course will explore cultural, political, and socio-economic matters as they relate to youth involvement in sport. Students will view sport as a social institution, and as such, examine the impact of sport in American society, and how the differing structures of our society impact youth involvement in athletic competition. The course will also examine youth sports as an industry, and how it influences institutions and corporations, and the relationship of youth sport to a number of entities like government, education, media, business, and religion across the U.S. landscape.

Prerequisite(s): HESS 200.

HESS 308 - The Black Athlete in the U.S. (4 Credit Hours)

This course, grounded in history, Black studies, and sport studies frameworks, focuses on the experiences of Black athletes in the United States from the 18th century to the 21st century. Great emphasis is placed on the 20th and 21st centuries. Through an examination of personal narratives and social movements, students will explore the numerous factors that have shaped the individual and collective experiences of athletes of African descent in sports. The aim is for students to gain an understanding of the role sports have played in the lives of Black athletes in the United States based on their varying social identities that have shaped their lives. The class will place certain themes such as race and racism, slavery and freedom, and oppression and resistance, through the prism of athletics in the context of U.S. society.

Prerequisite(s): HESS 200 or BLST 101.

Crosslisting: BLST 308.

HESS 326 - Lifetime Motor Development (4 Credit Hours)

Life Span Motor Development examines factors that influence motor development from conception through adulthood. This course focuses on theoretical perspectives and practical applications of motor development principles and the mechanisms underlying changes and patterns of movement throughout the lifespan. Factors related to the development of movement skills such as growth, maturation, aging, and perception will be thoroughly examined using the model of constraints as means for solving motor development problems, important to assisting progress in all movement-related fields.

Prerequisite(s): HESS Core (HESS 200, 201, 202, 203).

HESS 361 - Directed Study (1-4 Credit Hours)

A course offered in the Fall semester. Approved students have the opportunity to explore an area of study under the direction of a member of the faculty. This course also provides approved students with the opportunity to participation in directed student research.

HESS 362 - Directed Study (1-4 Credit Hours)

A course offered in the Spring semester. Approved students have the opportunity to explore an area of study under the direction of a member of the faculty. This course also provides approved students with the opportunity to participation in directed student research.

HESS 363 - Independent Study (1-4 Credit Hours)

A course offered in the Fall semester. Students who have a desire to independently explore a subject of their own choosing are invited to seek the approval of a member of the department faculty. Once approved, the student will meet periodically with their faculty sponsor in order to discuss their progression.

HESS 364 - Independent Study (1-4 Credit Hours)

A course offered in the Spring semester. Students who have a desire to independently explore a subject of their own choosing are invited to seek the approval of a member of the department faculty. Once approved, the student will meet periodically with their faculty sponsor in order to discuss their progression.

HESS 389 - History of College Football (4 Credit Hours)

This course focuses on the history of college football in the United States from its northeastern origins to its growth southern and westward. This reading and writing intensive class will also examine the sociocultural factors along with a contemporary exploration of the sport and how it has shaped the current landscape of higher education. "The History of College Football" will explore how college athletics across divisions, conferences, states, and cities helps us understand the realities of the human experience through sport. Considering the various traditions and social mores within the sport, this class will grapple with the larger narrative of American history and culture through the lens of college football.

HESS 393 - Race & Sports in U.S. History (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement.

HESS 399 - Advanced topics in Athletics, Recreation and Health, Exercise and Sport Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HESS 401 - Organization and Administration of Athletics and Physical Education (4 Credit Hours)

Students will study the administration of athletics, physical education and club/intramural sports. Students will be introduced to the various means of structuring an organization in order to achieve the objectives of physical education and athletics. The course will cover budget and various management functions, as well as the essential elements of leadership needed for the efficient administration of sport related programs.

HESS 402 - Orthopedic Injury and Illness Assessment (4 Credit Hours)

This course provides an opportunity for students to comprehend and master the techniques by which orthopedic injuries and common illnesses are evaluated by health care professionals. Each week students are presented with practice session in which the evaluative techniques discussed during lecture are demonstrated and mastered.

Prerequisite(s): HESS 202.

HESS 403 - Exercise Physiology (4 Credit Hours)

The primary purpose of this course is to study the effects of physical activity on human physiology. Various forms of exercise are considered relative to both their immediate and long-range effects. This course requires the fundamental capability to calculate and evaluate quantitative information.

HESS 404 - Therapeutic Exercise in Athletic Training (4 Credit Hours)

This course is designed to present the foundation of therapeutic exercise common to the area of physical medicine and rehabilitation. From the principles of Wolff's Law, Arndt-Shultz, Stress Strain, Stretch-Reflex, and Kaltenbourne Convex/Concave, the specific therapeutic techniques of range of motion, resistance, flexibility, joint mobilization, and neuromuscular control are explored.

HESS 405 - Health Behavioral Theory (4 Credit Hours)

This course presents various theories of health behavior within the study of health and exercise. This class will provide an in-depth study of a variety of health behavior change theories that are used in health interventions. This course provides the groundwork for development of behavior change interventions. Different behavior change theories will be compared and contrasted, and the utility of these theories for different health behavior programs will be discussed. This course is designed to provide students an exploration in theory and experience in developing interventions for health behavior change.

HESS 406 - Leadership Theory and Development Through Sport (4 Credit Hours)

The global sport industry is a massive and varied landscape. Through a synthesis of leadership theory with foundational perspectives of sport, in a multitude of contexts, students will prepare to effectively lead diverse organizations and individuals. This course consists of two distinct aspects: (1) Engagement with leadership theory and principles; and (2) Intrapersonal exploration.

Prerequisite(s): HESS 200 and HESS 301 or consent of instructor.

HESS 426 - Motor Learning and Control (4 Credit Hours)

The purpose of this course is to provide the students with a thorough understanding of the acquisition, control, and regulation of human movement. Students will become familiar with the learning conditions that facilitate and inhibit motor skill attainment and performance. Topics include theories of behavioral and neurological control of movement, movement preparation, the role of vision and attention on motor performance, error detection and corrections, developing appropriate practice schedules, and the stages of motor learning. This course will utilize a lecture/discussion format with hands-on activities built in to facilitate learning.

Prerequisite(s): HESS 200, HESS 201, HESS 202, and HESS 203.

HESS 450 - Senior Practicum (2 Credit Hours)

This course provides students with the opportunity to design, implement, and present the results of their senior year experience.

Prerequisite(s): HESS 200, HESS 201, and HESS 202.

HESS 451 - Senior Research (4 Credit Hours)

A course offered in the Fall that provides students with opportunity to engage high-level undergraduate research. This classification of student research is held to a higher standard within the department than research associated with the directed courses (HESS 361 and HESS 362). At the conclusion of the semester students are expected to provide a draft paper of their progress using the professional publication format associated within the field.

HESS 452 - Senior Research (4 Credit Hours)

A course offered in the Spring semester that provides students with opportunity to continue the research activities initiated within the course HESS 451. This classification of student research is held to a higher standard within the department than research associated with the directed courses (HESS 361 and HESS 362). At the conclusion of the semester students are expected to provide a paper using the professional publication format associated within the field.

HESS 490 - Advanced Special Topics II (4 Credit Hours)

Descriptions vary with the course. An advanced course examining a special Health, Exercise, or Sport topic. This term's course is focused on Stress, Social Relationships, and Health. Over the last several years, it has become increasingly clear that healthy social relationships are vital for our well-being. Quality relationships and social support can buffer against the potentially deleterious effects of stress, with positive health outcomes. In this course, we will examine the literature linking healthy social relationships to our health and how these relationships can assist us in coping with the numerous stressors encountered in our lives. Conversely, we will examine data suggesting that feelings of isolation and loneliness can have harmful effects on health, making us vulnerable to disease and other health-compromising effects.

Prerequisite(s): HESS 201, HESS 202, or instructor consent.

History (HIST)

HIST 110 - Studies in East Asian History (4 Credit Hours)

Intensive study of selected periods or topics in East Asian History. May be taken more than once.

HIST 111 - Traditional East Asian Civilization (4 Credit Hours)

A survey of 1,800 years of premodern East Asian history, beginning with the rise and fall of the Han dynasty (202 BCE–220 CE) in China and ending with the devastating Japanese invasions of Korea in 1592–1598 CE, a conflict recently dubbed “the first Great East Asian War. Topics include: Buddhism’s spread in East Asia and its influence on politics and culture; the origins of Japan’s samurai warrior class; the rise of the Mongol world empire and its impact on East Asia; and the beginnings of European commercial and missionary activity in East Asia.

Crosslisting: EAST 141.

HIST 112 - Modern East Asian Civilization (4 Credit Hours)

A survey of the history of China, Korea, and Japan from 1600 to the early twenty-first century. We begin with the last two centuries of the early modern era, during which East Asian states managed relations with the rest of the world on terms of their own choosing. We then move on to East Asia’s traumatic nineteenth-century confrontation with the newly industrialized and seemingly invincible Western powers, who now insisted on dictating new, “modern” terms of interaction. The sweeping political, cultural, social, and economic changes that sprang from that encounter have dramatically shaped East Asia’s fortunes in the twentieth and early twenty-first centuries. Topics covered will include early modern and modern empire-building; nationalist and Communist revolutions; the Sino-Japanese, Pacific, and Korean wars; globalization and economic miracles; and movements for democracy and human rights.

Crosslisting: EAST 142.

HIST 120 - Studies in Middle Eastern History (4 Credit Hours)

Intensive study of selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 121 - Islamic World to 1800 (4 Credit Hours)

A survey of the history of the Islamic World from the rise of Islam to the 1800’s. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Societies through a study of religion, political theory and practice, social structure, art, literature and the sciences.

Crosslisting: MENA 121.

HIST 122 - The Making of the Modern Middle East (4 Credit Hours)

This course will cover the major political, cultural, and social features of the modern Middle East, from the eighteenth century to the end of the twentieth century. Among the transformations this course will examine are the rise of colonialism/imperialism and nationalism, as well as other major political and religious ideologies. Covering a geographic area that stretches from North Africa to Iran, this course will highlight case studies emphasizing the diversity of political, social, and economic life across the region.

Crosslisting: MENA 122.

HIST 125 - The United States and the Middle East (4 Credit Hours)

This course is a survey of the social, economic, political, and cultural interactions between the Middle East and the United States from the late eighteenth century to the contemporary period. The main goal of the course is to explore the different ways in which the policies of the U.S. have influenced the states and societies of the Middle East in the modern era.

HIST 130 - Studies in African History (4 Credit Hours)

Intensive study of selected periods or topics in African History. May be taken more than once.

HIST 131 - Pre-Colonial Africa (4 Credit Hours)

This survey course will introduce students to the history of Africa from the earliest times to 1880 - also known as pre-colonial African history. Though the focus is on Africa south of the Sahara, North Africa will be featured from time to time. Topics include the earliest human settlements in Africa, empires and kingdoms in East, West, and Southern Africa, Islam and Christianity in Africa, slavery, and the partitioning of the continent by powers in the mid 1800s.

Crosslisting: BLST 171.

HIST 132 - The History of Africa since 1880 (4 Credit Hours)

This course examines myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the rise of primary resistances to colonialism in the late 1800s and early 1900s, and how this fed the secondary and tertiary resistance movements from the 1930s through to the 1990s when the apartheid regime collapsed in South Africa. Through close readings of the historiography, students will grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa.

Crosslisting: BLST 172.

HIST 135 - Southern African History (4 Credit Hours)

This course grapples with a basic but fundamental question that has been at the heart of much scholarship on Africa: how is southern Africa’s history distinct from the history of the rest of the African continent? To address this issue, this course takes a sweeping approach, covering major developments in southern Africa from the mid-17th century through the era of formal colonization and subsequent independence. We will be particularly interested in exploring the foundations and growth of a racial order in southern Africa, and more broadly examining the role that race has played in this region through the colonial and postcolonial eras. Major themes will include cultural contacts between Africans and non-Africans; the slave trade and its consequences; Shaka and myths surrounding the Zulu Empire; economic transformations in the colonial era; and the struggle for independence in different southern African countries.

HIST 140 - Studies in Latin American History (4 Credit Hours)

Intensive study of selected periods or topics in Latin American History. May be taken more than once.

HIST 141 - Colonial Latin America (4 Credit Hours)

A survey course on Latin America from Conquest through Independence. Topics include exploration of: 1) how Spain and Portugal conquered and colonized the Americas, 2) how they managed to maintain control over those colonies, 3) how the colonized (Indians, Africans, and mixed races) responded to the imposition of colonial rule, 4) the role of women and gender in colonial settings, and 5) the implications of colonialism for the study of modern Latin America.

Crosslisting: LACS 211.

HIST 142 - Modern Latin America (4 Credit Hours)

A survey course on Latin America from Independence to the present focused on attempts to construct politics based on nation states and the evolution of capitalist economies; and, how social movements both reflected and drove these two major transformations. Topics include the social implications of various models of economic development; issues resulting from economic ties to wealthy countries; changing ethnic, gender, and class relations; and, the diverse efforts of Latin Americans to construct stable and equitable socio-political systems.

HIST 150 - Studies in Pre-Modern European History (4 Credit Hours)

Intensive study of selected periods or topics in Ancient, Medieval, or Early Modern History. May be taken more than once.

HIST 152 - Late Antiquity (4 Credit Hours)

A survey of the culture, thought, politics, religion, economics, and society of the late antique world. This course will examine the Mediterranean world and northern Europe from the late Roman Empire (200 CE) to the Christianization of Iceland (c1000 CE), integrating the history of Western Christendom, Byzantium, and the early Islamic world.

HIST 153 - The Origins of Europe: Medieval Society (4 Credit Hours)

A survey course on European civilization during the high and later Middle Ages, 1000-1453. Topics will include urbanization, religious and social reform, popular devotion, the crusades, scholasticism and universities, the rise of monarchies, the institutionalization of the Catholic Church, art and architecture, and the Black Death.

HIST 155 - Early Modern Europe (4 Credit Hours)

A survey of the political, religious, social, cultural, and intellectual developments in European history from the 1400s to the late 1700s. Topics will include European expansion, the Reformation and Wars of Religion, the Scientific Revolution, absolute and constitutional monarchies, the Enlightenment, and the anti-slavery movement.

HIST 156 - Renaissance Italy (4 Credit Hours)

An examination of the political, social, cultural, and intellectual developments in Italy during the Renaissance. Topics will include the politics of the Italian city-states, mercantile culture, humanism, religious life, art and architecture, patronage, the impact of print, and diplomacy and war.

HIST 157 - The Scientific Revolution and 'Enlightenment': Knowledge and Power in Early Modern Europe (4 Credit Hours)

The seventeenth and eighteenth centuries in Western Europe were a period when traditional ideas and new ways of thinking about the world clashed with each other in many different ways, from the trial of Galileo in the 1630's to discussions of women's rights in the late 1700's. This course examines the social, political, and intellectual contexts of the Scientific Revolution and Enlightenment in order to better understand how the ideas of these periods emerged, how they were received by political and religious officials as well as by the general population, and what were some of the key impacts of these movements on Europeans' worldviews and understandings of their own societies.

HIST 160 - Studies in Comparative History (4 Credit Hours)

Intensive study of selected periods or topics in Comparative History. May be taken more than once.

HIST 161 - The Atlantic World (4 Credit Hours)

The processes initiated by Christopher Columbus's voyage in 1492 brought four continents and three "races" into interaction where there had been little or no communication before. Those contacts, in many ways, profoundly shaped the world in which we live today. Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of this new Atlantic World. Topics will include imperial expansion and colonization, the Colombian Exchange, European-Amerindian relations, slavery and the trans-Atlantic slave trade, the establishment of an Atlantic capitalist economy, and the struggles for autonomy and national independence in Euro-American societies.

Crosslisting: LACS 212.

HIST 170 - Studies in Modern European History (4 Credit Hours)

Intensive study of selected periods or topics in Modern European History. May be taken more than once.

HIST 171 - Modern Europe (4 Credit Hours)

A survey course on the history of Europe from the Enlightenment to the present which examines the major forces and dominant ideologies of the modern Western world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism, the development of European social movements, and the struggle between freedom and order.

HIST 176 - Modern Germany (4 Credit Hours)

This course examines German history from the events leading up to the unification of the German state in 1871 through reunification in 1990. The course focuses on the shifting constructions of German national identity through 19th century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold War division.

HIST 180 - Studies in Early United States History (4 Credit Hours)

Intensive study of selected periods or topics in the early history of the United States. May be taken more than once.

HIST 181 - The United States to 1865 (4 Credit Hours)

A survey of the American past from colonization through the Civil War.

HIST 183 - African American History to 1865 (4 Credit Hours)

This course explores the history of African Americans in the United States from their origins in North America to the end of the Civil War 1865. It is organized chronologically, beginning with the arrival of the first Africans in North America and proceeding through the evolution of slavery in tandem with the growth of the United States, the development of ideas and laws about race, the struggle for freedom and equality, and the creation of African American identity, community, and culture. We will study the contributions that African Americans have made to the economic, political, and cultural development of the United States. We will also pay special attention to the processes by which African Americans – even under slavery – demonstrated agency and resisted racism, subjugation, and enslavement. This course is designed to present an introduction to African American history and lay a foundation for further study.

HIST 190 - Studies in Modern United States History (4 Credit Hours)

Intensive study of selected periods or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 192 - Women in United States History (4 Credit Hours)

This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity – race, ethnicity, nationality, class, sexual orientation, age, etc. – affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally.

Crosslisting: WGST 223.

HIST 193 - African American History Since 1865 (4 Credit Hours)

This course will examine the history of African Americans in the United States from the end of Civil War to the beginning of the 21st century. Beginning with the ways in which formerly enslaved peoples made the transition to freedom and culminating with the election of the first African American president, this course will analyze the evolution of Black politics, labor, activism, and culture. We will explore the contributions that African Americans have made to the political, cultural, and social development of the United States. We will also pay special attention to the processes by which African Americans have navigated U.S. race relations, became a political force, and fought for equality, inclusion, and justice.

Crosslisting: BLST 193.

HIST 194 - Citizenship & Belonging in U.S. History (4 Credit Hours)

What does it mean to be a U.S. citizen? Who decides who gets to be one? How have some people sought to keep others from enjoying full and equal citizenship? These are some of the questions we will explore as we trace the changing nature of U.S. citizenship from 1787 to the present. Along the way we will focus on citizenship as a legal status, particularly as it has affected Native Americans, African Americans, women, immigrants, and other marginalized groups, and analyze the ways in which members of those groups fought for justice using the language of citizenship.

HIST 195 - The United States and the World since 1890 (4 Credit Hours)

The purpose of this course is to compel students to think critically about the role of the United States in the world. We will trace the history of U.S. engagement with the world since 1890 - including foreign policies, economic policies, wars, trade relations, cultural exchanges, travel and tourism, etc. Students will be introduced to some of the more traditional dichotomies of diplomatic history, such as idealism versus realism, exceptionalism versus universalism, and unilateralism versus multilateralism. We will also be exploring innovative approaches to international relations history, especially those that weave class, race, culture, and gender into historical narratives of U.S. foreign relations.

HIST 196 - Chicana/o History: The Mexican American Experience in the U.S. (4 Credit Hours)

This course explores the history of Chicanas/os, people of Mexican descent in the United States, from the Spanish colonization of North America to the present. It is organized chronologically, proceeding through the geopolitical and social processes that created and shaped the Mexican American community. Themes will include, but are not limited to, the creation and shifting of borders and borderlands, the development of Chicana/o identity, race and mestizaje, gender dynamics, labor and power, migration and citizenship, activism, politics, and religion and culture. We will pay special attention to the processes by which Mexican Americans demonstrated agency and resistance in the face of racial and ethnic discrimination and erasure.

Crosslisting: LACS 196.

HIST 197 - The History of Medicine, Health, and Healing (4 Credit Hours)

This course offers a survey of the history of medical theory, practice, and institutions. We will learn about changing understandings of health and disease, track the formation of the medical profession, and discuss the development of medical technologies. At the same time, we will explore historical efforts to reform medicine in the name of anti-racism, gender equality, disability rights, and social justice. By studying these complex histories, we will ask questions about the relationship between health, power, bodies, and knowledge. While this course focuses primarily on the history of medicine in Europe and the United States, we will occasionally touch upon non-Western models of the body and historical encounters between Western and non-Western approaches to health and healing.

HIST 199 - Introductory Topics in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 201 - Doing History (4 Credit Hours)

This course serves as an introduction to the study of history for majors and minor. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing and the nature of historical synthesis. History 201 also develops the skills of historical writing and fulfills the Writing (W) competency.

HIST 205 - Sophomore Seminar in History (4 Credit Hours)

This seminar, aimed largely at non-majors, serves as an introduction to historical thinking and writing and is designed to allow students to continue to develop the skills and habits of mind associated with successful written and oral communication. Each seminar will focus on a special historical theme or topic, but all students will receive instruction specific to the crucial skills of non-fiction, expository college writing and oral communication as well as critical thinking and historical analysis. This course fulfills the Writing (W) and the Oral Communication (R) competencies.

HIST 210 - Advanced Studies in East Asian History (4 Credit Hours)

Reading seminar on selected periods or topics in East Asian History. May be taken more than once.

HIST 211 - Modern East Asia at War (4 Credit Hours)

This seminar covers in depth the history of East Asia in 1937–1953, a period characterized by violence, upheaval, suffering, and death on an almost unimaginable scale. The Japanese empire's cataclysmic clash with the Republic of China and (eventually) the United States left Japan in ruins and under American occupation, China on the verge of a Communist revolution, and Korea divided between American and Soviet spheres of influence. The consequences of these events led to America's war in Vietnam and still define and bedevil East Asia's geopolitics today. Our readings will include some of the most significant recent scholarship on four conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, and the Korean War. Although we will read much about politics, diplomacy, and military campaigns, our focus will just as often be on the experiences and stories of ordinary people caught in extraordinarily harrowing times.

Crosslisting: EAST 211.

HIST 220 - Advanced Studies in Middle East History (4 Credit Hours)

Reading seminar on selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 221 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in the pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicate those insights in clear and innovative ways.

HIST 230 - Advanced Studies in African History (4 Credit Hours)

Reading seminar on selected periods or topics in African History. May be taken more than once.

HIST 240 - Advanced Studies in Latin American History (4 Credit Hours)

This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes and sexual orientation - women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families.

HIST 242 - Environmental History of Latin America (4 Credit Hours)

This course examines how the peoples of Latin America have lived with, utilized, and transformed the environments in which they lived over time. Environmental History is a fascinating way to study the past and to understand the present. Many ideas that we may think of as static or unchanging – such as those about nature, wilderness, landscape, science, technology, land-use planning, and conservation emerged from historical relations with our physical environment. Yet these ideas about the environment are always embedded in power structures and social relations. Nature, as we will see, is as much cultural, social, political, and economic as it is natural or ecological. We will explore how human-nature interactions have shaped human history through the exploration of how natural disasters, ecological zones, natural resources, livestock and wildlife, and epidemic diseases (among other things) influence peoples' lives in various historical moments with a focus on Latin America.

HIST 244 - Race and Ethnicity in Latin America (4 Credit Hours)

This course critically examines the history of the social construction of race and ethnicity in Latin America. In it, we will explore how historians have employed race and ethnicity as methodological categories in order to elucidate the histories of Latin America from the pre-Hispanic era through the modern period. Particularly we will focus on the various attempts by the ruling elite to deploy race in the ordering of society; and, how the non-elite resisted the imposition of those elite conceptions of racial and ethnic hierarchies to create their own codes of conduct, and how those conflicts have changed over time.

HIST 250 - Advanced Studies in Pre-Modern European History (4 Credit Hours)

Reading seminar on selected periods or topics in Ancient, Medieval, or Early Modern European History. May be taken more than once.

HIST 251 - The Crusades (4 Credit Hours)

A seminar that studies the crusading movement from different contemporary perspectives: crusader, eastern Christian, Muslim, and Jewish. The course examines some of the approaches that historians have taken to studying the crusades and the interpretive challenges they face. Topics include: who the crusaders were and what inspired them; how the ideas and practices of crusading were extended from the Levant to the Iberian peninsula, Constantinople, the Baltic, and even to those within Europe who were considered heretics and enemies; and how the Crusades have been understood in the modern world.

HIST 255 - Jews and Christians in the Middle Ages (4 Credit Hours)

A seminar that examines the relationship between Jews and Christians in medieval Europe. Through a wide range of primary sources, written by medieval Christians and Jews, we will attempt to reconstruct how Christians and Jews imagined each other and what motivated them to act in the way that they did. We will examine some of the contexts for Jewish-Christian interaction and will explore the interdependence of Jews and Christians, economically, politically, and psychologically. Topics will include the medieval church and Jews, the legal status of Jews in the medieval state, economic roles, biblical exegesis, forced disputation, conversion, the crusades, accusations of host desecration and ritual murder, and expulsion.

HIST 256 - The Reformation (4 Credit Hours)

The Protestant and Catholic Reformations were major movements in early modern Europe with far-reaching effects still felt globally today. In the sixteenth century, religious arguments interacted with political concerns, economic fluctuations, and social tensions to transform European states and societies. In 1500, the idea of a unified European Christendom, though imperfect, could still be defended. By the beginning of the seventeenth century, while Europeans as a group still believed in God, the influence of the Roman Church and of Christianity more generally had begun to change. This course examines the religious ideas and arguments that burgeoned in the sixteenth century, the social and political contexts in which they developed, and the transformations in European society, culture and religious practices that resulted. Course materials focus especially on examining the relationships between ideas and actions/practices in order to understand the wide-ranging social impacts of the religious changes during the Reformation.

HIST 260 - Advanced Studies in Comparative History (4 Credit Hours)

Reading seminar on selected periods or topics in Comparative History. May be taken more than once.

HIST 270 - Advanced Studies in Modern Europe History (4 Credit Hours)

Reading seminar on selected periods or topics in Modern European History. May be taken more than once.

HIST 280 - Advanced Studies in Early United States History (4 Credit Hours)

Reading seminar on selected periods or topics in the early history of the United States. May be taken more than once.

HIST 289 - Digital History - Runaway Slaves in Ohio (4 Credit Hours)

This course is a hands-on, experimental, learn-as-we-go experience that introduces students to using digital tools and sources to conduct original historical research, formulate historical arguments, and communicate historical ideas in digital formats. To focus our efforts, we will apply what we learn to a particular area of historical study: runaway slave advertisements and runaway slave narratives from nineteenth-century Ohio.

Crosslisting: DH 229 and BLST 229.

HIST 290 - Advanced Studies in Modern United States History (4 Credit Hours)

Reading seminar on selected period or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 292 - History of Reproductive Justice in the United States (4 Credit Hours)

This course explores the history of what has come to be known as reproductive justice—the efforts of women and other people who can become pregnant to control their own reproductive lives, to choose whether and when to have children, and to ensure that they can bear and raise children in safe and healthy ways. We will survey this history from the colonial era to the present, with a particular eye toward how hierarchies of power based on race, gender, and other categories of identity have shaped women's experiences. We will examine how women's reproductive autonomy was circumscribed in the past by enslavement, eugenic ideologies, forced sterilization programs, and other practices, as well as how it has been affected more recently by factors like anti-choice campaigns and Supreme Court decisions. We will also learn, however, about women's knowledge of the functioning of their own bodies, about how they have maintained some degree of autonomy over their bodies even under oppressive circumstances, and about how people have collectively struggled to ensure that everyone can determine the course of their own reproductive lives.

Crosslisting: WGST 292.

HIST 297 - The History of Black Power: From Marcus Garvey to Chuck D (4 Credit Hours)

This course explores the history of the ideology of Black Power and its various dimensions and incarnations from its origins in the early 20th century to its significance in the present. Topics to be addressed may include, but are not limited to: definitions of Black Power, applications of this ideology to politics and economics, artistic aesthetics, gender dynamics, key figures and organizations, current manifestations, meanings for the African-American community, and reactions from the larger American society.

Crosslisting: BLST 337.

HIST 299 - Intermediate Courses in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 310 - Shogun and Samurai: The History of Medieval Japan (4 Credit Hours)

This course is an in-depth exploration of Japanese history in the "medieval" period (1150–1600) when national politics came to be dominated by warrior clans known as samurai or bushi. Powerful samurai coalitions known as shogunates or bakufu were able to impose order and peace for generations, but the collapse of each shogunate led to a long period of civil war. Already the heroes of many romanticized "war tales" in medieval times, the samurai and their culture have now become a subject of worldwide fascination due to the influence of modern Japanese cinema. But how do historians reconstruct the reality behind the myths and legends? Students in this course will read a range of historical sources and engage in a research project on the world of medieval Japan.

Crosslisting: EAST 310.

HIST 312 - China's Golden Age? The Tang Dynasty (4 Credit Hours)

This course is an in-depth introduction to the history and culture of the Tang empire (618–907), widely regarded as China's "golden age." Modern Chinese historical memory idealizes the Tang as an age of great military conquests, exotically "cosmopolitan" tastes in art and music, religious tolerance and cultural diversity, brilliant poets, and free-spirited, polo-playing women. A primary goal of the class is to enable students to take an informed and critical perspective on this romanticized popular image by studying a wide range of historical scholarship and translated primary sources, which they will use to write a major research paper on a topic of their choice.

Crosslisting: EAST 342.

HIST 320 - Research Seminar in Middle Eastern History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Middle Eastern History. May be taken more than once.

HIST 321 - Women in the History of the Modern Middle East (4 Credit Hours)

This course will look at the role women have played in the Middle East since the nineteenth century. We will start the course by examining the interpretative methods and sources that historians use to explore this history. Then, after an introduction to the study of women and gender in the Middle East, we turn to several of the major factors that have impacted the role of women in Middle Eastern societies: the Islamic tradition, the colonial period, the rise of nation-states, and various strands of feminism. Our examples will draw from several of the principle countries and regions in and around the Middle East including Iran, Turkey, Egypt, the Levant, and North Africa. As we proceed, students will develop their own research question, bibliography, and ultimately, research paper.

Crosslisting: MENA 321.

HIST 330 - Research Seminar in African History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in African History. May be taken more than once.

HIST 350 - Research Seminar in Pre-Modern European History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Ancient, Medieval, or Early Modern European History. May be taken more than once.

HIST 357 - Violence in Early Modern Europe (4 Credit Hours)

A seminar that explores and interrogates the roles, purposes, impacts, and views of violence in early modern European societies (1500–1800). The notion that early modern Europeans gradually repressed societal violence through a "civilizing process" continues to shape Western perceptions of the world and decisions regarding geopolitics today. The overarching goal of this course is to interrogate those assumptions about early modern European societies by examining a wide variety of categories of violence including: legitimate/illegitimate, domestic, gendered, state/official, popular, religious, intercultural/imperial, and military/wartime.

HIST 358 - Witches, Saint & Skeptics (4 Credit Hours)

This seminar examines ideas and practices regarding the divine, the demonic, and the supernatural in early modern Europe, focusing on understanding early modern conceptions and treatments of people (largely but not only women) believed to be saints and/or witches. Readings and assignments explore how these beliefs and practices were tied to religious, social, political, legal, and economic developments, and how they changed (and did not change) over the early modern period.

Crosslisting: WGST 382.

HIST 360 - Research Seminar Comparative History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Comparative History. May be taken more than once.

HIST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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HIST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

HIST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

HIST 365 - Comparative Slavery in the Americas (4 Credit Hours)

For many, the history of slavery is synonymous with the Southern United States. But slavery was not limited to the U.S. and by approaching slavery from a comparative perspective, we will deepen our understanding of slavery as an institution, slaves as historical actors, and therefore the legacies of slavery throughout the Americas. We will explore regional differences within slaves' opportunities to form families, to create cultures, to rebel, and to labor for their own benefits; as well as the interactions of African cultural visions and Christianity.

Crosslisting: BLST 391.

HIST 370 - Research Seminar in Modern European History (4 Credit Hours)

Reading seminar on and research in selected periods or topics in Modern European History. May be taken more than once.

HIST 374 - Ethnicity and Nationalism in Central and Eastern Europe (4 Credit Hours)

This course explores the complex relationship of ethnic and national identity in Central and Eastern Europe from World War II to the present. This region experienced a tumultuous history during this time period, afflicted by war, occupation, dictatorship, and the displacement of populations. The late twentieth-century also witnessed a period of revolution and was at the centerpiece of the demise of the Cold War. In this context, questions of national belonging loomed large. Ethnicity played and continues to play a central role in the development of nationalism and historical memory. This course explores the experience and meaning of ethnicity in the context of shifting political realities and national contexts. Course topics include the impact of World War II on Central and Eastern European ethnic groups, the experience of ethnic minorities in USSR-dominated Cold War Europe, late twentieth-century revolutions in the region, and the dissolution of Yugoslavia.

HIST 390 - Research Seminar in the History of the United States (4 Credit Hours)

Reading seminar on and research in selected period or topics in the history of the United States since the Civil War. May be taken more than once.

HIST 392 - The Fourteenth Amendment (4 Credit Hours)

Since 1868, Section 1 of the Fourteenth Amendment has served as the principal benchmark for legal debates over the meanings of equality in the United States. This course explores the origins of the amendment in the post-Civil War period and the evolution of its meanings throughout the late nineteenth, twentieth, and early twenty-first centuries. We will examine closely the contested interpretations of equal protection and due process; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights. We will pay particular attention to how struggles for racial and gender equality have influenced debates over the amendment, and how the amendment has reshaped the parameters of U.S. citizenship.

Crosslisting: BLST 332.

HIST 393 - Race, Identity, & Power in U.S. Sports (4 Credit Hours)

Sport in the United States is far more than a source of leisure, entertainment, or fitness. Rather, sport – particularly when played on a college or professional level – has become an institution that, in becoming embedded in our culture, both reflects and shapes our society. Through readings, class discussions, and the writing of a 15-20 page research paper based on the analysis of historical documents and scholarship, this course will explore the intersection of race and sport in U.S. history. While college and professional sports have often been viewed as vehicles for obtaining equality and upward mobility, sports have also reflected and perpetuated inequality in American society. We will interrogate the construction and significance of race in American sports, including its intersections with class, gender, sexuality, and ethnicity. Paying special attention to the experiences of athletes of color in a variety of sports, we will explore the ways that they navigated the world of sports and thought about and utilized their positions to advocate for social change. We will also use sport as a space to think about concepts of identity, community, and nationalism. Note that this course is not eligible to fulfill a Social Sciences General Education requirement. If taken as under the History cross-listing, it will fulfill a Humanities GE. If taken under the BLST cross-listing, it will fulfill an Interdivisional GE.

Crosslisting: BLST 393.

HIST 399 - Advanced Topics in History (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

HIST 430 - Senior Seminar (4 Credit Hours)

Required of senior history majors. The senior seminar will provide students with a significant research experience culminating in the writing of a substantial research paper and the public presentation of their work.

Prerequisite(s): HIST 201.

HIST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

HIST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Interdepartmental (INTD)

INTD 100 - Community Health Coach Seminar (1 Credit Hour)

The seminar course aims to contextualize wellness, provide insight into obstacles to optimal healthcare and prepare students to serve as ambassadors within the Licking County community. Students enrolled in the class will attend lectures given by professional healthcare providers, participate in frequent class discussions, read articles, and analyze patient case studies. Successful completion of the seminar course will enable students to progress into the Community Health Coach Practicum, allowing them to apply their skills to real-world experiences.

INTD 101 - Community Health Coach Practicum (1 Credit Hour)

During the practicum, students, under the supervision of Registered Nurses (RN), will assist patients in making lasting lifestyle changes for enhanced wellbeing. Students will meet weekly with their assigned community patient at their residence as well as meet weekly with peers and Licking Memorial Health (LMH) representatives to report on the progress of their patient. As a student health coach in the practicum course, students will assist their assigned at-risk patient with setting and meeting wellness goals, identifying and overcoming obstacles for these goals, and will serve as a support system for this process.

INTD 110 - Internship Insights: Integrating Experience for Professional Growth (0.5 Credit Hours)

This course empowers students to reflect on their internship experiences and their profound impact on their professional development. Through the course, students will learn to craft compelling internship reflection pieces using various media formats, enhancing their ability to communicate their growth. Moreover, they will master the art of updating their resumes to effectively showcase their skills and achievements, focusing on tailoring them for specific job opportunities. The course also equips students with networking strategies, leveraging communication and social media to expand their professional network and maximize growth potential.

INTD 111 - Internship Insights: Global Career Accelerator (1 Credit Hour)

This course empowers students to reflect on their internship experiences and their profound impact on their professional development. Through the course, students will learn to craft compelling internship reflection pieces using various media formats, enhancing their ability to communicate their growth. Moreover, they will master the art of updating their resumes to effectively showcase their skills and achievements, focusing on tailoring them for specific job opportunities. The course also equips students with networking strategies, leveraging communication and social media to expand their professional network and maximize growth potential. This pilot iteration of Internship Insights incorporates the Podium Global Career Accelerator.

INTD 112 - Sustainability in Business Accelerator (1 Credit Hour)

Unlock the power to drive meaningful change in an organization by making the financial case for environmental sustainability. In this program, you'll learn how sustainable practices can reduce costs, create new opportunities, reduce risk, increase efficiency, and elevate a company's reputation while retaining employees, customers, and investors. You'll dive into the key costs of sustainable actions and gain hands-on experience in creating a cost-benefit analysis that speaks to decision.

INTD 180 - Scholar Leader FY Advising (1 Credit Hour)

The Scholar-Leader First-Year Advising Experience is a community of first-year students who have an identifiable interest in leadership, academic enrichment, and selective fellowship opportunities. These courses provide a foundation of skills and experiences in preparation for leadership, scholarship, and service. In the first semester, students develop personal and professional skills that support a healthy transition to college. Students reflect on their values and goals to shape their career exploration and identify areas of potential academic scholarship and leadership impact. In the second semester, students focus on developing leadership and networking skills and exploring competitive fellowships, internships, and research opportunities. The Scholar-Leader First-Year Advising Experience includes the pre-orientation trip called Exordium (The Beginning) before fall classes.

INTD 181 - Scholar Leader FY Advising (1 Credit Hour)

The Scholar-Leader First-Year Advising Experience is a community of first-year students who have an identifiable interest in leadership, academic enrichment, and selective fellowship opportunities. These courses provide a foundation of skills and experiences in preparation for leadership, scholarship, and service. In the first semester, students develop personal and professional skills that support a healthy transition to college. Students reflect on their values and goals to shape their career exploration and identify areas of potential academic scholarship and leadership impact. In the second semester, students focus on developing leadership and networking skills and exploring competitive fellowships, internships, and research opportunities. The Scholar-Leader First-Year Advising Experience includes the pre-orientation trip called Exordium (The Beginning) before fall classes.

Prerequisite(s): INTD 180.

INTD 184 - Liberal Arts Meets AI (4 Credit Hours)

AI and the Liberal Arts: Navigating New Frontiers" is where the values of a liberal arts education meet the cutting-edge advancements of generative AI. This course will examine how AI reshapes traditional academic inquiry and expands the possibilities within liberal arts disciplines. Through a blend of interactive sessions, hands-on experience with AI technologies, and collaborative projects, students will consider the ethical, social, and intellectual implications of AI in contemporary society. Designed to challenge and expand your understanding, this course encourages critical thinking and creative problem-solving by examining issues such as AI's impact on academic integrity, critical thinking, content authenticity, and bias. Students will engage in rigorous debates, and group presentations, and develop projects that not only deepen their understanding but also contribute meaningful insights for the Denison community and beyond. Prepare to navigate the complexities of AI with a critical eye and a liberal arts sensibility, equipping yourself with the knowledge and skills to lead thoughtfully and innovatively in the digital age. This course is not just about learning how AI works; it's about understanding how it fits within, influences, and is influenced by the broader cultural and ethical frameworks that define our world today.

INTD 186 - AI: Basics & Big Questions (4 Credit Hours)

This course is an interdivisional exploration of the basics and big questions raised by artificial intelligence (AI). Students will learn and apply foundational concepts relevant to the function of AI as well as competing frameworks for general theories of AI. Students will develop strategies for reasoning with and about AI and investigate a broad range of specific questions about the impact of AI across human society. Questions include: How will AI impact the labor market, the battlefield, and the classroom? What is intelligence and what distinguishes "artificial intelligence"? How could AI transform our ethical, aesthetic, and political practices? What role should education through and about AI play in the liberal arts?

INTD 188 - Global Living Community (1 Credit Hour)

The Global Living Community (GLC) gives students the opportunity to live in a residence hall with other globally-minded students and earn one credit through the GLC Seminar. Core class components include attending community events, writing reflective postcards, and completing assignments. The GLC seminar has no assigned class time, and the schedule of community events is based on student availability. This community is a place where students come together to build relationships, share unique learning experiences, have meaningful conversations about global topics, and learn how to think globally while acting locally.

INTD 200 - Denison Career Seminar (1 Credit Hour)

An education in the liberal arts provides the depth and flexibility students need to adapt and thrive across their future careers. This course provides an early opportunity for students to translate their liberal arts skills into professional settings and communicate their educational experiences to career-relevant audiences. Working with faculty and the Knowlton Center, students in the Denison Career Seminar will explore trends in the contemporary labor market, engage with Denison alumni who have built careers on the foundation of the liberal arts, and hone the tools and skills required for navigating internship searches and launching into their future careers.

INTD 211 - Off Campus Study Seminar: Beyond the Hill (0 Credit Hours)

The purpose of this course is to bookend the study abroad experience to enhance learning abroad and to help students integrate the experiences into their liberal arts education. The courses provide students the opportunity to engage in dialogue and reflection about study abroad prior to their departure and in-country experience. In order to maximize learning and for students to take full advantage of the off-campus study experience, they will have the opportunity to explore identity and personality in a way that will help them to navigate new environments. Students will explore the meaning of "culture" and how cultures influence individuals and communities. Students will also research and understand the geography, demographics, and aspects of the culture in their host country. Students will have the opportunity to learn standard travel tips, gain access to health, and safety information, and receive advice from Denison off-campus study alumni. In the post-abroad class students will have the opportunity to reflect on study abroad experiences, connect those experiences with the liberal arts values, and apply that learning to experiences on campus. Students will have the opportunity to integrate the skills and abilities into concrete strategies for resume building, interviewing, and other applications. This course is taken in the spring semester and must be paired with successful completion of INTD 212 in the subsequent fall semester.

INTD 212 - Off-Campus Study Seminar: Home to the Hill (1 Credit Hour)

The purpose of this course is to bookend the study abroad experience to enhance learning abroad and to help students integrate the experiences into their liberal arts education. The courses provide students the opportunity to engage in dialogue and reflection about study abroad prior to their departure and in-country experience. In order to maximize learning and for students to take full advantage of the off-campus study experience, they will have the opportunity to explore identity and personality in a way that will help them to navigate new environments. Students will explore the meaning of "culture" and how cultures influence individuals and communities. Students will also research and understand the geography, demographics, and aspects of the culture in their host country. Students will have the opportunity to learn standard travel tips, gain access to health, and safety information, and receive advice from Denison off-campus study alumni. In the post-abroad class students will have the opportunity to reflect on study abroad experiences, connect those experiences with the liberal arts values, and apply that learning to experiences on campus. Students will have the opportunity to integrate the skills and abilities into concrete strategies for resume building, interviewing, and other applications. This course is taken in the fall semester and must be paired with successful completion of INTD 211 in the prior spring semester.

Prerequisite(s): INTD 211.

INTD 250 - Homestead Seminar (1 Credit Hour)

The Homestead Seminar is a course for Homestead residents and for students who are interested in the Homestead's mission and its methods of sustainable power, agriculture, and community. The seminar has two parts: students must attend and participate in the regularly scheduled sessions and colloquia, and students must propose and complete a project related to the Homestead's mission and operations. Non-Homestead residents must apply to the Homestead seminar teacher to be admitted.

INTD 280 - Scholar-Leader Sophomore Experience (1 Credit Hour)

The Scholar-Leader Sophomore Experience is a sequence of courses for sophomores that develops academic enrichment, leadership, civic engagement, and scholarship skills and emphasizes collaborative problem-solving. In the fall, students learn and assess their strengths and engage in experiential learning focused on exploring and researching expressed needs, whether on campus, in the community, or beyond. Students work in small groups to research those needs and network with leaders to learn about available services and potential areas for partnership. Successful completion of the fall course enables students to progress into the spring course, where they choose a pathway or project based on their research and networking experience. The goal is for students to channel their creativity and experience into a concrete plan that they work on together to design potential community solutions. Examples include the design of a project to address a specific need, a polished group application to a granting agency or other opportunity, a planned event, and so on. Students may enroll in the Scholar-Leader Project in their junior and senior years to move their projects to an implementation stage and continue to work collaboratively on their outcome.

INTD 281 - Scholar-Leader Sophomore Experience (1 Credit Hour)

The Scholar-Leader Sophomore Experience is a sequence of courses for sophomores that develops academic enrichment, leadership, civic engagement, and scholarship skills and emphasizes collaborative problem-solving. In the fall, students learn and assess their strengths and engage in experiential learning focused on exploring and researching expressed needs, whether on campus, in the community, or beyond. Students work in small groups to research those needs and network with leaders to learn about available services and potential areas for partnership. Successful completion of the fall course enables students to progress into the spring course, where they choose a pathway or project based on their research and networking experience. The goal is for students to channel their creativity and experience into a concrete plan that they work on together to design potential community solutions. Examples include the design of a project to address a specific need, a polished group application to a granting agency or other opportunity, a planned event, and so on. Students may enroll in the Scholar-Leader Project in their junior and senior years to move their projects to an implementation stage and continue to work collaboratively on their outcome.

INTD 299 - Intermediate Topics in Interdepartmental (1-4 Credit Hours)**INTD 361 - Directed Study (1-4 Credit Hours)**

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTD 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

INTD 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTD 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

INTD 380 - Scholar-Leader Project (.5 Credit Hours)

Students who wish to implement their Scholar-Leader projects in their junior and senior years can enroll in INTD 380-381. These courses follow the same model as independent studies, which expect students to take the initiative on moving projects forward with only limited involvement and supervision by the advisor.

Prerequisite(s): INTD 280 and INTD 281 or instructor permission.

INTD 381 - Scholar-Leader Project (.5 Credit Hours)

Students who wish to implement their Scholar-Leader projects in their junior and senior years can enroll in INTD 380-381. These courses follow the same model as independent studies, which expect students to take the initiative on moving projects forward with only limited involvement and supervision by the advisor.

Prerequisite(s): INTD 280, INTD 281 and INTD 380 or instructor permission.

INTD 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

INTD 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

International Studies (INTL)

INTL 100 - Introduction to International Studies: The Making of the Modern World (4 Credit Hours)

Introduction to themes, concepts and approaches to International Studies from an interdisciplinary perspective. The course explores key concepts of modernity in the context of specific cultural, political, and economic experiences within a historical framework. This course must be taken before the end of the sophomore year.

INTL 199 - Introductory Topics in International Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

INTL 200 - Themes and Approaches in International Studies (4 Credit Hours)

The main goals of this course are to introduce sophomore students, who have completed INTL100, to some of the key themes and theories within the purview of International Studies to help them shape their individual thematic/regional focus. The course also provides opportunities for students to examine various world problems through an interdisciplinary lens, drawing on both political-economic and sociocultural analytical frameworks in various disciplines. Finally, students learn the basics of academic research and writing processes, i.e., formulating a well-defined topic, posing a relevant research question, finding and interrogating appropriate sources, justifying the research's intellectual contribution to a broader scholarly audience and, when applicable, to the efforts to solve real-world problems, through writing and revising a carefully crafted prose. Among numerous debates and issues that International Studies scholars grapple with, the course focuses on four broadly conceived themes: economic development, nationalism and national identity, transnational migration, and mediated and material culture. After learning major scholarly approaches to theorize each of these themes, students each develop an individual research project and write a scholarly paper, complete with abstract, introduction, literature review, case study, and conclusion. At the end of the course, students are expected to be able to formulate, broaden, and contextualize their thematic and regional focus within the interdisciplinary scheme of International Studies, and be equipped with skills to conduct academic research.

Prerequisite(s): INTL 100.

INTL 201 - Global Research Methods and Major Proposal (4 Credit Hours)

This course aims to help students develop basic research competencies they can use in future classes while providing them with practical research skills they can use during their off-campus (OCS) program. The course draws from a diverse range of research projects and scholarship that helps students develop a greater understanding of, and appreciation for, the value of global research. Students learn the value of a global, transdisciplinary framework that transcends disciplinary borders, resists methodological nationalism, and draws on diverse methods and methodologies that help students to decenter Western-centric forms of knowledge production while being attentive to the importance of local-global flows and ways of thinking. Students learn to use mixed-methods (qualitative and quantitative) research, including archival research, compiling and using data sets, online surveys, interviews, ethnography, textual and discourse analysis, data visualization, as well as the basics of statistical analysis (both techniques and common software). The course also helps students develop their intellectual focus for the International Studies (INTL) major, both thematically and geographically.

INTL 250 - Global and Local Flows and Frictions (4 Credit Hours)

A mid-level topics course that allows students to build upon concepts and theories introduced in INTL-100 and 200. It explores, in specific and contextualized terms, particular issues associated with global linkages in contemporary and historical contexts. The course takes into account cultural, economic and political factors. The specific topic or theme varies according to the interest of the faculty member teaching the course. Students may take more than one section of this course.

INTL 255 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: COMM 340 and WGST 341.

INTL 261 - Art of Japan (4 Credit Hours)

An introduction to Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context.

Crosslisting: AHVC 231 and EAST 231.

INTL 265 - Human Rights in Global Perspectives (4 Credit Hours)

This course analyzes the emergence, expansion and enforcement of international human rights norms. Students taking the course will acquire an enhanced understanding of the United Nations, national governments, nongovernmental organizations, customary international law, treaty law, regional courts, and international tribunals in articulating and enforcing human rights. Students will acquire a broad understanding of human rights as a topic of both intellectual inquiry and political action.

Prerequisite(s): PPA 201 or consent of instructor.

Crosslisting: PPA 345.

INTL 299 - Intermediate Topics in International Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

INTL 361 - Directed Study (1-4 Credit Hours)

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INTL 400 - Senior Capstone Seminar (4 Credit Hours)

This seminar integrates the three core courses, the four elective courses related to the student's thematic/regional focus, the off-campus experience and the language training, into a culminating research project. It focuses on theoretical tools, frameworks and methodologies in International Studies. This seminar emphasizes the development of independent research skills and scholarly writing in connection with a research project based on individual students' interests.

INTL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

INTL 452 - Senior Research (4 Credit Hours)

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Japanese (JAPN)

JAPN 111 - Beginning Japanese I (4 Credit Hours)

A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing.

The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns.

JAPN 112 - Beginning Japanese II (4 Credit Hours)

A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing.

The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns.

Prerequisite(s): JAPN 111 or consent.

JAPN 129 - Japanese Stories: Retelling Culture in Film, Drama, and Fiction (4 Credit Hours)

This course introduces students to 1000 years of Japanese storytelling tradition in diverse mediums: epic tales, drama (bunraku/kabuki, and noh), fiction, and film. Students will engage with such representations of Japanese culture as: - Imperial court life of the 10th century, the role of spirit possession as women's "weapon," and a 20th-century novel that builds on these traditions. - A war between two clans in the 12th century that is the setting for a key duel between unevenly matched opponents retold over the centuries in three different mediums: epic tale, bunraku/kabuki theater, and noh drama. - In the same war, the tragic defeat of one of the clans is reimagined as the source of a famous ghost story written in the 19th century...by a European with connections to Cincinnati! - Postwar short stories that retell Japanese fairy tales to situate them in a Japan struggling to cope with the devastation of the Pacific War. - A mystery novel about government corruption, and a master director's film from the same period that treats the same subject - The possibilities – and horrors – of dreams as depicted by a 20th-century novelist, a master director, and an animator.

Crosslisting: EAST 129.

JAPN 211 - Intermediate Japanese I (4 Credit Hours)

Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice.

Prerequisite(s): JAPN 112 or consent.

JAPN 212 - Intermediate Japanese II (4 Credit Hours)

This course builds on the material covered in JAPN 211. Students will continue to practice speaking using ever more complex grammatical structures, write short paragraphs, and continue their study of Chinese characters used in Japanese (kanji) in earnest.

Prerequisite(s): JAPN 211 or consent.

JAPN 219 - Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945) (4 Credit Hours)

This course provides students an introduction to the written cultural products (available in translation) from Japan, and two countries – China and Korea – occupied by Japan during the Pacific War (1931-1945).

Although Japan's occupation of Korea began in 1910, this course will begin its consideration of this topic in 1890 because the Japanese political and social mechanisms that led to fascist militarist control in the 1930s have their origins at least as far back as 1890. This course fulfills the Modern Core requirement for the East Asian Studies major/minor.

JAPN 235 - Introduction to Modern Chinese and Japanese Literature (4 Credit Hours)

This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries. No prerequisite.

Crosslisting: EAST 235.

JAPN 239 - Introduction to Japanese Genre Fiction (4 Credit Hours)

Genre fiction (sometimes called "commercial fiction") around the world has been broadly categorized as less-refined, or less literary. Postmodern thinkers have demonstrated, however, that popular fiction can serve as a fascinating lens through which to read place (society, race, gender, etc.) and time (historical period). This class will serve as an introduction to Japan's long, rich tradition of genre fiction. In addition to reading recent criticism of the genres discussed, we will consider representative works, primarily by twentieth-century authors, in three genres: historical/period fiction, mystery/detective fiction, and horror fiction. This course is taught in English. No Japanese language required.

Crosslisting: EAST 239.

JAPN 273 - Modern Japan in Film and Literature (4 Credit Hours)

This course uses film and modern literature to consider responses to political, economic, and sociological changes in Japanese society over the course of the twentieth century. This course is taught in English.

JAPN 309 - Japan's Modern Canon (4 Credit Hours)

In this course we will read extensively from the works of four twentieth-century Japanese authors who have been elevated to the status of canonized writers, that is, whose works are regarded both in and out of Japan as essential in the history of Japanese letters. Note that readings will vary from semester to semester. This course is taught in English.

JAPN 311 - Advanced Japanese I (4 Credit Hours)

The two Advanced Japanese courses introduce students to a number of complex, essential grammatical structures, notably sentence modifiers (relative clauses), and verb categories (transitive and intransitive verbs) that allow students to create longer, more complex culturally coherent utterances. Students will also learn 200 Chinese characters.

Prerequisite(s): JAPN 212 or equivalent.

JAPN 361 - Directed Study (1-4 Credit Hours)

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JAPN 363 - Independent Study (1-4 Credit Hours)

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JAPN 451 - Senior Research (4 Credit Hours)

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JAPN 452 - Senior Research (4 Credit Hours)

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Journalism (JOUR)

JOUR 100 - Introduction to News Reporting and Writing (4 Credit Hours)

This course focuses on the fundamentals of news reporting and writing. Students will explore storytelling and narrative, lead writing, point of view, information gathering, interviewing, ethics, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of the practice and ethics of contemporary journalism.

JOUR 150 - Fundamentals of Investigative Journalism (4 Credit Hours)

This course helps students new to journalism to learn the principles of investigative reporting and storytelling in an applied way by practicing them on a unique and important story to our community, and to the world. Each semester the class will focus on a unique issue and work collectively to report and write stories about that issue.

Crosslisting: SES 150.

JOUR 199 - Introductory Topics in Journalism (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 200 - Literary Journalism (4 Credit Hours)

Surveys literary nonfiction writing in the 20th and 21st centuries and introduces students to the many genres of nonfiction writing, to the creative possibilities of contemporary journalism, and to the ethics of writing about other people. Students read extensively and write in the genres of personal essay, immersion, news, and narrative journalism. **Crosslisting:** ENGL 221.

JOUR 201 - Multimedia Storytelling (4 Credit Hours)

This course explores nonfiction storytelling across multiple platforms. Students will learn how to edit audio and video stories using relevant and up-to-date programs. Most importantly, they will learn which is the most effective vehicle for the story they are telling.

Crosslisting: ENGL 386 and DH 230.

JOUR 210 - (4 Credit Hours)

These are special topics courses at the 200 level, distinguished from the 300 level special topics courses because they are survey courses as opposed to specific craft, genre, or issue.

JOUR 220 - Science Writing for Everyone (4 Credit Hours)

It is one thing to do science. It is another to write about science in a way that is compelling, understandable and relatable to the public. With our current political and cultural climate, this means science writing is in a vital role in educating people on how science works, how it impacts our daily lives, and how we can defend against misinformation. You don't need to be a scientist to learn how to write about science, you just need to be interested in how we can write effectively about scientific ideas, research, and people. This course will develop your skills in writing about science so that, by the end of the semester, you will have created new science media articles, podcasts, and more that delve into science being done on campus and around the world. We will read examples of excellent science writing, converse with people who are active writers in science media and workshop our writing to hone our stories.

JOUR 231 - Doing Journalism with Ethics and Empathy (4 Credit Hours)

In this course we will do research and reporting, and we will advance our skills in writing and self-editing. The larger goal of this course is to understand how our writing affects humanity and our humanity can affect our reporting and writing. We will learn about media law and the difference between ethics and the law. We will work to develop skills that allow reporters to develop a moral compass based on high standards of ethics and empathy to identify, report and write stories that will have an impact in the community.

JOUR 250 - Documentary Film and Media (4 Credit Hours)

This class is an introduction to the study of documentary filmmaking. We will cover this subject as a topic of film analysis (attending to the formal characteristics of film), history (examining landmark films and film movements in the development of documentary), and theory (exploring larger, more philosophical questions raised by non-fiction films). Students will work in a variety of formats (short and long writing assignments, in-class exercises, and oral presentation), as we address the following questions. Who are the most vital documentary filmmakers both historically and of our time? What defines a documentary as opposed to other film genres or modes? What are the subjects that are particularly suited to exploration through documentary filmmaking? How variously do documentarians define truth and by what ethical contracts do they consider themselves bound? Feature-length films are the central focus of the class, but we will also work with television series, radio programs, and non-fiction writing.

JOUR 251 - Writing with Data in the Public Interest (4 Credit Hours)

This course addresses a critical goal that is often neglected in the sciences – the translation of scientific results for the public. Even if the goal of science is to make progress in the public interest, a key way that the public knows about scientific results as well as maintains support for scientific projects is through communication. Thus, the primary goal is to develop skills of written communication with scientific content that is appropriate for general public consumption. The course covers a concern for narrative, translating scientific jargon without loss of meaning, providing detail to convey appropriate levels of certainty, addressing audience needs, and packing considerable material into short passages, while respecting the ethics of reporting to the public. Integration with the onetwentyseven.blog is emphasized.

Crosslisting: DPR 250.

JOUR 299 - Intermediate Topics in Journalism (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 300 - Experiential Reporting (4 Credit Hours)

Experiential Reporting gives students a better understanding of the ethics of reporting in communities other than their own. Each class will focus on a specific geographic location and include significant on-the-ground reporting trips. Students will develop ethical and effective ways of finding stories within communities, conducting interviews, connecting and building relationships with interviewees, and networking with community experts.

Prerequisite(s): At least two courses from JOUR 100, 200, and JOUR 201, or permission of the instructor.

JOUR 302 - Audio Storytelling / Podcasting (4 Credit Hours)

This course will help students learn how to make nonfiction character-based audio stories, as well as making them comfortable with the technical elements of sound recording and editing. Students will also learn the ethics of telling stories about and with people.

Prerequisite(s): JOUR 201 or permission of instructor.

JOUR 303 - Journalism and Documentary Filmmaking: A Workshop (4 Credit Hours)

In this course we will learn how to make nonfiction character-based short films, as well as become comfortable with the technical elements of image and sound. We will also explore the ethics of telling stories about and with people.

Prerequisite(s): JOUR 201 or permission of instructor.

JOUR 310 - Special Topics in Journalism (4 Credit Hours)

These are special topics courses at the 300 level, distinguished from the 200 level special topics courses because they are focused on a specific craft, genre, or issue, and are not survey courses.

JOUR 320 - Opinion Writing (4 Credit Hours)

In this course you will learn how to write your own editorials and columns. We will examine this style of essay writing and the ethical expectations and obligations that it carries through close readings of contemporary practitioners. We will have spirited discussions in the classroom. This is all part of the process – and one that will test your abilities to present reasoned arguments. This is a good thing because the goal is to help you become better and more confident opinion writers.

JOUR 360 - Telling Stories about Place (4 Credit Hours)

Place is fundamental to storytelling, and therefore to good reporting. Understanding where a story takes place means knowing which descriptive details to put in and leave out. Place is reflected in and shapes the people we write about. Good reporters need to understand that someone from a small rural village is going to have a different worldview than someone from a city, and they need to understand why, and how it affects their motivations and shapes the institutions that govern their lives. Understanding and respecting the places where we report from helps us produce authentic and compelling stories with depth and insight. This course will explore "places" that are easily accessible to students and faculty—Rural America, Appalachia, the City, the Suburbs, Rust Belt America—for example.

Crosslisting: SES 360.

JOUR 361 - Directed Study (1-4 Credit Hours)

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JOUR 382 - Beyond Good Intentions (4 Credit Hours)

This class is for students who plan to enter public service or helping professions (such as journalism, education, healthcare, or counseling). This experiential learning course aims to develop narrative competence – the ability to acknowledge, absorb, interpret, and act on the stories and plights of others. Through reading, writing, and regularly volunteering with local organizations, we will work together to improve our abilities to receive and tell stories. We'll acquire knowledge, tools, and habits of mind that we can use in current and future efforts to help others. We'll consider how to avoid harming others in the name of helping. And we'll intentionally cultivate compassion, presence, and self-awareness.

Crosslisting: EDUC 283.

JOUR 399 - Advanced Topics in Journalism (1-3 Credit Hours)

A general category used only in the evaluation of transfer credit.

JOUR 401 - The Reporting Project practicum (1 Credit Hour)

Students work as reporters and/or editors for The Reporting Project (a platform for community-focused media) under the supervision of a faculty advisor. Students participate in editorial meetings at least once a week, pitching, reporting, and producing written and/or multimedia stories. The experience of working in an organized and collaborative storytelling project is invaluable. Course will include written reflection on the experience throughout the semester. Requires permission of the instructor.

Prerequisite(s): Permission of instructor.

JOUR 451 - Senior Research (4 Credit Hours)

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JOUR 453 - Journalism Senior Project (4 Credit Hours)

Journalism majors must complete at least one semester of senior research. This semester you'll write a deeply reported and substantial work of narrative journalism or a portfolio of shorter works (in any medium). This is an opportunity to work on something that you care about deeply within a supportive environment. We meet weekly as a group and one-on-one. Class will be a mix of workshops, discussions, and guest speakers.

Prerequisite(s): Must be a Senior Journalism major.

Latin (LAT)

Latin is a minor in the Ancient Greek & Roman Studies (<https://catalog.denison.edu/catalog/courses-of-study/ancient-greek-roman-studies/>) Department.

LAT 111 - Beginning Latin (4 Credit Hours)

An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature.

LAT 112 - Intermediate Latin (4 Credit Hours)

An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin.

Prerequisite(s): LAT 111 or consent.

LAT 199 - Introductory Topics in Latin (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LAT 211 - Reading and Writing Latin (4 Credit Hours)

This course transitions students from either the first year Latin sequence or from high school Latin into reading and analyzing advance Latin authors. It also introduces students to the study of Latin stylistics through composition.

Prerequisite(s): LAT 112, placement, or consent of instructor.

LAT 361 - Directed Study (1-4 Credit Hours)

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LAT 363 - Independent Study (1-4 Credit Hours)

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Latin Amer & Caribbean Studies (LACS)

LACS 101 - Introduction to Latin American Caribbean Studies (4 Credit Hours)

A comprehensive introduction to the nature of the problem of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American and Caribbean countries.

LACS 124 - Racial Politics in Latin America (4 Credit Hours)

This course will examine the role of race and politics in Latin America by examining concepts such as *mestizaje* or racial mixture and how that shapes relationships of power and development in these societies. We will also examine the role of whiteness and blackness and how such concepts are used to ensure hierarchies of privilege and disadvantage. What role does a racialized hierarchy play throughout Latin America when considering who are the haves and have nots and which roles are racialized groups such as indigenous and Afro-descendants in Latin America allowed to play in national development? We will first learn about theories of race, politics, and history in select countries. Second, we will apply the theories we have learned to focus on Latin American countries such as Colombia, Mexico, Cuba, Brazil, and Argentina.

LACS 196 - Chicana/o History: The Mexican American Experience in the U.S. (4 Credit Hours)

This course explores the history of Chicanas/os, people of Mexican descent in the United States, from the Spanish colonization of North America to the present. It is organized chronologically, proceeding through the geopolitical and social processes that created and shaped the Mexican American community. Themes will include, but are not limited to, the creation and shifting of borders and borderlands, the development of Chicana/o identity, race and *mestizaje*, gender dynamics, labor and power, migration and citizenship, activism, politics, and religion and culture. We will pay special attention to the processes by which Mexican Americans demonstrated agency and resistance in the face of racial and ethnic discrimination and erasure.

Crosslisting: HIST 196.

LACS 199 - Introductory Topics in Latin American and Caribbean Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LACS 211 - Colonial Latin America (4 Credit Hours)

A survey course on Latin America from Conquest through Independence. Topics include exploration of: 1) how Spain and Portugal conquered and colonized the Americas, 2) how they managed to maintain control over those colonies, 3) how the colonized (Indians, Africans, and mixed races) responded to the imposition of colonial rule, 4) the role of women and gender in colonial settings, and 5) the implications of colonialism for the study of modern Latin America.

Crosslisting: HIST 141.

LACS 212 - The Atlantic World (4 Credit Hours)

Drawing together the histories of Europe, Africa, and the Americas, this course explores the origins, development, and meanings of the new Atlantic World created after 1492. Topics may include imperial expansion and colonization, European-Amerindian relations, European-African relations, slavery and the trans-Atlantic slave trade, the growth of mercantile capitalism and the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for national independence, and the abolition of slavery.

Crosslisting: HIST 161.

LACS 299 - Intermediate Topics in Latin American and Caribbean Studies. (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

LACS 313 - Spanish in the United States (4 Credit Hours)

Have you ever heard a Spanish speaker in the United States say *escuela alta*, *rufo*, *llamar para atrás* or *queik*? Or have you heard someone switch from English to Spanish in the same sentence? What is Spanglish? Do you have a friend who doesn't know Spanish even though his parents speak it? Is Spanish a foreign language in the US? Have you ever heard someone say that we shouldn't speak Spanish here? The United States has a Hispanic population that is larger than most Latin American countries. But, unlike other Spanish-speaking countries, Spanish is a minority language in the US. In this class, we study various social and linguistic phenomena that arise from this situation. Among other topics, we analyze the history of Spanish in the US, the racialization of Spanish, language policy, Spanish in education, Spanglish, and Latinx identity.

Prerequisite(s): SPAN 215 or permission of the instructor.

LACS 325 - Survey of Latin American Literature (4 Credit Hours)

Students will analyze texts from Pre-Columbian times to the present within their historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

Crosslisting: SPAN 325.

LACS 338 - All the World is a Stage: Theater and Social Change in the Americas (4 Credit Hours)

Discover the vibrant performance practices across the Americas! This course explores how theater and performance in Latin America and Latinx/a/o communities have shaped social and political realities from the colonial era to today. Through readings, videos, and critical analysis, we examine avant-garde theater, community activism, street performance, and more, tackling key themes like colonialism, revolution, gender, borders, and cultural identity. You might even get to visit a regional theater festival!

Prerequisite(s): SPAN 215 or consent of instructor.

Crosslisting: SPAN 338.

LACS 385 - Nation Building in Mexican Cinema (4 Credit Hours)

As posited by film scholars such as Jean-Louis Comolli, the history of cinema has been in large part the history of the twentieth century. This is particularly true in Latin America, where it has been associated with national projects of modernization following the establishment of independent republics throughout the nineteenth century. In Mexico in particular, cinema has played a central role in nation-building, making it an ideal venue for the exploration of the relationship between film and ideals of nationhood. How are these ideals articulated through family relations, encounters with gringos, indigenous vs. European worldviews, rural vs. urban space, etc.? Students will engage in critical analysis of texts through research essays, creative projects, and oral presentations at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215.

Crosslisting: SPAN 385.

LACS 414 - International Labor Migration in a Globalized Economy (4 Credit Hours)

This course revolves around two questions; How can we explain the main international migration flows in the past 50 years? And what are the political, economic and socio-cultural consequences of the recent international migrations on receiving and sending countries? To provide well informed answers to these questions, this course is divided in three parts. The first part provides the basic concepts and theories to study international labor migration issues. The second part takes a historical and international approach and studies some major international labor migration flows since the late 19th century. The third part discusses the political, economic and socio-cultural consequences of the recent international migrations on receiving and sending countries. This study will also include examination of some of the related public policy issues and controversies. The course incorporates institutional and historical contexts, socio-political dimensions and power relations in examinations of complexities of international labor migration. During the course students will work in teams and use various data sources to study some recent migration issues and provide well-informed answers to research questions assigned to each team. The results of this team work will be shared with the class in a presentation at the end of the semester.

Prerequisite(s): ECON 301.

LACS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

LACS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Mathematics (MATH)

MATH 115 - Mathematical Methods for the Physical and Social Sciences (4 Credit Hours)

This course will explore three major topics of mathematics: linear algebra, probability and statistics, and Markov chains. Using these three topics, students will engage in three real world applications in biology, chemistry, and economics. This course is well suited for students who need a year of mathematics, like many pre-professional programs, and are looking for real applications of mathematics beyond the typical algebra and calculus approach. While this course would be a natural extension for pre-professional students who have taken Math 130 Essentials of Calculus, this course only requires a strong background in high school Algebra II.

MATH 120 - Elements of Statistics (4 Credit Hours)

An introduction to statistical reasoning and methodology. Topics include experimental design, exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and linear and multi-variable regression. Students who have received credit for MATH 220 may not subsequently receive credit for MATH 120. Not open for credit to students who have taken PSYC 370 or GC 202 courses.

MATH 130 - Essentials of Calculus (4 Credit Hours)

A one-semester introduction to single-variable calculus for students who have not taken a calculus course. This class focuses on functions, graphs, limits, exponential, logarithmic and trigonometric functions, differentiation, integration, techniques and applications of integration, and applications from the natural and social sciences. Students who have received credit for MATH 135 or MATH145 may not subsequently receive credit for MATH130.

MATH 135 - Single Variable Calculus (4 Credit Hours)

A one-semester single-variable calculus course starting from a knowledge of basic derivatives and integrals. This class focuses on advanced topic in derivatives, advanced topics in integrals, optimization, applications of calculus to the natural and social sciences, sequences and series, probability, and differential equations. Students who have received credit for MATH 145 may not subsequently receive credits for MATH 135.

Prerequisite(s): Placement or MATH 130.

MATH 145 - Multivariable Calculus (4 Credit Hours)

A one-semester multivariable calculus course with an introduction to linear algebra. This class focuses on vectors, partial derivatives, gradients, optimization of functions of several variables, multiple integrals and their applications, and elementary linear algebra.

Prerequisite(s): Placement or MATH 135.

MATH 199 - Introductory Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 213 - Linear Algebra and Differential Equations (4 Credit Hours)

A continued study of Linear Algebra with applications to linear differential equations and mathematical models in the physical and social sciences. Topics include abstract vector spaces over the real and complex numbers, bases and dimension, change of basis, the Rank-Nullity Theorem, linear transformations, the matrix of a linear transformation, eigenvectors and eigenvalues, diagonalization, matrix exponential, linear differential equations of order n , linear systems of first order differential equations, and a continued study of infinite series, power series, and series solutions of linear differential equations.

Prerequisite(s): MATH 145.

MATH 220 - Applied Statistics (4 Credit Hours)

Statistics is the science of reasoning from data. This course will introduce the fundamental concepts and methods of statistics using calculus-based probability. Topics include a basic study of probability models, sampling distributions, confidence intervals, hypothesis testing, categorical data analysis, ANOVA, multivariate regression analysis, logistic regression, and other statistical methods. Scopes of conclusion, model building and validation principles, and common methodological errors are stressed throughout.

Prerequisite(s): MATH 135 and DA 101 or MATH 145.

Crosslisting: DA 220.

MATH 225 - Analysis of Risk (4 Credit Hours)

This course covers the essentials of asset management including the diversification of investment portfolios. The course begins with the basics of present value analysis and probability theory. Basic tools will be developed and used to study issues such as basic portfolio optimization and asset pricing.

Prerequisite(s): MATH 145.

MATH 247 - Calculus III for Pre-engineering students (4 Credit Hours)

A one semester overview of mathematics applied to physical systems, with extensive use of examples from introductory and intermediate physics. Topics covered include operators, functions, vectors, complex numbers, integration & differentiation in multiple dimensions, geometry (gradients, divergence, & curl), differential equations, and linear algebra. The unity of linear systems will be emphasized, though non-linearity will also be discussed. Both hand- and computer-aided computation will be required. NOTE: MATH 247 does not fulfill any requirements for the MATH major or minor.

Prerequisite(s): PHYS 121 or PHYS 126 and MATH 145 or consent.

Crosslisting: PHYS 201.

MATH 299 - Intermediate Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 300 - Introduction to Proofs (4 Credit Hours)

An introduction to proof writing techniques. Topics will include logic and proofs, set theory, mathematical induction, relations, modular arithmetic, functions, cardinality, number theory, and calculus.

Prerequisite(s): MATH 145.

MATH 334 - Theory of Computation (4 Credit Hours)

This course will continue from where CS 234 left off in studying computers as mathematical abstractions to understand the limits of computation. In this course, students will learn about topics in computability theory and complexity theory. Topics in computability theory include Turing machines and their variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving the decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes. The Department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 300 or CS 234 and CS 271.

Crosslisting: CS 334.

MATH 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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MATH 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MATH 364 - Independent Study (1-4 Credit Hours)

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MATH 395 - Technical Communication I (1 Credit Hour)

This course aims to enhance mathematics and computer science students' proficiency and comfort in orally communicating content in their disciplines. Students will develop skills in presenting technical information to a non-technical audience. In particular, students will deliver several presentations during the semester on substantive, well-researched themes appropriate to their status in their major.

Prerequisite(s): MATH 300 or CS 271.

Corequisite(s): a 300-level or higher mathematics or computer science course.

Crosslisting: CS 395.

MATH 399 - Advanced Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MATH 400 - Combinatorics (4 Credit Hours)

This course is the study of counting techniques for discrete collections of objects. This course will include topics such as permutations and combinations, binomial coefficients, inclusion-exclusion, Fibonacci numbers, Catalan numbers, set partitions, Stirling numbers, generating functions, exponential generating functions, and Pólya counting.

Prerequisite(s): MATH 213 and MATH 300.

MATH 410 - Abstract Algebra (4 Credit Hours)

A rigorous analysis of the structure and properties of abstract groups, rings, fields, and vector spaces.

Prerequisite(s): MATH 213 and MATH 300.

MATH 413 - Advanced Linear Algebra (4 Credit Hours)

This is a second course in linear algebra, which will continue to develop a linear algebra toolkit in order to pursue a mixture of theory and applications. Topics discussed will include singular value decomposition, canonical forms, orthogonal bases and inner product spaces, harmonic analysis and the discrete Fourier transform. The course will also include applications of these concepts in mathematics, computer science, and physics.

Prerequisite(s): MATH 213 and MATH 300.

MATH 415 - Operations Research (4 Credit Hours)

This course involves mathematical modeling of real-world problems and the development of approaches to find optimal (or nearly optimal) solutions to these problems. Topics may include: modeling, linear programming and the simplex method, the Karush-Kuhn Tucker conditions for optimality, duality, network optimization, and nonlinear programming.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213, and MATH 220 or DA 220.

Crosslisting: CS 337.

MATH 420 - Statistical Modeling (4 Credit Hours)

This course is a survey of advanced statistical modeling techniques, building off the models studied in Applied Statistics, and introducing models based on more sophisticated mathematical structures such as matrices. The course emphasizes how to create, fit, test, and use statistical models in a variety of situations, and how to verify the conditions required for each model introduced. Course topics will be demonstrated via real-world applications, using the statistical computing language R to carry out the necessary computations. The selection of statistical models will depend on the instructor, but the course will contain elementary time series analysis regardless of who is teaching it. Other possible models include hierarchical linear models, longitudinal models, mixed models, Bayesian models, non-parametric models, statistical learning and data mining models, and principal component analysis.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 421 - Bayesian Statistics (4 Credit Hours)

Statistics is the science of turning data into informed conclusions. The Bayesian approach to statistics uses probability theory to model both the uncertainty inherent in sampling from a population, and also our own degree of uncertainty in the answers we expect to get. That is, we begin with a prior distribution representing what we know or believe about a population, then we integrate new data that arrives into this distribution, resulting in a posterior distribution representing our updated beliefs. With this framework, an analysis can be informed by all past analyses on the topic (even if they analyzed other datasets), and we can construct an iterative approach that converges to the truth. This course introduces the Bayesian perspective, Bayesian approaches to statistical models you have seen in other classes, and new models that are only possible in the Bayesian approach. Course topics are demonstrated via real-world applications.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114 and MATH 145 and MATH 220 or DA 220.

MATH 422 - Time Series Analysis (4 Credit Hours)

Time series data is data that is sampled at several points in time. Such data is best analyzed with the tools of time series analysis. This course introduces numerous examples of, and exploratory data analysis techniques for, time series data. The course then covers the essential time series models, including ARIMA, SRIMA, Spectral Analysis, GARCH models, and the GLMM. We learn to fit these models via maximum likelihood estimation and numerical analysis techniques, how to verify the conditions required by each of the models, how to interpret the output of each model, and how to use the models for forecasting. After a detailed study of time series analysis, we will sample additional statistical modeling techniques in the latter half of the course. Course topics are demonstrated via real-world applications, using the statistical computing language R to carry out the necessary computations.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 423 - Statistical Theory (4 Credit Hours)

Statistical theory will provide an introduction to the mathematical ideas underlying multivariate statistical models, point estimation, hypothesis testing, and decision theory. In addition to providing a basis for understanding the theoretical underpinnings of statistics, the course will also highlight applications. Special topics may include statistical machine learning, Monte Carlo methods, and large sample theory.

Prerequisite(s): MATH 213, MATH 220 or DA 220, and CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

MATH 425 - Applied Probability (4 Credit Hours)

A study of single variable, multi-variable, and stochastic probability models with application to problems in the physical and social sciences. Includes problems in Biology, Finance, and Computer Science.

Prerequisite(s): CS 109 or CS 111 or CS 112 or CS 113 or CS 114, MATH 213, or MATH 220, or DA 220.

MATH 426 - Statistical Modeling in Sports (4 Credit Hours)

In this course, students will use statistical modeling and machine learning techniques to evaluate and predict player performance, team performance, economic performance, and health performance in sports. Students will use these findings to determine desired strategies and outcomes for team performance and player evaluation. In performing this analysis, students will carefully consider the ways that confounding bias, overfitting, variable specification, and interpretability arise in sports problems. Through the application of statistical modeling methods, students will practice communicating results to stakeholders so that they can make the best decisions for the players, teams, and organizations.

Prerequisite(s): MATH 145, MATH 220 or DA 220, and CS 111 or CS 112 or CS 113 or CS 114 or equivalent.

MATH 427 - Probability, Computing and Graph Theory (4 Credit Hours)

This course is about the design and analysis of randomized algorithms (i.e. algorithms that compute probabilistically). Such algorithms are often robust and fast, though there is a small probability that they return the wrong answer. Examples include Google's PageRank algorithm, load balancing in computer networks, coping with Big Data via random sampling, navigation of unknown terrains by autonomous mobile entities, and matching medical students to residencies. The analysis of such algorithms requires tools from probability theory, which will be introduced as needed. This course also covers the basics of graph theory, and several randomized algorithms on graphs. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social networks graphs, and computer networks. Lastly, this course demonstrates the powerful Probabilistic Method to non-constructively prove the existence of certain prescribed graph structures, how to turn such proofs into randomized algorithms, and how to derandomize such algorithms into deterministic algorithms. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Data Structures (CS 271). This course is classified as a theory elective.

Prerequisite(s): CS 271 or MATH 220 or DA 220, and MATH 300, and one from CS 109 or CS 111 or CS 112 or CS 113 or CS 114.

Crosslisting: CS 335.

MATH 430 - Fourier Analysis (4 Credit Hours)

A study of a widely used and applied subfield of advanced Linear Algebra and Calculus harnessing the power of orthogonal bases. For example, your ear processes a sound wave (maybe from plucking guitar strings) by changing into an orthogonal frequency basis allowing us to hear the main notes and some selected overtones. This course will use the power of changing bases, differentiation, and integration to analyze a wide array of problems in image processing, sound processing, signal reconstruction, medical imaging, wave analysis, heat diffusion, statistical modeling, quantum mechanics, number theory, and geometry. No knowledge of these application topics is necessary.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114 and MATH 213, and MATH 220 or DA 220.

MATH 433 - Mathematical Methods for Engineering (4 Credit Hours)

This course will provide a survey of mathematical methods pervasive in engineering. We will explore integral transforms of various kinds, including the Laplace and Fourier transforms, and their applications to solving ordinary and partial differential equations. We will also explore foundational concepts like vector calculus, Sturm-Liouville problems and orthogonal functions, and separation of variables for boundary value problems in partial differential equations. All of these will be presented in the context of real-world problems and applications.

Prerequisite(s): MATH 213 and DA 220 or MATH 220.

MATH 434 - Advanced Differential Equations (4 Credit Hours)

Differential equations arise in many areas of study. Indeed, any parameter that changes with respect to time may be described using a differential equation. This course covers both analytic and qualitative approaches to differential equations, as well as numerical methods. Topics may also include applications in biology, circuit theory, and mechanics.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213 and MATH 220 or DA 220.

MATH 435 - Mathematical Modeling (4 Credit Hours)

A course in mathematical modeling including linear and nonlinear optimization models, linear and non-linear dynamic models, and probability and statistical models. Both continuous and discrete models are considered. This course focuses on applying mathematics to open ended, real world problems, and effectively communicating conclusions. Sensitivity analysis and model robustness are emphasized throughout. This course also strongly features approximation and simulation methods in conjunction with analytic methods.

Prerequisite(s): CS 109, CS 111, CS 112, CS 113 or CS 114, and MATH 213 and MATH 220 or DA 220.

MATH 440 - Real Analysis (4 Credit Hours)

A rigorous analysis of limits, continuity, differentiation, integration, uniform convergence, infinite series and basic topology.

Prerequisite(s): MATH 213 and MATH 300.

MATH 445 - Topology (4 Credit Hours)

A study of general topological spaces, including interiors, closures, boundaries, subspace, product, and quotient topologies, continuous functions, homeomorphisms, metric spaces, connectedness, and compactness together with applications of these concepts. Additional topics may include algebraic topology, including homotopy and homology groups, and/or a parallel study of general measure spaces, including inner and outer measure.

Prerequisite(s): MATH 213 and MATH 300.

MATH 447 - Complex Analysis (4 Credit Hours)

A study of the complex plane and functions of complex variables. Topics include analytic functions, derivatives, singularities, integrals, Taylor series, Laurent Series, conformal mappings, residue theory, analytic continuation, Cauchy-Riemann equations, Cauchy's Theorem, the Cauchy Integral Formula, Picard's Theorems, the Riemann Mapping Theorem, and Rouche's Theorem.

Prerequisite(s): MATH 213 and MATH 300.

MATH 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MATH 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MATH 470 - Advanced Mathematical Topics (1-4 Credit Hours)

Special topics offered at an advanced level not covered in regular courses.

MATH 471 - Advanced Mathematical Topics (1-4 Credit Hours)

Advanced topics in Abstract Algebra, Analysis, Geometry or Applied Math.

MATH 495 - Technical Communication II (1 Credit Hour)

This course is a capstone experience in oral and written communication for mathematics and computer science majors. Students will research a substantive topic, write a rigorous expository article, and make a presentation to the department.

Prerequisite(s): MATH 395 or CS 395 and a 300-400 level computer science course or a 400-level mathematics course.

MATH 499 - Advanced Topics in Mathematics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

Middle East & North African Studies (MENA)

MENA 121 - Islamic World to 1800 (4 Credit Hours)

A survey of the history of the Islamic World from the rise of Islam to the 1800's. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Societies through a study of religion, political theory and practice, social structure, art, literature and the sciences.

Crosslisting: HIST 121.

MENA 122 - The Making of the Modern Middle East (4 Credit Hours)

This course will cover the major political, cultural, and social features of the modern Middle East, from the eighteenth century to the end of the twentieth century. Among the transformations this course will examine are the rise of colonialism/imperialism and nationalism, as well as other major political and religious ideologies. Covering a geographic area that stretches from North Africa to Iran, this course will highlight case studies emphasizing the diversity of political, social, and economic life across the region.

Crosslisting: HIST 122.

MENA 199 - Introductory Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 225 - Mapping Piracy and Captivity in the Ottoman Mediterranean (4 Credit Hours)

This course will examine the early modern (16th to 18th century) Ottoman Mediterranean world as one historical landscape with a focus on the issues of identity, conversion, and captivity in the context of sea-based piracy, slavery, and migration. We will ask: What part did loyalty, economic incentives, religious conviction, and coercion play in the decisions that communities, captives, sailors, and commanders made in their pursuit of their interests? By taking a wider view of these historical phenomena and studying them as forms of economic, cultural, and violent exchange, we will have the opportunity to look at the Mediterranean world as a place of both interaction and conflict. This class will have a digital humanities component. As a result, one of the central focuses of this class is using visualizations of historical information as an analytical tool to gain insights about the past and communicating those insights in clear and innovative ways.

MENA 299 - Intermediate Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 321 - Women in the History of the Modern Middle East (4 Credit Hours)

This course will look at the role women have played in the Middle East since the nineteenth century. We will start the course by examining the interpretative methods and sources that historians use to explore this history. Then, after an introduction to the study of women and gender in the Middle East, we turn to several of the major factors that have impacted the role of women in Middle Eastern societies: the Islamic tradition, the colonial period, the rise of nation-states, and various strands of feminism. Our examples will draw from several of the principle countries and regions in and around the Middle East including Iran, Turkey, Egypt, the Levant, and North Africa. As we proceed, students will develop their own research question, bibliography, and ultimately, research paper.

Crosslisting: HIST 321.

MENA 324 - Al-Andalus and Its Diasporas: From the Middle Ages to the Present (4 Credit Hours)

Islamic Spain was a place where ancient and new communities encountered and transformed each other. Known in the Middle Ages as al-Andalus, it continues to occupy the cultural and political imaginations of Spain and the Arab world. This class explores al-Andalus through what defines it in scholarly and popular discourse: its religious communities and the cultural contact and synthesis characterizing them. By placing medieval Spain or "Iberia" into its Mediterranean context, the class traces the development of Jewish, Christian, and Muslim communities from their beginnings in the eastern Mediterranean and their settlement in Iberia up to the diasporas in the Mediterranean region today. Rather than essentializing religion, we place it in dialogue with language and culture, tradition and innovation. As a writing-intensive seminar, students will engage the cultural and historical themes of the class through writing in daily discussion posts, in-class reflections, midterm essays, and a phased research project on a theme chosen by the student. The course is closed to first-year students.

Prerequisite(s): SPAN 215 when taught in Spanish, none when taught in English.

Crosslisting: SPAN 324.

MENA 340 - Hispanic Transatlantic Studies: From Human Rights to Genocide. The Encounter with America and (4 Credit Hours)

Students will engage in an in-depth study of selected topics in the frame of the Atlantic World, which addresses the relations between the cultures of Peninsular Spain and Latin America from a transatlantic perspective. Students will question Western systems of thought, will interrogate structures of power and will develop new connections to the realities of the Hispanic World. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish.

Prerequisite(s): SPAN 215.

MENA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MENA 362 - Directed Study (1-4 Credit Hours)

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MENA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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MENA 399 - Advanced Topics in Middle East and North Africa Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MENA 415 - Political Economy of the Middle East (4 Credit Hours)

A study of the general features of the economic development experience of the Middle East and North Africa. We will study the structural transformation of these economies and the dynamics of their colonial and post-colonial structures. This course examines the different stages of economic development starting with the early post-colonial period, followed by the period of import substitution industrialization of the 1960s, export-led growth of the 1970s, the debt crisis of the 1980s, the structural adjustment programs of the 1990s, and the Arab uprisings of 2011. We will examine the political economy of the region as it relates to unemployment, poverty, inequality, migration, food insecurity, water stress, climate change, class conflict, gender dynamics, cultural norms, as well as regional and global geopolitical power struggles over the control of key markets such as oil and natural gas.

Prerequisite(s): ECON 301.

Crosslisting: ECON 415.

MENA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MENA 452 - Senior Research (4 Credit Hours)

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Music (MUS)

MUS 095 - Performance Skills Exam (0 Credit Hours)

All music majors must enroll in and pass the Keyboard Proficiency and Performance Skills Exam or complete MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II.

MUS 096 - Piano Proficiency Exam (0 Credit Hours)

All music majors must enroll in and pass the Keyboard Proficiency and Performance Skills Exam or complete MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II.

MUS 101 - Introduction to Music: Classical (4 Credit Hours)

This course is an overview of western "art" music from the Middle Ages to present day. Emphasis is placed on the forms and styles of music categorized by historical periods and the composers' social environment. Extensive music listening is incorporated into the curriculum both in class and as assignments. The ability to read musical notation is not required.

MUS 102 - Introduction to Music: Jazz (4 Credit Hours)

This course will introduce students to the uniquely American art form Jazz, through a study of the musical contributions of its major figures. The course of study will include all styles of jazz, from early jazz (Dixieland) to the music of today.

MUS 103 - Introduction to Music: World Music (4 Credit Hours)

This course explores different approaches to music-making throughout the world by examining the ritual and social contexts, compositional techniques, performance styles, instruments, and learning traditions of different musical cultures. The course begins with an overview of musical terminology and ethnomusicological methodologies that can be applied to various types of global music (including World/Country and World/Bluegrass). Subsequently, the course builds on this foundational knowledge by examining various case studies from around the world and comparing them to Western classical and popular traditions.

MUS 107 - Introduction to Music Notation (4 Credit Hours)

This course seeks to explain the basic foundations of musical construction. The universal elements of pitch, rhythm, and harmony will be uncovered along with musical contexts across varied and diverse styles. Students will also explore their own musical intuitions by learning to use basic recording software. No previous musical experience is necessary.

MUS 108 - Video Game Music: History and Craft (4 Credit Hours)

This course explores the history and craft of video game music from the first synthesized sound effects that accompanied early arcade machines to modern orchestral compositions. Students will survey soundtracks, composers, and compositional techniques that were employed along with.

MUS 112 - Guitar Class I (2 Credit Hours)

Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading.

MUS 113 - Guitar Class II (2 Credit Hours)

For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation.

Prerequisite(s): MUS 112 or consent.

MUS 114 - Guitar Class III (2 Credit Hours)

The third course in the guitar sequence.

Prerequisite(s): MUS 113 or consent.

MUS 117 - Class Voice (2 Credit Hours)

An introduction to vocal techniques and pedagogy.

MUS 124 - Alexander Technique Workshop (2 Credit Hours)

The Alexander Technique is a widely recognized educational method for improving balance, alignment, ease, flexibility and energy. The Technique offers us insight into the underlying principles that govern human movement. When applied, these principles guide us to a dynamic kinesthetic lightness, wherein thinking becomes clearer, feeling accessible, sensations livelier, and movement more pleasurable. Within this fluid, more conscious condition, we find our actions and interactions strengthened and refined, our sense of time expanded, and our rapport with the environment restored. The workshop addresses structural problems treated by performing arts medicine and in addition, neuroscience research which supports evidence of misuse resulting in pain/injury by our own mental process and perceptions of our body's structure. We explore gentle movement and relaxation exercise as well as the application of Body Mapping to gain clear and accurate information about our anatomical structure for optimal movement.

MUS 199 - General Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 200 - Music Theory I (4 Credit Hours)

Fundamentals of written musical materials including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills and computer music applications.

MUS 201 - Music History I (4 Credit Hours)

A historical survey of art music in Western Europe from the Medieval era through 1800. Across the survey, students will learn about the evolution of musical style, political and social contexts, and the development of notation, printing, and performance practices. Assessment includes unit and final exams, short writing assignments and analyses, and discussions of readings. Understanding of musical notation is required.

MUS 202 - Music History II (4 Credit Hours)

A historical survey of art music in Western Europe and the United States from 1800 through the present. Across the survey, students will learn about the evolution of musical style, political and social contexts, economic structures, and the impact of folk, popular, and non-Western music. Assessment includes unit and final exams, short writing assignments and analyses, and discussions of readings. Understanding of musical notation is required.

Prerequisite(s): MUS 200.

MUS 203 - Beethoven's Hero (4 Credit Hours)

Beethoven's symphonies are among the most famous works in the canon of Western classical music and are revolutionary in their conveyance of musical (and some would argue extra-musical) narrative within the symphonic genre. This class explores the idea of narrative and how it is heard in his music through a focused study of the symphonies and overtures written between 1803-1812. The course approaches this topic through reflective and research writing. The ability to read musical notation is required.

MUS 205 - Music Theory II (4 Credit Hours)

A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism) and jazz systems.

Prerequisite(s): MUS 200.

MUS 206 - Conducting and Orchestration (4 Credit Hours)

An introduction to conducting and orchestration. Students will compose, orchestrate and conduct original works of music.

Prerequisite(s): MUS 205.

MUS 210 - Music and the Mass Ordinary (4 Credit Hours)

The Mass Ordinary is the cornerstone of the eucharistic ritual of the Roman Catholic Church. This course traces the development of western art music through landmark musical settings of the Mass Ordinary. Composers studied include Josquin des Prez, Palestrina, J. S. Bach, F. J. Haydn, Ludwig van Beethoven, Leonard Bernstein, and others. Students will learn about historical events, technological advancements, and socio-political trends that led to changes in ritualistic practices and the music that accompanied them. For music majors, this course is designed to help solidify and contextualize foundational knowledge of western musical history and terminology. For non-music majors, this course will serve as an introductory survey of western sacred musical literature, from the earliest forms of notation and chant through landmark compositions from each of the major musical eras.

MUS 214 - Music in America (4 Credit Hours)

A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre; and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required.

MUS 215 - Popular Musical Theater in America (4 Credit Hours)

Broadway musical might seem like toe-tapping, tourist-trapping escapism. But many musicals have used comedy, music, dance and fantasies to issue serious social commentary for audiences. This course will examine a variety of shows from the 1940s through the present, considering both the development and evolution of musical/dramatic conventions and examining shows through lenses of gender, race, exoticism, and historiography to better understand the cultural work these shows have performed in American history. Students will study a show in depth each week and conduct their own research on a show of their choosing.

MUS 216 - Sound Editing and Recording (4 Credit Hours)

A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing and production.

MUS 217 - Computer Music: Electronic Composition (4 Credit Hours)

An introduction to creating music with a computer, focusing on sequencing, sampling and direct synthesis.

MUS 219 - Music and Globalization (4 Credit Hours)

A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required.

MUS 220 - Women in Music (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

Crosslisting: WGST 220.

MUS 223 - Computer Music: Interactive Media (4 Credit Hours)

This course explores the graphical programming language of Max/MSP. Through collaboration and invention, we will explore the interaction of coding and signal processing to build custom synthesizers, manipulate samples, and consider current systems of music creation. This course focuses on digital synthesis, modulations, sonic morphologies, and contemporary composition practices. The ability to read musical notation is not required.

MUS 224 - Computer Music: Digital Performance (4 Credit Hours)

An exploration of topics in computer music relating to improvisation and live-performance using inter-active programs.

MUS 225 - Music of the Baroque (4 Credit Hours)

In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required.

MUS 228 - 19th Century Music (4 Credit Hours)

A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required.

MUS 229 - 20th Century Music (4 Credit Hours)

This course provides a more in-depth look into some of the myriad styles, social movements, and aesthetic debates that have shaped the pluralistic music making in the twentieth century. Topics to be explored may include the role of technology, musical borrowing, social and political movements, intersections with other art forms, and changes to musical institutions. Students will be expected to lead and participate in discussions of primary texts and academic scholarship, to listen and analyze key works, and to conduct their own research on a topic of interest related to the course. Completion of Music History II may provide some helpful background, but is not required. Understanding of musical notation is required.

MUS 230 - The History of American Folk and Country Music (4 Credit Hours)

This course examines the musical styles and cultural significance of country and folk musics in the United States, tracing its development from oral traditions through the present day. Primary sources, reviews and critical scholarship provide context for songs. This course touches upon several themes throughout the semester, including technological changes in the country music industry, political uses of country music, definitions of genre, and gender, class, and racial identities of artists and fans.

MUS 234 - History of Gospel Music (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels.

MUS 235 - Music of Latin America (4 Credit Hours)

Latin American music is incredibly diverse in its historical musical elements, and in turn, is some of the most influential source material of popular music today. The course will focus on several main regions of development each with a central organizing nation: Cuba and the Caribbean, Mexico and Central America, and Brazil and South America. Along with aural analysis of the music itself, focus will be paid to the unique social construction of the prevailing musical styles for each region. The course will culminate with the development of Latin American music in the United States and its influence on modern popular music.

MUS 237 - History of Bluegrass and American Roots Music (4 Credit Hours)

This course attempts to answer the question, "What is Bluegrass Music?" For some the answer appears to be very clear and for others it is very elusive. We will look at the origins and influences and try to pinpoint the moment it came to exist. Who created it? Who developed it? Who continues to influence it? What instruments and sounds are involved and which are out of bounds? We will also attempt to define what it is not. By taking a broad look at American Roots Music from the 20th century, putting Bluegrass music at the center, we will discover the various influences of American acoustic music and better understand its progression into modern times. Throughout the course we will also find that the origins of Bluegrass music are actually very diverse. Along with the impact of European music, we will look at the role that women and African Americans play in the development of bluegrass, old time, early country and American Roots Music in general.

MUS 238 - Canons, Culture, and Musical Taste (4 Credit Hours)

Top ten musical artists of all time—go! Chances are you've thought about who would go on your list, who's overrated, and why some things that are terrible somehow become popular. This course will encourage you to think about the hows and whys of musical tastes. Over the term, we'll consider the cultural messages put forth when certain kinds of music are lauded or dismissed, the cultural barriers artists face to becoming part of the canon, and just how these public and personal tastes are formed and change over time. Our course will emphasize a melding of data collection and analysis and cultural theory that allow us to contextualize our findings.

MUS 239 - The History of Rock Music (4 Credit Hours)

This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus one key focus is on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, this is a class in historiography where we will investigate how history is created and contested through primary texts such as musicians' memoirs and journalistic music criticism. Through these readings, we will discuss rock's relationship to its historical, cultural, and social context, paying particular attention to issues of race, class, gender, and sexuality in postwar US culture. The ability to read musical notation is not required.

MUS 240 - Protest Music (4 Credit Hours)

This course considers the role music has played in uniting people around social and political change. In particular, this course considers the music of protest movements in the US from the 19th century to the present. By examining the music of several protest movements, students will consider music as a tool of artists and groups used to reclaim a given space or song in order to fight injustice. The ability to read musical notation is not necessary in this course.

MUS 241 - Special Topics in Music Performance (1-4 Credit Hours)

Special Topics in Music Performance is a course offering that deals with various aspects of performance within music.

MUS 242 - Special Topics in Music Musicology/Music History (4 Credit Hours)

Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture.

MUS 244 - Special Ensemble in Musicianship Skills (4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUS 245 - Special Topics in Music Collaboration (4 Credit Hours)

Special Topics in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments.

MUS 246 - Psychology of Performance in the Arts (4 Credit Hours)

Whether in a business meeting, competing in a sporting event, or in a test-taking situation, performance is often a crucial aspect of success in a variety of domains. Because the careers of performing artists (musicians, dancers, actors, etc.) hinge on successful performance, those artists spend a great deal of energy learning how to harness their own capacities. Not only do performing artists spend practice time training muscles, but they also practice mental strategies that allow for optimal performance under pressure. The purpose of this course is to look at effective mental strategies used by performing artists with the tools afforded to us by research in social psychology. In doing so, we will take the psychological strategies of artists and link them with performance situations in other domains. Work in this class will include readings from relevant psychology research, performing artist narratives, and hands-on, participatory practice techniques.

MUS 247 - Music, Race, and Identity (4 Credit Hours)

This course explores how music has been utilized to construct identity in America from the nineteenth century to today. Within the broad themes of race, ethnicity, gender, and queerness, we look at how groups and individuals use music to represent themselves and others. The course covers an array of song, stage, and screen traditions and relies on primary sources, critical scholarship, and audio-visual materials to bring our subjects to life. Although our course makes no attempt at a comprehensive history of any one tradition, it nevertheless demonstrates through a series of historical snapshots how music has served as a powerful tool for representing ourselves and others, no matter how contradictory, incomplete, or intersectional those identities may be. The ability to read musical notation is not required.

MUS 248 - Hip-Hop Music and Culture (4 Credit Hours)

This course examines the rich history and evolution of hip-hop culture from the South Bronx to its present global reach. Throughout the semester, we will learn to analyze songs and music videos by considering the changing aesthetic and political dimensions of their creation and consumption. We will pay particular attention to themes of race, class, gender, and sexuality and consider how these elements have forged intersectional systems of oppression that were foundational to the genre's origins as well as its present moment. The ability to read music notation is not required but a willingness to engage with difficult topics is.

MUS 250 - Music, Society, and Identity (4 Credit Hours)

Music, Society, and Identity explores fundamental questions about music and its role in our lives: What is music? How does it communicate to listeners? How does music play a role in social and political behavior? How does music shape our identities? Students will engage in hands-on exploration and discussion of these questions, working collaboratively to ask and answer questions about music. Musical examples are drawn from across the globe and across history to demonstrate that music is neither universal nor fixed, with attention given to music and issues of the 21st century so students may better understand the place of music in their world.

Crosslisting: WGST 285.

MUS 280 - Movements in Global Music (4 Credit Hours)

Movements in Global Music examines music and its function in cultures around the world. Moving through a series of case studies, the course investigates the sounds, settings, and significances of different musical traditions while paying close attention to themes of mobility, movement, and meaning. In addition to these major themes, the course regularly touches on topics of race, religion, gender, politics, and resistance. Through hands-on activities and in-class demonstrations, students will gain deeper understandings of music traditions from across the globe. As we learn about the cultures of others, we will turn our attention to our own, applying our growing vocabulary to the various traditions to which we belong. No knowledge of music notation is required.

MUS 299 - Intermediate Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 301 - Junior Recital (0 Credit Hours)

The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons.

MUS 303 - Beethoven's Hero (Majors/Minors) (4 Credit Hours)

Beethoven's symphonies are among the most famous works in the canon of Western classical music and are revolutionary in their conveyance of musical (and some would argue extra-musical) narrative within the symphonic genre. This class explores the idea of narrative and how it is heard in his music through a focused study of the symphonies and overtures written between 1803-1812. The course approaches this topic through reflective and research writing. The ability to read musical notation is required.

Prerequisite(s): MUS 104.

MUS 305 - Music Theory III (4 Credit Hours)

Music Theory Three will apply and synthesize the skills and knowledge developed in the music theory sequence in order to develop and defend ideas about the music from their performance repertoire. Students will use what they've learned to ask bigger questions, devise and justify their own analytical viewpoint, and to hypothesize approaches to interpreting music that is beyond their own experience. Topics will include chromatic harmony, linear analysis, modality, form, post-tonal approaches, and research.

Prerequisite(s): MUS 205.

MUS 310 - Music and the Mass Ordinary - Majors (4 Credit Hours)

The Mass Ordinary is the cornerstone of the eucharistic ritual of the Roman Catholic Church. This course traces the development of western art music through landmark musical settings of the Mass Ordinary. Composers studied include Josquin des Prez, Palestrina, J. S. Bach, F. J. Haydn, Ludwig van Beethoven, Leonard Bernstein, and others. Students will learn about historical events, technological advancements, and socio-political trends that led to changes in ritualistic practices and the music that accompanied them. For music majors, this course is designed to help solidify and contextualize foundational knowledge of western musical history and terminology. For non-music majors, this course will serve as an introductory survey of western sacred musical literature, from the earliest forms of notation and chant through landmark compositions from each of the major musical eras.

MUS 314 - Music in America (Majors/Minors) (4 Credit Hours)

A survey of music-making in America from the colonial period to the present, including early American sacred, patriotic, and political music; musical theatre; and various popular and art music genres of the 19th and 20th centuries, particularly as influenced by the collision between European and African musical traditions. The ability to read musical notation is not required.

MUS 315 - Popular Musical Theater in America (4 Credit Hours)

Broadway musical might seem like toe-tapping, tourist-trapping escapism. But many musicals have used comedy, music, dance and fantasies to issue serious social commentary for audiences. This course will examine a variety of shows from the 1940s through the present, considering both the development and evolution of musical/dramatic conventions and examining shows through lenses of gender, race, exoticism, and historiography to better understand the cultural work these shows have performed in American History. Students will study a show in depth each week and conduct their own research on a show of their choosing.

MUS 319 - Music and Globalization (Majors/Minors) (4 Credit Hours)

A consideration of the increasingly complex behavior of music in the modern (or postmodern) world. We will pay particular attention to the function of music: its uses, the ways in which it is part of - and helps to define - daily life for a number of diverse populations in a number of diverse locales, and the ways in which it is transmitted in a global culture. The ability to read musical notation is not required.

MUS 320 - Women in Music (Majors/Minors) (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

MUS 325 - Music of the Baroque (4 Credit Hours)

In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required.

MUS 328 - 19th Century Music (Majors/Minors) (4 Credit Hours)

A study of 19th-century Western art music, focusing on the genres of art song, piano music, symphonic music, chamber music, and opera, from late Beethoven to Debussy. Works will be considered in their historical and cultural context, as well as from the point of view of their musical characteristics. Understanding of musical notation is required.

MUS 329 - 20th Century Music (Majors/Minors) (4 Credit Hours)

This course provides a more in-depth look into some of the myriad styles, social movements, and aesthetic debates that have shaped the pluralistic music making in the twentieth century. Topics to be explored may include the role of technology, musical borrowing, social and political movements, intersections with other art forms, and changes to musical institutions. Students will be expected to lead and participate in discussions of primary texts and academic scholarship, to listen and analyze key works, and to conduct their own research on a topic of interest related to the course. Completion of Music History II may provide some helpful background, but is not required. Understanding of musical notation is required.

MUS 330 - The History of American Folk and Country Music (Majors/Minors) (4 Credit Hours)

This course examines the musical styles and cultural significance of country and folk musics in the United States, tracing its development from oral traditions through the present day. Primary sources, reviews and critical scholarship provide context for songs. This course touches upon several themes throughout the semester, including technological changes in the country music industry, political uses of country music, definitions of genre, and gender, class, and racial identities of artists and fans.

MUS 331 - Film Music and Sound (4 Credit Hours)

This course will explore the use of music and sound in Western cinema, from the Classical Hollywood era of the 1940s to the present. Careful attention will be given to developing analysis, research, and writing skills. Students will be expected to complete several original analyses of scenes, culminating in an original research paper analyzing a film or films of the student's choice. Weekly readings and viewings will be required.

MUS 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: QS 332 and WGST 332.

MUS 334 - History of African American Gospel Music (Majors/Minors) (4 Credit Hours)

This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900's-ca 1920), move on to gospel music's beginnings (ca. 1920's), and continue onto the present. The course will explore the musical sociological, political and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff and faculty of all levels.

MUS 335 - Latin American Music History (4 Credit Hours)

Latin American music is incredibly diverse in its historical components, and in turn, is some of the most influential source material of popular music today. The course focuses on several main regions of development each with specific countries of influence: Cuba, Puerto Rico, Dominican Republic and the Caribbean; Mexico and North/Central America; and Brazil and South America. Along with aural analysis of the music itself, the course analyzes the unique social construction of the prevailing musical styles for each region. The themes of cultural interaction and collision along with (often forced) population shifts provide a uniting current across the vast geography of study and provide organizing through-line across the region. If time permits, the course will culminate with the development of Latin American music in the United States and its influence on modern popular music.

MUS 337 - History of Bluegrass and American Roots Music (Majors/Minors) (4 Credit Hours)

This course attempts to answer the question, "What is Bluegrass Music?" For some the answer appears to be very clear and for others it is very elusive. We will look at the origins and influences and try to pinpoint the moment it came to exist. Who created it? Who developed it? Who continues to influence it? What instruments and sounds are involved and which are out of bounds? We will also attempt to define what it is not. By taking a broad look at American Roots Music from the 20th century, putting Bluegrass music at the center, we will discover the various influences of American acoustic music and better understand its progression into modern times. Throughout the course we will also find that the origins of Bluegrass music are actually very diverse. Along with the impact of European music, we will look at the role that women and African Americans play in the development of bluegrass, old time, early country and American Roots Music in general.

MUS 338 - Canons, Culture and Musical Taste (4 Credit Hours)

Top ten musical artists of all time—go! Chances are you've thought about who would go on your list, who's overrated, and why some things that are terrible somehow become popular. This course will encourage you to think about the hows and whys of musical tastes. Over the term, we'll consider the cultural messages put forth when certain kinds of music are lauded or dismissed, the cultural barriers artists face to becoming part of the canon, and just how these public and personal tastes are formed and change over time. Our course will emphasize a melding of data collection and analysis and cultural theory that allow us to contextualize our findings.

MUS 339 - The History of Rock Music (Majors/Minors) (4 Credit Hours)

This class explores a diversity of movements within rock music from the 1950s through the present. Central to this class is the music itself. Thus one key focus is on building a working knowledge of the musical language of rock (including elements of melody, harmony, rhythm, texture, form, style). In addition, this is a class in historiography where we will investigate how history is created and contested through primary texts such as musicians memoirs and journalistic music criticism. Through these readings, we will discuss rock's relationship to its historical, cultural, and social context, paying particular attention to issues of race, class, gender, and sexuality in postwar US culture. The ability to read musical notation is not required.

MUS 341 - Special Topics in Music Performance (4 Credit Hours)

Special Topics in Music Performance is a course offering that deals with various aspects of performance within music.

MUS 342 - Special Topics in Musicology/Music History (4 Credit Hours)

Special Topics in Musicology/Music History is a course offering that deals with music with respects to its history, people, and culture.

MUS 344 - Special Topics in Musicianship Skills (4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MUS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

MUS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MUS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

MUS 399 - Advanced Topics in Music (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

MUS 401 - Senior Recital (0 Credit Hours)

The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons.

MUS 402 - Senior Project (1-4 Credit Hours)

The Senior Project is a composition or research project in the emphasis of the music major (composition, computer music or music history) to be selected and completed in consultation with the appropriate area instructor.

MUS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

MUS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Music - Applied & Performance (MUSP)

MUSP 111 - Piano Class I (2 Credit Hours)

Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups.

MUSP 112 - Piano Class II (2 Credit Hours)

This is designed for non-music majors with no significant background in piano who would like to continue their piano studies. This course is a continuation of Piano Class I (MUSP 111) curriculum. Students will explore the joy of making music through more advanced (late beginning/early intermediate level) repertoire. Other emphasis is placed upon ensemble work (duet, trio, quartet), chord progressions, harmonization, and sight-reading.

MUSP 120 - Jazz Improvisation (1 Credit Hour)

A once weekly (50-minute) performance-oriented course open to instrumentalists. The major objective is to gain an in-depth working knowledge of improvisation in the jazz context. Pre-requisites include the ability to play an instrument and a working knowledge of major scales, or permission of the instructor. The class meeting time is TBA and the instructor will work towards a schedule that works for everyone signed up.

MUSP 121 - Piano Accompanying (Ensemble) (1 Credit Hour)

This ensemble course is designed for piano students who are looking for an ensemble credit. Students will be assigned a vocal or instrumental partner. Students are responsible for regularly rehearsing with their partners (one hour weekly rehearsals are required), attending their partners' lessons as needed, and performing with them in recitals, masterclasses, and juries.

Prerequisite(s): Approval of the instructor.

MUSP 126 - American Roots Seminar (1 Credit Hour)

American Roots Seminar looks closely at the formulas for arranging American Roots Music including bluegrass, blues, old-time string band, Appalachian Fiddle and early country music. Based on our understanding and data collected from the song formulas, students compose vocal songs and instrumental songs reflecting traditional composition styles and topics. Students are assigned parts to compose and will collaborate to develop the components and arrangement of each song: form, chord progression, melody, harmony, lyric writing and instrumental elements including solos, intros and ornamentation. This course is required for students seeking a Bachelor of Arts degree in music with an emphasis in American Roots Music.

MUSP 127 - Keyboard Skills I (2 Credit Hours)

A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with the permission of the instructor.

MUSP 128 - Keyboard Skills II (2 Credit Hours)

A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with permission of the instructor.

MUSP 129 - Composition Seminar (1 Credit Hour)

A seminar approach to musical composition focusing on individual composition projects, compositional processes, forms, aesthetics and criticism. May be repeated for credit.

MUSP 130 - Orchestra - Ensemble (1 Credit Hour)

The Denison University Orchestra welcomes players with diverse musical interests and from a wide array of majors. Drawing from a broad range of canonical string orchestra and symphonic repertoire, as well as newly composed works, the orchestra offers students a top-level orchestral experience and serves an important role in representing Denison University in the community. Frequent off-campus tours, along with regular collaborations with guest artists, faculty, and other Denison ensembles, continue to enrich and expand the legacy of the ensemble.

MUSP 131 - Concert Choir - Ensemble (1 Credit Hour)

The Denison University Concert Choir is a long-established community/university choir that includes singers from the Granville area, as well as Denison faculty, staff, and students who are interested in performing major choral works and other works of interest. A placement audition is required, but no prior choral experience is necessary.

MUSP 132 - Music Theatre Workshop - Ensemble (1 Credit Hour)

The Denison Music Theatre Workshop is for students who sing and enjoy performing on stage. Once a semester, the students in the class will present a fully staged opera, operetta, or musical theatre production. Class literature ranges from Broadway musicals to light operas. All students are welcome, but solos are chosen by audition.

MUSP 133 - Gospel Choir - Ensemble (1 Credit Hour)

The Denison University Gospel Choir carries the tradition of sharing love and hope through song to our community. We learn and perform songs in the true African American gospel tradition, as well as some that are contemporary and inspiring.

Crosslisting: BLST 133.

MUSP 134 - Jazz Ensemble (1 Credit Hour)

The Denison University Jazz Ensemble performs music ranging from the traditional big band era to contemporary jazz. Audition required.

MUSP 135 - American Roots Music Ensemble (1 Credit Hour)

The Denison University American Roots Music Ensemble is dedicated to the multi-genre and multicultural music developed in the US during the 19th, 20th, and 21st centuries. This broad term represents “folk” or “traditional” music such as Bluegrass, Appalachian, and African-American string band/fiddle music, Gospel music, and the blues, as well as contemporary music derived from these traditions. Each semester, students in the ensemble explore a different area of this music, learning about the fundamentals of American Roots Music while working on original arrangements. Pre-approved instruments include guitar, mandolin, violin/fiddle, bass, slide guitar/“dobro,” cello, and banjo. Additional instruments will be accepted with the approval of the Director.

MUSP 136 - Chamber Singers - Ensemble (1 Credit Hour)

Denison University Chamber Singers is a select mixed choral ensemble that performs an array of musical styles, including Renaissance polyphony, contemporary works, vocal jazz arrangements, folk songs, and spirituals. The required audition consists of vocal exercises, sight-singing, and a pitch retention/general musical knowledge assessment. A prepared solo is optional.

MUSP 138 - Gamelan Ensemble (1 Credit Hour)

Gamelan Ensemble is a traditional Balinese Angklung Gamelan, Indonesia’s classical percussion ensemble. It is open to all Denison students as well as community members, requires no previous experience, and meets once weekly for an evening rehearsal.

MUSP 139 - The African-American Roots Ensemble (1 Credit Hour)

The African-American Roots Ensemble.

MUSP 140 - Jazz Combo (1 Credit Hour)

Jazz Combo is a small ensemble open to any instrumentalists and vocalists. Traditional jazz is the focus, along with the music of Brazil, funk, and contemporary jazz and pop.

MUSP 141 - Woodwind Ensembles (1 Credit Hour)

Pedagogical and performance skills will be developed through laboratory and observational experiences. Includes Flute Ensemble, Oboe Ensemble, Clarinet Ensemble, Bassoon Ensemble, Woodwind Chamber Music, and Saxophone Chamber Music.

MUSP 142 - Brass Ensembles (1 Credit Hour)

Students enrolled in Brass Ensemble will receive 13 rehearsals and one concert each semester. Each rehearsal will total 50 minutes and will be scheduled at a mutually convenient time for the professor and students.

MUSP 143 - Latin Jazz Percussion - Ensemble (1 Credit Hour)

Latin Jazz is a small improvising ensemble concentrating on music from Latin and Pan-African origins. Open to rhythm section and horn players, along with percussionists.

MUSP 144 - Piano Chamber Music (1 Credit Hour)

This ensemble focuses on performances by a small group of musicians, with one player per instrumental part, and often includes piano alongside other instruments like strings or winds. Denison encourages students to participate in various ensembles, including the Piano Chamber Music ensemble, as part of their liberal arts philosophy.

MUSP 145 - Class Strings Ensemble (1 Credit Hour)

An introduction to string techniques and pedagogy.

MUSP 146 - Guitar Ensemble (1 Credit Hour)

Guitar Ensemble is a group that rehearses and performs on acoustic guitars, developing arrangements of jazz, pop, blues, and classical music repertoire. Improvisation techniques are also discussed. Performance experience is not required.

MUSP 147 - String Chamber Music (1 Credit Hour)

Chamber music is a form of classical music that is composed for a small group of instruments—traditionally a group that could fit in a palace chamber or a large room. Usually, groups are of 3-10 players and self-conducted. Chamber music creates independence and camaraderie simultaneously. Listening to each other, matching music-making ideas of colors, bow strokes, vibrato, and dynamics is a wonderful way to develop as a musician and to support other musicians. Some describe chamber music as “the music of friends.” Knowledge of how to play your instrument and use the bow is required. Private lessons are highly recommended with the professor of your chosen instrument.

MUSP 149 - Chamber Percussion Ensemble (1 Credit Hour)

A small chamber ensemble dedicated to performance of percussion literature. Meets weekly TBA, with a performance each term.

MUSP 150 - Wind Ensemble (1 Credit Hour)

Is the primary ensemble for all winds, brass, and percussion students.

The repertoire of the ensemble reflects the breadth of wind literature and includes music from the late Renaissance to world premieres. The ensemble frequently collaborates with other ensembles on campus (recent examples include Chamber Singers and Jazz Ensemble).

Students are expected to commit to membership in Wind Ensemble for a full academic year as our concert preparation spans semesters. Students wishing to join Orchestra must also enroll in Wind Ensemble. Dr. Chris David Westover, conductor. Membership by audition.

MUSP 160 - Jazz Improvisation (2 Credit Hours)

A once weekly (50-minute) performance-oriented course open to instrumentalists. The major objective is to gain an in-depth working knowledge of improvisation in the jazz context. Pre-requisites include the ability to play an instrument and a working knowledge of major scales, or permission of the instructor. The class meeting time is TBA, and the instructor will work towards a schedule that works for everyone signed up.

MUSP 161 - Private Lesson (Clarinet) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 162 - Private Lesson (Flute) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 163 - Private Lesson - Oboe (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 164 - Private Lesson (Bassoon) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 165 - Private Lesson (Saxophone) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 171 - Private Lesson (Trombone) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 172 - Private Lesson (French Horn) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 197 - Private Lesson (Composition) (1 Credit Hour)

Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. The minimum number of required lessons must be taken on the same instrument (or voice). There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. One credit hour is given for one half-hour lesson per week, and students are expected to practice one hour daily.

MUSP 241 - Special Ensemble in Music Performance (1 Credit Hour)

Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music.

MUSP 243 - Special Ensemble in Music Composition (1-4 Credit Hours)

Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition.

MUSP 245 - Special Ensemble in Music Collaboration (1-4 Credit Hours)

Special Ensemble in Music Collaborations are courses that do not fall within the other designations in nature. They may be courses within the department or in collaboration with other Denison departments.

MUSP 251 - Private Lesson (Violin) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 252 - Private Lesson (Viola) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 253 - Private Lesson (Cello) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 254 - Private Lesson (Guitar) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 255 - Private Lesson (String Bass) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 256 - Private Lesson (Electric Bass) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 257 - Private Lesson (Harp) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 258 - Private Lesson (Bluegrass Guitar) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 261 - Private Lesson (Clarinet) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 262 - Private Lesson (Flute) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 263 - Private Lesson (Oboe) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 264 - Private Lesson (Bassoon) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 265 - Private Lesson (Saxophone) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 271 - Private Lesson (Trombone) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 272 - Private Lesson (French Horn) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 273 - Private Lesson (Trumpet) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 274 - Private Lesson (Euphonium) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 275 - Private Lesson (Tuba) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 281 - Private Lesson (Piano) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 282 - Private Lesson (Jazz Piano) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 283 - Private Lesson-Gospel Piano (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 290 - Private Lesson (Percussion) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 295 - Private Lesson (Voice) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 297 - Private Lesson (Composition) (2 Credit Hours)

Music performance majors and performance minors must enroll for two-credit-hour lessons on their primary instrument; non-performance minors must enroll for one-credit-hour lessons. The minimum number of required lessons must be taken on the same instrument (or voice). Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. There is an applied music fee for each academic credit hour. For costs, see Department of Music Fees in the Annual Costs section of the catalog. All declared Music Majors receive two waived credits (three with chair's permission) for private lesson instruction each semester; Performance Minors receive two waived credits, and General Minors receive one waived credit. Beginning students should opt for the class lessons in class piano, class voice, and class guitar. There is no extra fee for class lessons. Students who drop private lessons after the drop date will still be responsible for their lesson fee. Two credit hours are given for one hour-long lesson per week, and students are expected to practice two hours daily.

MUSP 341 - Special Ensemble in Music Performance (1-4 Credit Hours)

Special Ensemble in Music Performance is a course offering that deals with various aspects of performance within music.

MUSP 343 - Special Ensemble in Music Composition (1-4 Credit Hours)

Special Ensemble in Music Composition is a course offering that deals with the creative aspects of music composition.

MUSP 344 - Special Ensemble in Musicianship Skills (1-4 Credit Hours)

Special Ensemble in Music Theory is a course offering that deals with the musicianship aspects of Music Theory and Aural Skills.

MUSP 345 - Special Ensemble in Music Collaboration (1-4 Credit Hours)

Special Ensemble in Music Collaborations are courses that do not fall within the other designations and are collaborative in nature. They may be courses within the department or in collaboration with other Denison departments.

Music Theatre (MUTH)

MUTH 100 - Introduction to Music Theatre (4 Credit Hours)

A workshop course that explores the relationship between music (both instrumental and with lyrics) and theatre (the live presentation of drama) in the creation of music theatre works. The course will involve the investigation and discussion of significant concepts and theories regarding musical composition, playwriting, and lyric writing.

MUTH 201 - Acting the Song: Performance Skills for Musical Theatre (4 Credit Hours)

This course explores the singing actor's responsibilities in preparing a vocal selection for performance in any given situation – as an audition piece, as a stand-alone piece in a recital, and as a song integrated in a full theatrical production. Opportunities to perform or create a simulated performance in all three areas will be provided. Spoken presentations will be given throughout the semester as well as musical performances.

Prerequisite(s): MUS 107 or MUS 200 or permission of instructor.

Corequisite(s): MUSP 195 or MUSP 295 or MUS 117.

Neuroscience (NEUR)

NEUR 299 - Introductory Topics in Neuroscience (1-4 Credit Hours)

A general category used only the evaluation of transfer credit.

NEUR 312 - Current Topics in Neuroscience (4 Credit Hours)

In this seminar-style course, students will learn about and explore current areas of research in the field of neuroscience. Topical areas may vary but typically include perspectives from cellular & molecular neuroscience, neural systems & circuits, neural development / plasticity / repair, behavioral & cognitive neuroscience, and the neurobiology of disease. Students will read a variety of sources, from popular press to scientific journal articles, and develop oral and writing skills for communicating neuroscience research to different audiences.

Prerequisite(s): BIOL 210, BIOL 220, PSYC 100, PSYC 200.

NEUR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

NEUR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

NEUR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

NEUR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

NEUR 401 - Neuroscience Assessment (0 Credit Hours)

Satisfactory completion of NEUR 401 is required of all senior neuroscience concentrators. NEUR 401 is a zero credit course.

NEUR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

NEUR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

NEUR 499 - Advanced Topics in Neuroscience (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

Philosophy (PHIL)

PHIL 101 - Introduction to Philosophy (4 Credit Hours)

This course introduces students to philosophical inquiry by confronting fundamental issues in areas of philosophy such as ethics and moral theory, political and social philosophy, metaphysics (what there is), and epistemology (how and what we can know). Students develop skills in rigorous thinking and engage in the process of philosophizing.

PHIL 121 - Ethics: Philosophical Considerations of Morality (4 Credit Hours)

This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics - having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. - will be raised as well.

PHIL 126 - Social and Political Philosophy (4 Credit Hours)

This course is about justice, power, and freedom, as ideals and as realities, and about whether objective or rational justifications of political and social views and actions are practical or even possible. The course includes an exploration of some fundamental philosophical questions regarding the nature of the community, the state, the individual, and the relationships among them. Students will study great texts in Western political thought as well as contemporary discussions and critiques, including works from thinkers such as Plato, Hobbes, Locke, Marx, Rawls, Mills, and Pateman.

PHIL 191 - Introductory Topics Seminar in Philosophy (4 Credit Hours)

Select introductory topics in Philosophy.

PHIL 199 - Introductory Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit. Courses with this number do not count towards the major or minor in Philosophy.

PHIL 205 - Logic (4 Credit Hours)

This course is an introduction to logic and its philosophy. We will begin by considering the nature and significance of arguments in everyday life as well as the cognitive psychology of human reasoning. We will then examine the fundamental features of arguments with a particular focus on the techniques of formal epistemology, decision theory, and deductive logic. Throughout this course, students will acquire a facility with logical methods, investigate the foundations of quantitative reasoning, apply general logical principles to specific cases, and examine the limitations and advantages of logical and formal methods by exploring theoretical puzzles and paradoxes.

PHIL 210 - Philosophy of Science (4 Credit Hours)

This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, rationality, methodology and the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome.

Prerequisite(s): One previous course in Philosophy, or Science Major with Junior or Senior standing, or consent.

PHIL 231 - Ancient Greek and Roman Philosophy (4 Credit Hours)

This class offers a general survey of the ideas and texts from the major philosophical schools of Ancient Greece and Rome. Over the course of the semester, you will have the opportunity to read a selection of key works of philosophers from each of the four subperiods of ancient philosophy: Presocratic (600–400 BCE), Classical (400–320 BCE), Hellenistic (320–50 BCE), and Imperial (50 BCE–529 CE). In addition to learning about the philosophical ideas of each of these schools and the major figures within them, you will learn some interesting and important aspects of Ancient Greece and Rome in order to be able to situate the philosophy within the context in which it was written, and to see how the features and values of these societies may have influenced the philosophical ideas within them.

Prerequisite(s): One previous course in Philosophy, or one Classics course, or consent.

PHIL 232 - Modern Philosophy (4 Credit Hours)

Thinkers such as Rene Descartes, David Hume, and Immanuel Kant are currently referred to so often, in so many different contexts, that their names have been transformed into immediately recognizable adjectives (Cartesian, Humean, Kantian). But what did these philosophers actually believe? And why did they believe it? This course is an intermediate-level survey of western philosophy from their period (now known as the "Early Modern" or "Modern" era, which runs roughly from 1600-1800). While these and other thinkers (such as Spinoza, Leibniz, Locke, and Berkeley) in this era dealt with a wide variety of subjects, we will focus mostly on their contributions to epistemology, metaphysics, and philosophy of mind. We will address their writings with three different aims: a) to appreciate the sense in which they were, at one time, fresh and radical; b) to understand how, for better or for worse, they set the foundation for much of the modern—western, anyway—worldview; and c) to determine if what they say is either true or false.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 250 - Philosophy of Law (4 Credit Hours)

What is the nature of law? What is its purpose? Am I obligated to obey the law? Why? What is the relationship between law and justice? Believe it or not, these are live questions! In this course, we will consider these questions and dive into some of the answers that have been given to them. We'll subject the views on offer to critical scrutiny, compare them to competing views, and try to make sense of our own relationships to the law along with what we think those relationships ought to be like. Readings will include scholarly articles and book excerpts from a variety of disciplines as well as briefs, news articles, decisions, and case descriptions from legal cases, both real and imagined. Questions in analytic jurisprudence include: What does it mean for something to be a law? Why are some things a matter of law, while others are not? What is the relationship between law and morality? Is the law exhausted by the meaning of words in constitutions and statutes? Questions of normative jurisprudence concern the proper content of law, such as, what should the law permit, prohibit, and promote? The course concludes with an emphasis on questions about the enforcement of law: how should society respond when someone breaks the law?

PHIL 260 - Environmental Philosophy (4 Credit Hours)

This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention.

Prerequisite(s): One previous course in Philosophy, ENVS/SES major or minor, or consent.

Crosslisting: SES 260.

PHIL 269 - Philosophy of the Arts: Aesthetics (4 Credit Hours)

This course addresses issues in philosophical aesthetics both in relationship to the arts as well as to other domains of human life (e.g., nature, food, and design). We will ask what makes something an artwork; how to differentiate between artworks and non-artworks; how to evaluate artworks; what it means to judge something aesthetically; how aesthetic judgment differs for different kinds of objects; and other central issues from the field.

Prerequisite(s): One previous course in Philosophy, ART, AHVC, DANC, CINE, MUS or THTR Major, or consent.

PHIL 272 - Ethics of Data and Information (4 Credit Hours)

This course is a problem-driven, technically informed engagement with the ethics of data and information as well as an investigation of the moral dimensions of collecting, analyzing, and protecting data. It aims to equip students with the ethical frameworks and philosophical tools necessary to effectively engage with the urgent questions posed by data-driven technology in its various forms. Students will hone their understanding of the ethics of surveillance, scientific research, algorithmic bias, and policy decision-making. We will also investigate how familiar moral notions like privacy, property, fairness, and equality are challenged or illuminated by computational tools and the advent of novel possibilities for data collection and analysis. Projects in the course will seek to put into practice the ethical principles and moral theories in hopes of tackling data-driven decisions prudently and permissibly.

PHIL 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: QS 275 and WGST 275.

PHIL 278 - Technology, People, and Power (4 Credit Hours)

One common understanding of technology is that it provides a set of tools with which humanity can control its environment. Philosophical thought about technology suggests that the situation may well be not only far more complex, but radically different. Life without the technologies we use daily can seem unimaginable. Yet those very same technologies raise profound political, social, and ecological concerns. Some authors have argued that technological advances in fields such as computing, medicine, robotics, and artificial intelligence are fundamentally changing (or have already fundamentally changed) who and what we are by making us post- or transhuman. This course poses questions such as: Does technology affect us in merely superficial or more fundamental ways? Has our technology made us fundamentally different from our ancestors? Are there essential differences between types of technology (hand tools, "simple" machines, cybernetic devices, so-called "smart" technologies, etc.)? How is technology related to politics? Is technology value-neutral? Can technology be sexist or racist?

Prerequisite(s): One previous course in PHIL or consent of instructor.

PHIL 280 - Philosophy of Mind (4 Credit Hours)

This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading contemporary theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia Churchland, Fred Dretske, Ruth Millikan, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are reducible to brain states, how our thoughts can be about anything at all, whether there is a "language of thought", what it means to view the mind as embodied or as extending into the world.

Prerequisite(s): One previous course in Philosophy, Neuroscience concentrator, or consent.

PHIL 285 - Biomedical Ethics (4 Credit Hours)

This course focuses on a variety of ethical issues arising in the context of biological research, health, and medicine. Students will be introduced to the major theories and methods of biomedical decision making. The aim is to provide them with the concepts and tools necessary for engaging critically with ethical questions arising from the practice of medicine and the rapid development and commercialization of biomedical technologies. Topics include genetic testing and genetic medicine, genetically modified organisms, abortion, cloning, the use of stem cells, reproductive technologies, and organ donation, as well as the just allocation of healthcare and other scarce resources (like organs, vaccines), ethical issues surrounding the use of human and nonhuman subjects in research, and global disparities in health and healthcare access.

PHIL 288 - Ancient Chinese Philosophy (4 Credit Hours)

This course surveys the philosophical texts at the foundation of two millennia of Chinese thought and of East Asia as a global region. The core concern of these texts is the 'way' (dao): the way to live, the way to rule, the way to know, and the way for words to guide us. We will read the books of Confucius, Mozi, Mencius, Laozi, Zhuangzi, and Xunzi (among others), and critically assess their most unique and groundbreaking ideas.

Crosslisting: EAST 288.

PHIL 292 - Intermediate Topics Seminar in Philosophy (4 Credit Hours)

An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 293 - Topics in the History of Philosophy (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues in the history of philosophy.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 294 - Topics in Ethics (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues in ethical theory.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 295 - Topics in Social and Political Philosophy (4 Credit Hours)

This course provides a venue in the curriculum for topical seminars dealing with major issues in social and political theory.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 296 - Topics in Contemporary Philosophy (4 Credit Hours)

This course provides the opportunity for topical seminars on major issues and debates in contemporary philosophy.

Prerequisite(s): One previous course in Philosophy or consent.

PHIL 298 - Existentialism (4 Credit Hours)

Existentialism asks how we can generate a meaning for our lives without appealing to outside sources. Many existentialists embrace a view characterized with the slogan "existence precedes essence." This slogan means that any attempt to figure out what one is must begin with the fact that one is. In addition, if existence precedes essence, then there may well be a multiplicity of ways that one can be, making choosing between these ways a difficult task. That one's existence may well be experienced as constrained by social forces seemingly beyond one's control complicates matters. We will read major philosophical sources of existentialism (e.g., Nietzsche, Kierkegaard, Sartre, Beauvoir, Fanon, Nishitani) and watch some of the existentialist films they inspired (by, e.g., Kurosawa, Tarkovsky, Bergman).

PHIL 299 - Intermediate Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHIL 305 - Metaphysics (4 Credit Hours)

This course is an introduction to the methodology of and various issues within metaphysics. Typically, these questions address certain general features about the nature of reality. Many of these are ontological, concerning whether certain kinds of entities exist—e.g., numbers, holes, fictional characters, gods, and possibilities. Other metaphysical questions concern the nature and interrelations among entities and various features of the world. Among the familiar metaphysical issues are debates regarding the nature of human beings, the reality of space and time, the limits of thought and possibility, and the connection between truth and existence. Readings will be drawn from a mix of contemporary and classical sources.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 306 - Theories of Knowledge (4 Credit Hours)

An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class aims to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 321 - Metaethics (4 Credit Hours)

We spend much of our time trying to answer such questions as: How ought we to act? What should we value? and What type of person should we be? Yet, it seems right that we can evaluate our answers to these questions and decide among them only if we correctly answer another set of questions first. For instance, how can we know what we should value unless we understand what values are, whether they exist and whether we can know them if they do? How can we know how we ought to act if we do not know what it means for an act to be morally good or why we are even obligated to do what is morally good in the first place? This course pursues answers to this other set of questions. It inquires into the nature of ethical statements, properties, judgments and attitudes. As such, it draws on many other areas of philosophy, including epistemology, metaphysics and the philosophy of language.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 326 - Theories of Justice (4 Credit Hours)

This course focuses on contemporary work in political philosophy concerned with justice, including that of philosophers such as Rawls, Dworkin, Nozick, Young, MacIntyre, Sandel, Nussbaum, and Habermas. We will examine questions such as: What is justice? Can it be defined independently of consideration of what the "good" is for human beings? Is justice possible in a society marked by significant religious, ethnic, cultural or other sorts of pluralisms? What is the relation between justice and nationhood, and what can be said about justice between nations? How is justice connected to social equality, and to liberty? What is meant by economic justice? What is the relation between justice and democracy? The course will examine contemporary philosophical debates about these questions, in order to help students think critically about the issue of justice in the context of the pressing real world issues in which such questions play a crucial role.

Prerequisite(s): PHIL 126 or PHIL 250, and one other philosophy course, or consent.

PHIL 330 - Nineteenth-Century Philosophy (4 Credit Hours)

This course examines some of the most important developments in European philosophy during the nineteenth century. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege, and others.

Prerequisite(s): One previous PHIL course or consent of the instructor.

PHIL 333 - History of Analytic Philosophy (4 Credit Hours)

This course is an introduction to the methods and the history of the analytic tradition. This tradition can be distinguished in a number of ways. Methodologically, it tends to employ careful argumentation and formal tools like logic and mathematics to provide analyses of scientific, psychological, and linguistic data. Historically, it is usually traced back to a group of Anglo-European philosophers—Frege, Russell, Moore, and Wittgenstein—writing around the beginning of the twentieth century. Thematically, it is primarily driven by the ambition of providing a systematic account of the relationship between language, thought, and the world. This course explores early and recent contributions of the analytic tradition to epistemology, metaphysics, philosophy of language, philosophy of science, and ethics.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 334 - Continental Philosophy (4 Credit Hours)

This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others.

Prerequisite(s): PHIL 232 and one other course in Philosophy, or consent.

PHIL 360 - Philosophy of Language (4 Credit Hours)

This course examines the nature of language, meaning and communication. It considers questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? It addresses topics such as reference, the role of speaker intentions, and the indeterminacy of translation as well as some applications and political implications of philosophy of language. Students will be introduced to several strands of philosophy of language such as formal semantics, ordinary language philosophy, and speech act theory and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Chomsky, Davidson, Langton, and others.

Prerequisite(s): Two previous courses in Philosophy or consent.

PHIL 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PHIL 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PHIL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHIL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PHIL 391 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

This course provides an advanced approach to a selected area of philosophy. Topics vary from semester to semester. Typically offered in the fall.

PHIL 392 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

This course provides an advanced approach to a selected area of philosophy. Topics vary from semester to semester. Typically offered in the spring.

PHIL 399 - Advanced Topics in Philosophy (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHIL 431 - Junior and Senior Seminar in Philosophy (4 Credit Hours)

An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Aristotle and Aquinas, Foucault, Deleuze, Wittgenstein, Kant, Putnam and Rorty, Hume, and Heidegger.

Prerequisite(s): PHIL 231 or PHIL 232, and one other Philosophy course, and junior/senior standing, or consent.

PHIL 440 - Senior Symposium (1 Credit Hour)

In the spring semester, senior philosophy majors orally present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions.

PHIL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PHIL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Philosophy, Politics, & Econ (PPE)

PPE 201 - Course of Study Proposal (0.5 Credit Hours)

This is a half-credit, partial-semester course that all PPE majors are required to take in spring of their sophomore year. In the course, students will complete a Course of Study Proposal (COSP). The main purpose of the COSP is to outline a topic of focus within the PPE disciplines that will unify the student's five major elective courses and senior research project into a coherent whole. In working on the COSP, students will learn how to identify a PPE topic of focus, brainstorm and workshop possibilities with their classmates, and reflect upon the relationship between their studies and their plans for life after Denison. Continuation in the PPE major requires a "Satisfactory" grade in the course, which is conditional upon approval of the COSP, completion of all course assignments, and full participation in course activities.

PPE 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPE 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PPE 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPE 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PPE 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPE 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Physical Education (PHED)

Physical Education Activity

All PHED 100-level offerings are activity classes or intercollegiate sports and are offered for S/U credit. A student may count no more than four credits for participation experiences towards graduation that are credited S/U. One and two-credit-hour PHED activity courses are offered for 14 weeks during the 1st and 2nd semesters. Seasonal sports activities are offered for 7 weeks each quarter for 1/2 credit.

PHED 100 - Special Topics in Physical Education (0.5-2 Credit Hours)

Special topics in Physical Education.

PHED 105 - Learn to Swim and Dive (1 Credit Hour)

This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming.

PHED 106 - Introduction to Mindfulness Meditation (1 Credit Hour)

In this course, students will be introduced to the core practices of mindfulness meditation for stress reduction. Each week, new meditation practices will be taught and discussed during class time. Students are expected to practice outside of class time regularly and to log and reflect on their meditation practices. The type of secular mindfulness meditation practices taught in this class have been selected because they have been established as effective methods for reducing stress and improving a range of physical and mental health outcomes. The goal of the course is for students to develop the ability to independently practice mindfulness meditation for the purpose of stress reduction and personal health promotion.

PHED 120 - Golf (0.5 Credit Hours)

For players on every level. An introduction to the techniques and rules required for participation in the sport of golf.

PHED 131 - Racquet Sport (1 Credit Hour)

This class will involve the three sports of tennis, racquetball and squash. The primary focus will be on tennis for the first half of the semester, and then racquetball and squash for the second half. During an inclement weather day, the outdoor tennis instruction may be changed to indoor squash or racquetball.

PHED 133 - Badminton (1 Credit Hour)

Learn, understand and execute the rules and techniques of Badminton.

PHED 160 - Lifetime Fitness (1 Credit Hour)

This course will provide the students with exposure to various fitness activities and lifetime sports. Activities will be determined by the instructor of the course but could include strength training, hiking, aerobic fitness, basketball, soccer, floor hockey, etc.

PHED 161 - Strength Training (1 Credit Hour)

Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered.

PHED 162 - Self-Defense for Women (1 Credit Hour)

This is an empowered self-defense course that will equip participants with verbal and physical skills to defend themselves in a variety of situations. The class combines emotional, mental and physical strategies that address situations ranging from street and job harassment, dating abuse, threats and harassment, conflicts with acquaintances and sexual assault. Based on empowerment principles of choice, context, systems of abuse, intersectionality and identity, students will learn how to manage their adrenaline, respond to threat and fear, and ground themselves in times of stress with simple easy to learn techniques. These skills are practical for everyday situations.

Crosslisting: WGST 162.

PHED 163 - Indoor Cycling (0.5 Credit Hours)

For individuals of any fitness level. Students will participate in a high intensity aerobic exercise program using a stationary bicycle. This instructor led fitness program will focus on cycle based goals such as intervals, strength, endurance and recovery. Participants can use indoor cycling to improve overall fitness, set and achieve heart rate goals, or train for a cycling competition.

PHED 166 - Introduction to Taekwondo (2 Credit Hours)

This is a basic level self-defense course in which students will learn the fundamental kicking and punching skills of Taekwondo. A large portion of the class will involve conditioning. Associated course fees may apply.

PHED 167 - Intermediate Taekwondo (2 Credit Hours)

This course is a continuation of the beginner/introductory class (must have taken PHED 166 or be an orange belt). Students will be exposed to new material, which includes new kicks and blocks specific for the next two belt levels. Students will start sparring which involves putting on gear and making light contact with a partner as each student comes up with his or her own combinations and attacks. Students will be tested on the material at the end of each quarter, and will receive a new belt if they pass. Associated course fees may apply.

PHED 171 - Run for Your Life (1 Credit Hour)

This class is designed for the student who wants to prepare for an endurance race. Students learn how to train properly and effectively. Topics covered during the course are: equipment, hydration, stretching, cross-training, speedwork and injury prevention. After completing this course the participant will have the opportunity to run in a 5K, 10K or half marathon.

PHED 172 - First Aid and CPR (1 Credit Hour)

It is expected that students will master the techniques and skills that are associated with the primary and secondary injury survey, immediate care, basic life support, and injury stabilization. Students who master the standards will receive American Red Cross certification in first aid and CPR. Students who expect to major in athletic training must complete the CPR for the professional rescuer prior to the conclusion of their first-year. (Offered fall and spring semesters)

PHED 173 - Varsity Fencing - Women (1 Credit Hour)

Varsity Fencing - Women.

PHED 175 - Introduction to Yoga (2 Credit Hours)

This course is designed for students who are interested in deepening their understanding of the science of yoga. Lecture and discussion will include the history, philosophy and practice of classical yoga and its overall health benefits. In-class postures, breathing and relaxation techniques will be explored in order to provide a personal experience of this ancient healing practice.

PHED 176 - Varsity Squash - Men (1 Credit Hour)

Varsity Squash - Men.

PHED 177 - Varsity Squash - Women (1 Credit Hour)

Varsity Squash - Women.

PHED 178 - Varsity Golf - Women (1 Credit Hour)

Varsity Golf - Women.

PHED 179 - Varsity Cross Country - Women (1 Credit Hour)

Varsity Cross Country - Women.

PHED 180 - Varsity Baseball - Men (1 Credit Hour)

Varsity Baseball-Men.

PHED 181 - Varsity Basketball - Men (1 Credit Hour)

Varsity Basketball-Men.

PHED 182 - Varsity Cross Country - Men (1 Credit Hour)

Varsity Cross Country - Men.

PHED 183 - Varsity Football - Men (1 Credit Hour)

Varsity Football - Men.

PHED 184 - Varsity Golf - Men (1 Credit Hour)

Varsity Golf - Men.

PHED 185 - Varsity Lacrosse - Men (1 Credit Hour)

Varsity Lacrosse - Men.

PHED 186 - Varsity Soccer - Men (1 Credit Hour)

Varsity Soccer - Men.

PHED 187 - Varsity Swimming & Diving - Men (1 Credit Hour)

Varsity Swim & Diving - Men.

PHED 188 - Varsity Tennis - Men (1 Credit Hour)

Varsity Tennis - Men.

PHED 189 - Varsity Indoor - Outdoor Track Men (1 Credit Hour)

Varsity In & Outdoor Track Men.

PHED 190 - Varsity Basketball - Women (1 Credit Hour)

Varsity Basketball - Women.

PHED 191 - Varsity Softball - Women (1 Credit Hour)

Varsity Softball - Women.

PHED 192 - Varsity Field Hockey (1 Credit Hour)

Varsity Field Hockey.

PHED 193 - Varsity Lacrosse - Women (1 Credit Hour)

Varsity Lacrosse - Women.

PHED 194 - Varsity Swimming and Diving - Women (1 Credit Hour)

Varsity Swim & Dive - Women.

PHED 195 - Varsity Tennis - Women (1 Credit Hour)

Varsity Tennis - Women.

PHED 196 - Varsity Indoor and Outdoor Track - Women (1 Credit Hour)

Varsity Track Women.

PHED 197 - Varsity Volleyball - Women (1 Credit Hour)

Varsity Volleyball - Women.

PHED 198 - Varsity Soccer - Women (1 Credit Hour)

Varsity Soccer - Women.

PHED 199 - Introductory Topics in Physical Education (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHED 201 - Red Cross Lifeguard Training (2 Credit Hours)

This course is designed to certify students in CPR-PR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment as a lifeguard at pools and camps.

PHED 202 - Water Safety Instructor (2 Credit Hours)

The purpose of this course is to train instructor candidates to teach water safety, including the Basic Water Rescue and Personal Water Safety courses, six levels of Learn-to-Swim, three levels of Preschool Aquatics and two levels of Parent and Child Aquatics. Prerequisites for the course include: the candidate must be 16 years of age and be able to swim at least 300 yards demonstrating three of the following six swimming strokes: freestyle, backstroke, breaststroke, butterfly, sidestroke and/or elementary backstroke. Students will learn strategies for teaching basic swimming skills, as well as learn to effectively plan, manage and teach safe swimming lessons. The course includes a 16-hour field experience teaching swimming lessons to faculty and staff children. Successful completion of the course will lead to American Red Cross Certification in Water Safety Instructor.

PHED 203 - Skin and Scuba Diving (2 Credit Hours)

Successful completion of this course will lead to international certification as a PADI Open Water Diver. Students must furnish mask, fins and snorkel which can be rented or purchased from Discover Diving. Additional fees apply, which includes text, diving tables, diving log and use of scuba equipment.

Prerequisite(s): Above average swimming skill (200 yard swim and 10 minute tread water), good physical condition, free of asthma and chronic sinus or ear conditions.

Physics (PHYS)

PHYS 100 - Special Introductory Topics in Physics (4 Credit Hours)

An introductory, general education science course. The topical focus of each iteration of this course is determined by the instructor. No previous training in physics is expected; mathematical preparation is assumed to include high school algebra and trigonometry.

PHYS 121 - General Physics I (4 Credit Hours)

A calculus-based course providing quantitative coverage of the foundations and concepts of physics and its approach toward understanding natural phenomena. Topics include Newtonian mechanics and dynamics, fluids, and thermal physics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): MATH 130 or MATH 135 (or concurrent) or MATH 145 (or concurrent).

PHYS 122 - General Physics II (4 Credit Hours)

A calculus-based course providing quantitative coverage of the foundations and concepts of physics and its approach toward understanding natural phenomena. Topics include electricity, magnetism, waves, and optics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 121.

PHYS 125 - Physics I: Quarks to Cosmos (4 Credit Hours)

A course that introduces students to topics that are at the current frontiers of physics and astronomy, and helps students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics typically include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. This course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.

Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

Crosslisting: ASTR 125.

PHYS 126 - Physics II: Mechanics, Fluids, and Heat (4 Credit Hours)

The second course in a calculus-based sequence primarily designed for those interested in physics, astronomy, and engineering. This course quantitatively explores the principles of physics and its approach toward investigating natural phenomena and the universe around us. Topics include Newtonian mechanics and dynamics, vibrations, fluids, and thermal physics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 125 or ASTR 125, MATH 135 or MATH 145 or concurrent.

PHYS 127 - Physics III: Electricity, Magnetism, Waves, and Optics (4 Credit Hours)

The third course in a calculus-based sequence primarily designed for those interested in physics, astronomy, and engineering. This course quantitatively explores the principles of physics and its approach toward investigating natural phenomena and the universe around us. Topics include electricity, magnetism, waves, and optics. Three lectures and one three-hour laboratory each week.

Prerequisite(s): PHYS 126, MATH 145 or concurrent.

PHYS 199 - Introductory Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 200 - Modern Physics (4 Credit Hours)

A quantitative study of topics in modern physics including relativistic kinematics and dynamics, interactions between light and matter, quantum mechanics, and atomic physics. Analytical techniques are emphasized throughout.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201 or concurrent.

PHYS 201 - Applied Mathematics for Physical Systems (4 Credit Hours)

An overview of mathematics applied to physical systems, with extensive use of examples from introductory and intermediate physics. Topics covered will include operators, functions, vectors, complex numbers, integration, differentiation, geometry, differential equations, and linear algebra. The unity of linear systems will be emphasized. Students will develop both analytical and computational techniques.

Prerequisite(s): PHYS 122 or PHYS 127, MATH 145.

PHYS 220 - Optics, Photonics, and Lasers (4 Credit Hours)

A course on the physics of controlling and generating light. Topics typically include geometric optics, optical instruments, polarization, interference and diffraction, optical fibers, optical cavities, and lasers. Three class hours and one laboratory per week.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 245 - Special Intermediate Topics in Physics (4 Credit Hours)

A course exploring a topic in physics at the intermediate level. The topical focus of each iteration of this course is determined by the instructor. In some cases, the course may be repeated for credit.

Prerequisite(s): PHYS 121 or PHYS 126.

PHYS 299 - Intermediate Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 305 - Classical Mechanics (4 Credit Hours)

A course in classical mechanics with a focus on analytical techniques. Topics include an in-depth exploration of Newton's laws, oscillations, rotations, the calculus of variations, central forces, non-inertial frames, the Lagrangian-Hamiltonian formulation of mechanics, and modern-day applications.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201.

PHYS 306 - Electricity and Magnetism (4 Credit Hours)

A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201, PHYS 305.

PHYS 311 - Electronics (4 Credit Hours)

A course in digital and analog electronics with an emphasis on circuit design and lab work. Topics typically include binary encoding, combinational and sequential logic, microcontrollers, AC circuits, transistors, op-amps, and interfacing with scientific instruments.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 312 - Experimental Physics (4 Credit Hours)

An advanced lab course focused on experimental design and techniques, applying statistical principles to analyze and interpret data, and communicating scientific results through writing. May be repeated once for credit as either PHYS 312 or ASTR 312.

Prerequisite(s): PHYS 122 or PHYS 127, PHYS 200 recommended.

Crosslisting: ASTR 312.

PHYS 320 - Statistical and Thermal Physics (4 Credit Hours)

A course in statistical mechanics and thermodynamics. Concepts such as free energy, entropy, chemical potential, and statistical ensembles are introduced and applied to a variety of both classical and quantum systems.

Prerequisite(s): PHYS 200, PHYS 201.

PHYS 330 - Quantum Mechanics (4 Credit Hours)

A course in quantum mechanics focusing on solutions of the Schrödinger equation for elementary systems, the mathematical formalism of quantum theory, the hydrogen atom, angular momentum, and perturbation theory.

Prerequisite(s): PHYS 200, PHYS 201, PHYS 305.

PHYS 345 - Special Advanced Topics in Physics (4 Credit Hours)

A course exploring a topic in physics at the advanced level. The topical focus of each iteration of this course is determined by the instructor. In some cases, the course may be repeated for credit.

Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

PHYS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

Prerequisite(s): Consent of chairperson.

PHYS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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PHYS 399 - Advanced Topics in Physics (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PHYS 400 - Physics Seminar (1 Credit Hour)

Current topics in physics. May be repeated.

Prerequisite(s): PHYS 125 or ASTR 125 or above or concurrent.

PHYS 451 - Senior Research (4 Credit Hours)

Research under faculty supervision for qualified senior students. Prior consent of the instructor (faculty member advising the research) and the Department Chair required for registration.

PHYS 452 - Senior Research (4 Credit Hours)

Research under faculty supervision for qualified senior students. Prior consent of the instructor (faculty member advising the research) and the Department Chair required for registration.

PHYS 470 - Teaching Methods in Physics (1 Credit Hour)

In this course students will develop an understanding of methods and techniques used to teach physics.

Prerequisite(s): PHYS 121 and PHYS 122, or PHYS 126.

Politics and Public Affairs (PPA)

PPA 050 - PPA Off-Campus Experience (0 Credit Hours)

Off-Campus Experience.

PPA 101 - Selected Topics in American Politics (4 Credit Hours)

This course provides a venue in which to explore topics in American Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 102 - Introduction to Policymaking in Democracies (4 Credit Hours)

This course will introduce students to the politics of democratic states. Among the states considered in this course are: the United States, the United Kingdom, France, and Germany. Much of the course will focus upon politics and policies in individual countries, however, the course will also seek to compare political phenomena across states and look at some conceptual and theoretical issues that these systems have in common.

PPA 111 - Special Topics in Comparative Politics (4 Credit Hours)

This course provides a venue in which to explore topics in Comparative Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 121 - Selected Topics in International Politics (4 Credit Hours)

This course provides a venue in which to explore topics in International Politics at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

PPA 122 - Introduction to Global Governance (4 Credit Hours)

This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs and the place of morality in statecraft. This course is recommended as preparation for advanced study in the areas of international relations and foreign policy.

PPA 131 - Selected Topics in Political Theory (4 Credit Hours)

This course provides a venue in which to explore topics in Political Theory at the introductory level. Topics will vary according to the needs and interests of the teaching faculty offering the course in some cases, this course may be repeated for credit.

PPA 132 - Introduction to Theorizing About Political Life: Normative Issues Common to Democratic Systems (4 Credit Hours)

An introduction to the art and science of political philosophy. This class teaches the skills of making normative arguments in the context of understanding politics as purposive behavior. What should be the means and ends of government? What kind of government should we create, and how will power be distributed? How should we prioritize our commitments to ideas like order, justice, liberty, and equality? What role do our material realities, our economies and our culture play in the formation of our identities and our commitments? This course will link normative arguments to contemporary political and policy debates about the state and governing, rights, obligations, diversity and multiculturalism.

PPA 199 - Introductory Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 201 - Sophomore Seminar (4 Credit Hours)

All PPA majors are required to complete Sophomore Seminar in the spring of their sophomore year. Sophomore Seminar will serve three purposes. First, Sophomore Seminar will provide students with an opportunity to integrate their learning experiences in our three introductory courses. Second, students will gain an understanding of how to conduct research and evaluate political and policy issues through a series of shorter assignments culminating in completion of a substantial policy analysis paper. Third, over the course of the semester, students will develop a coherent plan for an established track of study within PPA which identifies relevant cognate courses or proposes and develops an individualized track of study.

Prerequisite(s): PPA 102, 122, and PPA 132, or consent of instructor.

PPA 299 - Intermediate Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 306 - The American Presidency (4 Credit Hours)

This course focuses on the history of the presidency with particular attention to the origins, development, and exercise of executive powers. We also examine writings on the character, policies, reputation, and rhetoric of individual presidents; presidential management of the executive branch; and presidential leadership of Congress.

Prerequisite(s): PPA 201, or consent of instructor.

PPA 307 - The Politics of Congress (4 Credit Hours)

The U.S. Congress is often considered the "First Branch" of the federal government, and by its construction is easily the most complex. In this course we will consider the politics that underlie the development and operation of the contemporary Congress, detail the legislative process and its organization. We will consider how various institutions such as parties, committees, and procedures help legislators reach their goals and help solve problems such as collective action, voting cycles, and ambition. While we begin by looking at Congress at its inception and the electoral goals of members, the course will quickly move to the development of these institutions and in the early Twentieth Century (pre-1974) and their use today. Over the course of the semester, we will apply our institutional study of Congress to current events and through a multi-week simulation of the legislative process. Since many of the readings make use of existing quantitative data and existing research prior experience with this type of material is recommended.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 309 - Campaigns and Elections (4 Credit Hours)

This course examines the structure, strategy, and influence of federal campaigns and elections in the United States. With a focus on both Congressional and Presidential campaign contests the course explores topics such as primary and nominating politics, the role of money in elections, candidate selection, incumbency advantage, the influence of elections on voting behavior, campaign strategy, advertising, and election reform. Throughout the course we will apply the readings to analyze the current election cycle, historical trends, and election forecasting. In addition, students will participate in a simulated campaign exercise. By the end of the semester students will complete a research paper investigating data related to congressional campaigns centered on questions raised by one or more of the topics covered in class.

Prerequisite(s): PPA 201, or consent of instructor.

PPA 314 - Foreign Policy Formulation (4 Credit Hours)

Foreign policy formulation is concerned with how internal factors shape a state's policy toward the outside world. Traditionally, foreign policy analysts considered the state as a unitary actor. Today, we are more appreciative of the multiple domestic inputs in foreign policy making, and more sophisticated in the use of analytic tools to facilitate our understanding of the foreign policy formulation process. The class is structured around four distinct "sources" of US foreign policy formulation: institutional; role; societal; and, individual. While we cover each source in distinct units for purposes of analytic clarity, throughout our study we will observe that no one decision can be explained fully without some overlap of sources.

Prerequisite(s): One 100-level PPA course, or permission of the instructor.

PPA 319 - Topics in the Study of American Politics (4 Credit Hours)

This course provides a venue in which to explore topics in American Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 323 - Issues and Politics in Europe (4 Credit Hours)

This course will focus on contemporary issues and policy debates in European politics. We will look at a broad range of countries such as Poland, Spain, Denmark, the Czech Republic, and others. Some of the issues discussed could include: health care policies, minority rights and minority communities, energy politics, and more. The exact issues, policies, and countries will vary over time.

Prerequisite(s): PPA 201 or consent of Instructor.

PPA 326 - Radical Right Parties and Politics in Europe (4 Credit Hours)

What accounts for the emergence, persistence and demise of "radical" or "far right" political parties in Europe? After a period of post-war stability, European party systems began to break down in the 1960s. This led to several new developments, namely, a decline in democratic participation; a decline in the traditional parties of the center Left and center Right; and the emergence of new parties on both the Left and the Right. This course focuses on the newer parties on the Right that emerged in Western Europe during the 1980's and 1990's. Specifically we focus on what many scholars label the "far" or "radical" right. These parties tend to be organized around a particular set of ideological concepts emphasizing nationalism, exclusion of "foreigners," a strong state, welfare chauvinism and, more recently, Islamophobia. Over the course of the semester students will compare and contrast the emergence of these parties and their politics across Europe and discern the differences between what scholars describe as "populist radical" or "populist far" right parties from other parties on the extreme right, namely neofascist or neo-Nazis parties which are viewed as inherently undemocratic and often elitist.

PPA 339 - Topic in the Study of Comparative Politics (4 Credit Hours)

This course provides a venue in which to explore topics in Comparative Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 341 - The Conduct of American Foreign Policy (4 Credit Hours)

This course explores the evolution of U.S. foreign policy from the beginning of the Cold War to the present day. The course focuses on the responses of successive American administrations to potential or actual threats to the national interests of the U.S. Emphasis will be placed on the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment following the end of the Vietnam war and the end of the Cold War.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 344 - The United Nations and World Problems (4 Credit Hours)

The founding of public international organizations represent an attempt to bring order to an unruly international system. International organizations are formal institutions established by states to address global problems. They include not only the United Nations, but also many other public or private, international, national or local, formal or informal institutions. Collectively, these institutions engage in global governance. Our goals in this course are to understand the theoretical and practical approaches to international organizations and global governance, the limitations under which global governance operates, and the future prospects for a system of global governance. This course has a substantial oral component and oral skills work and so satisfies the University's oral general education requirement.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 345 - Human Rights in Global Perspectives (4 Credit Hours)

This course analyzes the emergence, expansion and enforcement of international human rights norms. Students taking the course will acquire an enhanced understanding of the United Nations, national governments, nongovernmental organizations, customary international law, treaty law, regional courts, and international tribunals in articulating and enforcing human rights. Students will acquire a broad understanding of human rights as a topic of both intellectual inquiry and political action.

Prerequisite(s): PPA 201 or consent of instructor.

Crosslisting: INTL 265.

PPA 346 - The European Union (4 Credit Hours)

The course explores the peculiarities of the EU and what makes it a unique organization, sharing characteristics of a state and characteristics of a traditional international organization. First, we will place the study of European integration in a historical context. Then we will make sense of the various decision-making processes and institutional actors of the EU. We will also examine theories of European integration to understand competing explanations for the integration process. Fourth, various policy areas will be studied to show how the power of the EU is distributed unevenly across areas. During the final two weeks of the course we will simulate a gathering of the European Council. This course has a substantial oral component and oral skills work and so satisfies the University's oral general education requirement.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 349 - Terrorism and Political Violence (4 Credit Hours)

Political violence, including terrorism, has been around since the beginnings of organized political society, though the word terrorism dates only from the French Revolution (1789-1799). In this course, we will explore what terrorism is, whether it is new (and why some analysts argue it is), who uses terrorist tactics, why they do so, and how terrorism differs from other forms of political violence such as war, insurgency, and so on. We will investigate various definitions of terrorism. Most scholars think that terrorism is not a random act of violence. They see terrorism as planned and, for those who use it, rational. However, there is still a lot of disagreement on what terrorism is, what motivates terrorists, how it can be fought, and on what we mean by rational and planned. We will compare the various definitions and perspectives to determine which might work best for our understanding of the phenomena. In addition, we will focus on some key concepts in the discipline of political science and how they relate to terrorism, for example: power, ethnicity, religion, and the media.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 359 - Topics in the Study of International Policies (4 Credit Hours)

This course provides a venue in which to explore topics in International Politics at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

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PPA 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

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PPA 374 - Constitutional Law (4 Credit Hours)

This course examines the basic principles of the U.S. Constitutional framework from an interdisciplinary perspective. What is the purpose and function of law in society? How does the legal process work through precedents, legal reasoning and case law? What are civil rights and civil liberties? Where are the lines or boundaries to be drawn between an individual's freedom and the public good or the rights of the community? Which liberties does the Court consider worth protecting and which liberties are circumscribed by the public interest? What might be the difference between liberty as a legal concept, and freedom? This course examines important political and theoretical questions regarding the rule of law, interpreting the Constitution, and the role of the Supreme Court in the U.S. system of politics and government.

PPA 375 - Race and Law in US Politics (4 Credit Hours)

How have ideas about race shaped law, legal institutions, and legal practices in the United States? Conversely, how have law, legal institutions, and legal practices shaped how we think about and make race? In line with the work of Critical Race Theorists (such as Derrick Bell, Kimberlé Crenshaw, and Gary Peller), the fundamental assumption of the course is that these two domains are integrally related, such that to think of or analyze one requires thinking of or analyzing the other, as well. Thus, studying race without considering law's role in shaping race is deficient, and studying law without considering how race has shaped it is similarly unsatisfactory. This follows from contributions by scholars such as Michael Omi and Howard Winant who argue that categories of race are sociohistorical formations rather than eternal essences and that racial categories can be created, transformed, and destroyed; part of our work in this course will be to trace how categories of race in US politics have been built by law and within legal practices and institutions. To better understand our world, we should consider how they work together to shape our institutions and lives. The bulk of the course will consider the interaction between race and law in major policy areas such as immigration, incarceration and policing, education, or housing.

Prerequisite(s): PPA 201, BLST major/minors or consent of instructor.

PPA 381 - Ancient Political Theory (4 Credit Hours)

Debating classical Greek and Roman thought through the works of thinkers like the Greek tragedians, Socrates, Plato, Aristotle, Cicero, Augustine or Aquinas. This course involves intensive textual analysis and a study of the problems of morality, government, membership and expansion in the ancient Greek and Roman world. We will also judge the moral and political legacy of the ancients by addressing contemporary debates about democracy, citizenship, power, empire, and the rule of law.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 382 - Modern Political Theory (4 Credit Hours)

Debating the moral and political problems of modernity through the works of thinkers like Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Burke, Paine, or Mill. This course involves intensive textual analysis and a study of the problems of virtue, interest, power, sovereignty, rights, and revolution in the modern era. We will also judge the place of ideas like liberty and equality within the system of law in republican, liberal, conservative and radical political thought.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 383 - Contemporary Political Theory (4 Credit Hours)

Debating contemporary political theory through the work of such thinkers as Marx, Nietzsche, Dewey, Arendt, Fanon, Marcuse, Foucault, Rawls, Habermas, Walzer, or Butler. This course involves intensive textual analysis and a study of the problems of power, capitalism, rights, obligations, culture, and identity in the contemporary era. We will also judge the legacies of radical, liberal, and pragmatic thought, and the challenges offered by critical theory, feminism, and post-colonial studies.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 384 - Black Political Thought (4 Credit Hours)

This course focuses on black political thought in the United States and around the world by considering how Afrocentric scholars, activists, and intellectuals have considered and acted to realize justice for Black persons (and thus for all persons). The course will broadly focus on the experience of blackness since ~1500CE, also known as “modernity.” This choice of periodization is based on arguments made by foundational theorists of race such as Orlando Patterson, Omi & Winant, and Charles Mills, among others, who argue that racial formation is a sociohistorical process that unfolds over time and place, such that categories of race are neither eternal, unchangeable, or material, but subject to creation, evolution, and transformation through intellectual, political, social, and legal struggles. While we may experience race as real, the creation of race as a category of meaning was a political project. We will pay special attention to the experience and political significance of enslavement, colonization, and Afro-independence struggles to consider the meaning of freedom and grapple with contemporary legacies of violence. How does Black Political Thought enrich our understanding of significant political questions such as the nature of political equality, justice, and democracy? The course may include, among others, thinkers such as David Walker, Maria Stewart, Frederick Douglass, Ida B. Wells, Booker T. Washington, W. E. B. Du Bois, Alain Locke, Franz Chinua Achebe, Fanon, Martin Luther King, Jr., Malcolm X, James Baldwin, Audre Lorde, Patricia Hill Collins, Orlando Patterson, Michael Omi and Howard Winant, Michael Dawson, Ta-Nehisi Coates, Angela Davis, and Claudia Rankine.

PPA 385 - American Political Thought (4 Credit Hours)

An examination into the issues, debates, and contested ideals of American political theory. Liberal, radical, and conservative perspectives on American political life are canvassed through a study of primary texts. Authors may include Jefferson, Madison, Tocqueville, Douglass, Stanton, Lincoln, DuBois, and King, in addition to others varying with the instructor's expertise. We will address debates about colonialism, constitutionalism, federalism, rights, equality, popular sovereignty, and slavery, as well as religion, the long term legacies of both industrial capitalism, and race, and gender, and their long-term legacies. No FYS. **Prerequisite(s):** One PPA 100-level course or consent of the instructor.

PPA 389 - Topics in the Study of Political Theory (4 Credit Hours)

This course provides a venue in which to explore topics in Political Theory at the advanced level. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

Prerequisite(s): PPA 201 or consent of instructor.

PPA 399 - Advanced Topics in Politics and Public Affairs (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PPA 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPA 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

PPA 491 - Senior Seminar (4 Credit Hours)

Senior Seminar is a required part of the politics and public affairs major and is offered only in the fall semester. Senior seminars will vary in topic but all emphasize skills in research and writing that will provide a capstone experience in the major. For senior majors. Others with consent of instructor.

Portuguese (PORT)

PORT 111 - Beginning Portuguese I (4 Credit Hours)

An introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will develop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. It will also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities and difference.

PORT 112 - Beginning Portuguese II (4 Credit Hours)

A continuation of Portuguese 111. The course will continue developing the basic language skills with an emphasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and Brazilian popular culture. Important literary texts will be included as reading materials.

PORT 211 - Intermediate Portuguese (4 Credit Hours)

A course focused on the development of oral and writing skills. The course is designed as an analysis and class discussions of important Brazilian contemporary movies. Discussions cover issues such as poverty, migration, dictatorship, gender and race.

PORT 245 - Intermediate Portuguese (4 Credit Hours)

Topics in Portuguese (Portuguese-245). A review of language modalities (speaking, listening, reading, writing) in a cultural context, with an emphasis on speaking and writing.

PORT 361 - Directed Study (1-4 Credit Hours)

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PORT 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PORT 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PORT 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

Psychology (PSYC)

PSYC 100 - Introduction to Psychology (4 Credit Hours)

A laboratory course that provides an introduction to the scientific study of behavior and mental processes. Topics include the biological bases of psychological processes and behavior, sensation, perception, learning, cognition, development, social processes, personality, abnormal psychology, and possibly others. The course emphasizes current knowledge and research in the field and its application. The laboratory component of this course examines the strengths and limitations of correlational, experimental, and observational research methods, and enhances understanding of course concepts and principles. Laboratory experiences include development of research questions, design of studies, data collection in classroom laboratories and field settings, data analysis and interpretation. Laboratory assignments involve written reports and demonstration of critical thinking skills about psychological concepts and scientific research. This course has a research participation (or equivalent activity) requirement. PSYC 100 is a prerequisite for all other courses in the department.

PSYC 199 - Introductory Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit. Please see the notes under the B.A. degree regarding Transfer Courses and PSYC 199 credit.

PSYC 200 - Research Methods and Statistics (4 Credit Hours)

This course examines the primary research methods and data analysis procedures used by psychologists to describe, predict, interpret and/or explain psychological phenomena and behavior. Observational, experimental, and quasi-experimental methods are studied along with principles of research design, control, validity, reliability, and ethical practice. Throughout the course, methodological procedures are considered in conjunction with principles and methods of data analysis, presentation, and interpretation. The logic and procedures of descriptive and inferential statistics are emphasized. This course prepares students to design, conduct, analyze and evaluate psychological research and is a prerequisite for all psychology research courses at the 200 and 300-level. To promote research ethics, all PSYC 200 students must successfully complete the Citi Program's Research Ethics & Compliance training.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 202 - Field Experience in Psychology (2 Credit Hours)

This course provides practical experience working in some area of applied psychology. Students participate in a minimum of four hours of field experience per week at human-service agencies and schools in the Granville, Newark, and Columbus areas. Students are supervised by agency staff and participate in weekly didactics and discussion at Denison, facilitated by the instructor. The purpose of the field experiences is to help students integrate and apply information from their traditional courses, to discern future career goals, to assist in personal development, and to serve the community. This course is graded S/U (Satisfactory/Unsatisfactory) and may be taken a maximum of two times for a total of four credit hours with the following stipulations: 1) only two credit hours will count toward the requirement for a Psychology major or minor; 2) if taken twice, the two settings must be substantially different and approved by the instructor in advance. Students interested in taking this course must gain permission of the instructor during pre-registration.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 206 - 200-level Special Topics courses (4 Credit Hours)

The study of significant and contemporary psychological topics and perspectives at the 200 level. May be taken more than once for credit, unless otherwise noted.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 207 - 200-level Special Topics Research Course (4 Credit Hours)

Provides the student with research experience in psychological science. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 210 - Development in Infancy and Childhood (4 Credit Hours)

Psychological development through late childhood and preadolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social and emotional development (including attachment, development of self concept, peer relations, gender differences), family and social policy issues, and developmental psychopathology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 211 - Research in Development in Infancy and Childhood (4 Credit Hours)

Provides the student with research experience on problems of current interest in infant and child development. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 210.

PSYC 220 - Social Psychology (4 Credit Hours)

Social Psychology is the study of persons in contexts. The major aim of this course is to provide students with the ability to consider the various determinants of people's behaviors in specific social and cultural contexts. We will learn about social psychological research on how individuals define themselves as social beings (the social self), how they perceive, make sense of and evaluate the social world (social cognition), and how they think and act with and toward others (social influence).

We will also discuss some of the applications of social psychological research to social issues, such as facilitating intergroup harmony, promoting healthy behaviors, or engaging in environmentally sustainable practices.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 221 - Research in Social Psychology (4 Credit Hours)

Provides the student with research experience on problems of current interest in social psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 220.

PSYC 224 - Psychology of Music (4 Credit Hours)

This course adopts a scientific approach to understanding the behaviors, thoughts, and feelings associated with music. Students will increase their scientific literacy by reading and presenting texts that relate music perception and music performance to topics from Introduction to Psychology. These topics include Biological Psychology, Sensation; Perception, Learning, Cognition, Development, Social Psychology and Cultural Psychology. The course is appropriate for music novices and music experts alike. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 230 - Organizational Psychology (4 Credit Hours)

This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include team development and performance, organizational power and politics, organizational culture, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. Required for students completing the Organizational Studies certificate.

Prerequisite(s): PSYC 100 or PSYC 199 or consent of instructor.

PSYC 231 - Research in Organizational Psychology (4 Credit Hours)

Provides the student with research experience on problems of relevance to industrial-organizational psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 and PSYC 200.

PSYC 240 - Theories of Personality (4 Credit Hours)

This course offers a systematic introduction to "normal" human personality and addresses both historical and contemporary approaches to the study of individual differences, with an emphasis on primary research and debate in the field. Within each perspective, basic theoretical assumptions, relevant research, traditional assessment methods, and current applications (i.e., to the workplace, close relationships, or health behavior) are discussed. Recurring themes regarding the structure, origin, and function of personality are explored and compared across the different perspectives.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 241 - Research in Personality Psychology (4 Credit Hours)

Provides the student with research experience addressing problems of current interest in the study of personality. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 240.

PSYC 245 - Adolescence (4 Credit Hours)

Psychological development from late childhood through early adulthood. Topics covered include biological foundations, cognitive development, personality and social and emotional development (including development of self concept, family and peer relations, gender differences, and sexuality), culture, ethnicity and social policy issues, and developmental psychopathology in adolescence.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 246 - Research in Adolescence (4 Credit Hours)

Provides the student with research experience on problems of current interest in adolescent development. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 245.

PSYC 250 - Psychopathology (4 Credit Hours)

This course provides an introduction to the scientific study of psychopathology. We will consider contemporary approaches to defining abnormal behavior and the current diagnostic system: DSM-5. For each disorder, we will examine its essential features, associated characteristics, prevalence, course, and etiology. We will also examine both pharmacological and psychosocial treatments for each disorder. This course is especially designed for students interested in clinical/ counseling psychology, psychiatry, social work, neuropsychology, or other helping professions.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 251 - Research in Psychopathology (4 Credit Hours)

Provides the student with research experience on problems of relevance to psychopathology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 250.

PSYC 265 - Cultural Psychology (4 Credit Hours)

This course is a survey of theory, methods, and research in culture and psychology. This course examines the ways in which culture shapes psychological and physiological functioning, and the cyclical nature of that relationship. The course will also draw from other areas such as anthropology, sociology, history, and biology to give a holistic overview of the dynamic and non-essentialist nature of culture. Special emphasis will be placed on topics such as health disparities, internalized stigma, race and ethnicity, and immigration. Critically, this course will emphasize the use of an intersectional (interacting social identities) perspective in the study of culture, with specific considerations of gender, sexuality, age, and ability status. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 266 - Research in Cultural Psychology (4 Credit Hours)

Provides the student with research experience on problems of relevance to cultural psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 265.

PSYC 270 - Health Psychology (4 Credit Hours)

The field of health psychology investigates the relationship between health, mental processes and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition, the course explores the ways in which psychological principles can aid in the development of both individual and medical interventions to prevent disease and promote health. Topics include stress, immunity, the management of chronic illness, and the contribution of psychological and social factors to cancer, cardiovascular disease, AIDS, and autoimmune diseases. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 271 - Research in Health Psychology (4 Credit Hours)

This course provides the student with research experience on problems of current interest in health psychology. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 280 - Psychology of Diversity (4 Credit Hours)

This course will introduce students to issues that characterize diverse societies and will present analyses of these issues from a psychological perspective. We will learn how social categories, such as race, social class, religion, gender, ethnicity, sexual orientation, etc. inform individuals' identities, the way they make sense of their social world, and the way they act in it. The social hierarchies and power inequalities between different groups that characterize the U.S. and many other societies in the world will be at the heart of our analysis. We will read theory and research on social identities, origins and functions of prejudice and stereotyping, their effects on the targeted populations and on ways of reducing prejudice, improving intergroup relations as well as redressing inequality. This course fulfills the Power of Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 284 - Self Regulation (4 Credit Hours)

Self-regulation skills allow individuals to resist temptation and make good choices for the long term (self-control). Alternatively, many social problems may reflect at least a partial failure of self-regulatory ability. In this class we will consider how our self-regulatory skills are shaped and how they may be changed based on a critical examination of the current research. We will consider ways that these self-regulatory behaviors may be related to our own lives as well. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 290 - Psychology of Thinking (4 Credit Hours)

This course provides an introduction to the study of higher order cognition. The course will focus on reasoning, decision making, problem solving, creativity, and related issues. In class, we will consider current theories of cognition, explore the methodologies used to study higher order cognition, and uncover how these issues relate to our own thinking. We will also use this inquiry to examine and develop our critical thinking skills.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 291 - Research in PSYC of Thinking (4 Credit Hours)

This class provides students with research experience focusing on issues relevant to thinking and reasoning. Students engage in multiple empirical studies during the course of the semester, learning about the application of descriptive, correlational, and simple experimental methods. This course provides a "W" toward the GE writing requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

Corequisite(s): PSYC 290.

PSYC 299 - Intermediate Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PSYC 300 - Seminars (4 Credit Hours)

Seminars are designed for majors in special areas within Psychology. Content will vary with staff and student interest. Typically, seminars include lecture/discussion and student presentations. Open to students in their junior and senior years only.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, one 200-level research course combination.

PSYC 305 - Psychopharmacology (4 Credit Hours)

This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function, neurotransmitters, dose response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be affected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, culture, and behavior are emphasized throughout the semester. This course fulfills the Oral Communication (R) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199 and/or BIOL 220, or permission of instructor.

PSYC 306 - 300-level Special Topics courses (4 Credit Hours)

The study of significant and contemporary psychological topics and perspectives at the 300 level. May be taken more than once for credit, unless otherwise noted.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 310 - Psychology of Learning (4 Credit Hours)

An intensive survey of experimental research on fundamental emotional cognitive processes of learning and memory, with a focus on how those processes manifest themselves in, influence, and determine behavior. The learning processes of instrumental and Pavlovian conditioning, and the interactions of those learning processes, comprise the main focus of the course. Theory, research, implications and applications pertaining to the basic principles of behavior are emphasized. The course, and learning/conditioning research traditionally, is valuable because of the use of models to understand learning about biologically and emotionally significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety, depression, other behavior disorders, education and parenting practices. This course does not cover techniques for improving academic learning skills for students.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 311 - Research in Psychology of Learning (4 Credit Hours)

Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Research requires time outside of class. Some work with live animals is usually involved. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 310.

PSYC 315 - Development of Children with Special Needs (4 Credit Hours)

Disability is a facet of human diversity that is often overlooked. This course explores a wide range of developmental disabilities, focusing mostly on physical impairments and intellectual disabilities. We will discuss the impact of disabilities on the individual's development and how families respond to the various challenges that often arise. In addition, we will review some general concepts concerning disabilities, including prenatal development and testing, ethical issues, cultural influences, relevant public policy including federal and state laws and regulations, early intervention, and the family-centered approach. Some of the disabilities that will be examined include metabolic errors, disorders of hearing and communication, neural tube defects, intellectual disabilities, specific learning disabilities, Fragile X, ADHD, and disorders on the Autism Spectrum. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 320 - Culture and Human Development (4 Credit Hours)

Cultural psychology is an examination of the influence of cultural processes on a wide range of psychological topics, including perceiving, thinking, child development, language, and social cognition. Its unifying theme is the claim that complex psychological phenomena need to be understood as being situated in a cultural context. Some broad topics considered in the course are the nature of human nature, the psychological properties of tools and technology, and research methods for the study of cultural psychology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 330 - Cognitive Psychology (4 Credit Hours)

This course examines how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, and cognitive neuroscience. Applications to contexts such as learning and teaching, social behaviors, and individual behavior and performance will be considered.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 331 - Research in Cognitive Psychology (4 Credit Hours)

Provides the student with research experience on problems of current interest in cognitive psychology.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

PSYC 340 - Sensation and Perception (4 Credit Hours)

This course explores sensory and perceptual systems. Discussions on these topics will reflect biological, ecological and evolutionary perspectives. Topics include sensitivity to light and sound; color perception; depth and form perception; perceptual illusions; music perception, and speech perception. Power and justice issues associated with sensory disabilities (e.g., blindness and deafness) will be emphasized. This course fulfills the Power and Justice (P) GE requirement.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 341 - Research in Sensation and Perception (4 Credit Hours)

This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Effective Fall 2022 all 300-level Psychology Research courses will no longer offer a GE "W".

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.

Corequisite(s): PSYC 340.

PSYC 350 - Biological Psychology (4 Credit Hours)

This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of mental illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 351 - Research in Biological Psychology (4 Credit Hours)

This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands-on" experience in the design and execution of several research projects.

PSYC 355 - Clinical Psychology (4 Credit Hours)

This course introduces students to the discipline of clinical psychology from the scientist-practitioner perspective. Topics include psychological assessment, diagnostic interviewing, and evidence-based psychotherapies. We will also examine the efficacy and effectiveness of psychosocial treatments for mental disorders, professional ethics, and recent developments in the field of clinical/counseling psychology.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 356 - Research in Clinical Psychology (4 Credit Hours)

This course provides students with experience conducting empirical research related to the field of clinical psychology.

PSYC 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PSYC 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

PSYC 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PSYC 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

PSYC 370 - Advanced Statistics for the Behavioral Sciences (4 Credit Hours)

An introduction to techniques of data analysis, interpretation, and presentation. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS for analysis. Cannot be taken for credit by students who have already taken both MATH 220 and PSYC 200. Cannot be taken concurrently with the MATH 120 course.

Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.

PSYC 380 - Nonverbal Behavior in Human Interactions (4 Credit Hours)

This course explores questions about how people communicate with their bodies. How do we perceive such nonverbal cues? How do they affect our interactions and relationships with others? To what extent are we aware of our own nonverbal behavior and what it communicates to others? The research areas include interpersonal accuracy (e.g., emotion recognition, deception detection, etc.); embodied cognition (e.g., behavioral mimicry, the role of gestures in learning, etc.), and ecological psychology (e.g., territoriality, personal space, seating arrangements, etc.). The course also addresses cultural similarities and differences, and how nonverbal behavior affects interpersonal as well as intergroup relations.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 381 - Research Nonverbal Behavior in Human Interactions (4 Credit Hours)

This course offers experience in researching how people communicate with their bodies.

Prerequisite(s): PSYC 100 or PSYC 199, and PSYC 200, and one 200-level research course combination.

PSYC 385 - Adult Development and Aging (4 Credit Hours)

The purpose of this course is to explore the theories and research on adult development and aging using the lens of developmental psychology. We will explore aging and how development is influenced by psychological, biological, social, cultural, socioeconomic, and environmental factors. Additionally, we will investigate discrimination against older adults and how ageism factors into almost all contexts around development and aging, with a goal of reducing our own aging stereotypes and ageism. Specific topics include theoretical perspectives, age stereotypes and ageism, biological and physical changes, health and illness, stress and coping, social networks and support, cognitive changes, racial and cultural contexts of aging, sexuality, and death and dying. Implications for social programs and services, public policy, and gerontological education will also be examined.

Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 386 - Research in Adult Development and Aging (4 Credit Hours)

Provides the student with research experience on problems of current interest in adult development.

Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and a PSYC 200-level research pairing.

PSYC 399 - Advanced Topics in Psychology (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

PSYC 401 - Assessment Exam (0 Credit Hours)

A course used to track all psychology majors' completion of the required departmental assessment exam. Earning the required S (satisfactory) in the course entails attending an informational session explaining the psychology department's assessment exam, and taking the exam in good faith. This course is required for students matriculating in and after fall 2019 (graduating in spring 2023 and beyond).

Prerequisite(s): Senior Psychology Major status.

PSYC 410 - History and Systems of Psychology (4 Credit Hours)

This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to 20th and 21st century theories and experimental investigations. These issues include mind-body relations; processes of knowledge acquisition such as perception and learning; nature and nurture; the nature of mind and consciousness; characteristics of human motivation and personality; and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. Many issues considered connect to the current states of modern psychology. The course is a unifying experience for psychology majors.

Prerequisite(s): PSYC 100 or PSYC 199, junior or senior status or consent.

PSYC 451 - Senior Research in Psychology (4 Credit Hours)

For seniors desiring to conduct advanced research in psychology. PSYC 451 is intended to provide an initial examination of the topic of interest, e.g. review of the relevant literature and development of methodologies that could be used in the research project. The content and scope of the work to be completed are determined in consultation with the advising faculty. Students with prior, substantial experience with the research topic may petition to move directly into PSYC 452. Prior, substantial experience consists of at least one of the following completed within 12 months before beginning the course: summer research; independent study; directed study; or an alternate research experience approved by the psychology department. Students who plan to submit for recognition of a Senior Thesis with Distinction must either complete PSYC 451 followed by PSYC 452 or complete a summer research project followed by PSYC 452 in the fall of the same year. Consent of the advising faculty is required for registration in PSYC 451. The grade is determined by the advising faculty. Completion of PSYC 451 does not fulfill a course requirement for the major.

PSYC 452 - Advanced Senior Research in Psychology (4 Credit Hours)

For seniors working on advanced research in psychology. Following the completion of PSYC 451 or another prior, substantial research experience, students may take PSYC 452. PSYC 452 provides the opportunity for the student to conduct research on the topic of interest. Consent of the advising faculty is required for registration in PSYC 452. The grade is determined by the advising faculty. Students enrolled in PSYC 452 have the option of applying for the recognition of completing a Senior Thesis with Distinction only if they previously completed PSYC 451 or a summer research project. Interested students should speak with their research advisor to learn more about the recognition process and expectations. Completion of PSYC 452 does not fulfill a course requirement for the major.

Queer Studies (QS)

QS 101 - Introduction to Queer Studies (4 Credit Hours)

A survey of the legal regulation of sexuality and gender in the 19th and 20th centuries and the emergence of modern civil rights movements of sexual minorities. This course will focus on the history, strategies, conflicts, and issues associated with these political and social movements.

QS 102 - Introduction to Black Studies (4 Credit Hours)

This course introduces students to the interdisciplinary study of African American culture and experiences. The course surveys the field of Black Studies by introducing topics or issues relevant to Black American life from an interdisciplinary perspective. In this course, history, sociology, religion, literature, and philosophy provide the foundation for exploring dimensions of Black Studies. Literary works, historical works, social science theory, and contemporary issues will serve as texts for students to analyze. This course is taught from an interdisciplinary perspective, which requires students to explore their cultural frames of reference as a parallel process for studying Black cultures.

Crosslisting: BLST 101.

QS 108 - Bible, Gender and Sexuality (4 Credit Hours)

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: WGST 108 and REL 108.

QS 199 - Introductory Topics in Queer Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

QS 213 - Queer Graphix (4 Credit Hours)

Through a series of drawing and printmaking projects, this course seeks to explore and creatively express queer culture, aesthetics, and GLBT art history, as well as notions of identity, gender, orientation, and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines), and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self-identity and expression.

Crosslisting: ARTS 213.

QS 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: ARTS 217 and WGST 217.

QS 227 - Queer Theory (4 Credit Hours)

Queer Theory is an interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics, and law.

Crosslisting: ENGL 327.

QS 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media.

Crosslisting: COMM 229 and WGST 229.

QS 240 - Special Topics in Dance (4 Credit Hours)

This is a special topics course originating in the Dance Department. This course provides a venue in which to explore topics in Dance that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 245 - Human Diversity Through Literature (4 Credit Hours)

A study of selected works by and about bisexual, gay, lesbian and transgender people.

QS 250 - Special Topics in Literature (4 Credit Hours)

This is a special topics course originating in the English Department. This course provides a venue in which to explore topics in English that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: PHIL 275 and WGST 275.

QS 280 - Special Topics in Religion (4 Credit Hours)

This is a special topics course originating in the Religion Department. This course provides a venue in which to explore topics in Religion that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 281 - Introduction to Theology (4 Credit Hours)

Does Christianity sanction the status quo or is it an instrument of transformation? Is Jesus a personal savior or an agent of liberation? If the church reflects the society of which it is a part, how can it be an agent for a just order? Are women victims in our social order? Does Christianity contribute to our environmental crisis or its resolution? If God becomes male does male become God? Should the church have same-sex marriage ceremonies? Is the death penalty racist? This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: REL 101.

QS 290 - Issues in Feminism (4 Credit Hours)

An introduction to the field of Women's and Gender Studies, this interdisciplinary course considers the socio-political meanings and practices of gender in our lives. It examines whether gender is biologically or socially constructed and how notions of femininity and masculinity are (re)produced. Students will analyze the workings of power and the social production of inequality in institutions such as the family, the workplace, and the state, taking into account the intersections among gender, race, class, ethnicity, nationality, and sexuality. Topics will include sexual and gender violence, equal rights, reproductive technologies, body image, and transnational feminist issues. A central aim of the course is to develop critical reading and thinking about the plurality of women's experiences and about the ways in which women have resisted inequalities and engaged in local/global politics for social transformation and change. This course fulfills the Interdivisional (I), Power and Justice (P), and Oral Communication (R) GE requirement.

Crosslisting: WGST 101.

QS 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color's challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: REL 305 and WGST 305.

QS 311 - Feminist Theory (4 Credit Hours)

This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. This course is required for WGST majors and minors.

Prerequisite(s): WGST 101 or QS 290.

Crosslisting: WGST 311.

QS 312 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: AGRS 311 and WGST 312.

QS 320 - Unruly Bodies (4 Credit Hours)

What does it mean to inhabit an unruly body—that is, a body that is marked or othered in some way? How do we experience embodiment? And how does our bodily presence in a deeply unequal world shape identity, personhood, and politics/ethics? This course draws on theoretical approaches across critical race, disability, feminist, queer, and science and technology studies to unearth taken for granted assumptions about who/what bodies are and how they become sites of social and political contestation. That is, rather than presume bodies to be material artifacts, symbolic representations, or disciplined subjects, we will attend to the processes and relations through which bodies are made, unmade, and remade under particular configurations of power. We will pay specific attention to ethnographic approaches to marked bodies/ embodiment and draw on a range of texts, images, films, and podcasts across anthropology and cognate fields. In the process, you will develop a critical understanding of what is at stake in various approaches to thinking through bodies and a greater awareness of the possibilities that cohere in your own embodied self.

Prerequisite(s): ANTH 101 or ANSO 100 or consent of instructor.

Crosslisting: ANTH 330.

QS 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: REL 328 and WGST 328.

QS 330 - LGBTQ+ Identities In and Beyond Schools (4 Credit Hours)

The goal of this course is to examine the historical and contemporary experiences of LGBTQ+ students and teachers in schooling and to consider, more broadly, schools as sites where normative notions of gender, sex, and sexuality can be reinforced and/or disrupted. Relatedly, the seminar will support students in the development of habits of mind, strategies, and practices that (re)make school spaces where diverse gender identities and sexualities are acknowledged, imagined, and embodied, and queer futurity (Muñoz, 2009) can be realized.

Prerequisite(s): EDUC 213 or QS 101.

Crosslisting: EDUC 330.

QS 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: MUS 332 and WGST 332.

QS 345 - The Trans Novel (4 Credit Hours)

This class studies long fiction written by trans people that feature trans experiences. The Trans novel also reviews historical and methodological elements of Queer Studies.

QS 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: COMM 349 and WGST 349.

QS 350 - Special Topics Literature (4 Credit Hours)

This is a special topics course originating in the English Department. This course provides a venue in which to explore topics in English that meet the requirements of an elective course in the Queer Studies Concentration. Topics will vary according to the needs and interests of the teaching faculty offering the course. In some cases, this course may be repeated for credit.

QS 351 - Contemporary Drama (4 Credit Hours)

Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights.

Crosslisting: ENGL 340.

QS 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

QS 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

QS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

QS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

QS 400 - Senior Seminar (4 Credit Hours)

This is a capstone course for the QS concentration during the spring semester, when it may also serve to help students apply Queer Theory to a senior project or honors project in their chosen major.

QS 402 - Language, Identity and Politics: Discourse and the Public Sphere (4 Credit Hours)

This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of subaltern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives.

QS 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

QS 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Religion (REL)

REL 101 - Introduction to Theology (4 Credit Hours)

Does Christianity sanction the status quo or is it an instrument of transformation? Is Jesus a personal savior or an agent of liberation? If the church reflects the society of which it is a part, how can it be an agent for a just order? Are women victims in our social order? Does Christianity contribute to our environmental crisis or its resolution? If God becomes male does male become God? Should the church have same-sex marriage ceremonies? Is the death penalty racist? This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: QS 281.

REL 102 - Ethics, Society and the Moral Self (4 Credit Hours)

This course primarily focuses on religious ethics in our contemporary society. Students will explore diverse religious moral theories of justice, sustainability, solidarity, equity, peace, and love. Then, they examine these theories in social realities at both domestic and global levels. Contemplating how to become responsible citizens and discerning moral agents in the globalized world, students will envision the possibilities to build up a community of justice across religious, racial, cultural, and gender differences. Topics include justice in global economy, ecological ethics, race, gender, and sexuality. This course fulfills the Power and Justice (P) GE requirement.

REL 103 - World Religions (4 Credit Hours)

An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions?

REL 104 - Religions in India (4 Credit Hours)

"Religions in India" is an introductory survey of the religious life of the South Asian subcontinent. The course provides an introduction to religious traditions in South Asia, including: Hinduism, Buddhism, Jainism, and Sikhism.

REL 105 - Buddhism (4 Credit Hours)

A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America.

Crosslisting: EAST 105.

REL 106 - Special Topics in Religion (4 Credit Hours)**REL 108 - Bible, Gender and Sexuality (4 Credit Hours)**

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: WGST 108 and QS 108.

REL 109 - Introduction to American Religions (4 Credit Hours)

This course examines American religions from the pre-colonial period to the present. Recognizing the uniquely prominent role religion has played in American society, we approach "American Religions" as a category to understand the relationship between religious belonging and marginalization in American society. This necessitates that our study revolves around important social themes such as race, class, gender, nationalism/xenophobia, sexuality, and disability. These social themes will be incorporated into our learning of American religious diversity and models of religious pluralism in American society. Students will gain an awareness of the breadth of American religious experiences while approaching larger questions about the distinctions between, and overlap in, American and religious identities.

REL 199 - Introductory Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 200 - Thinking about Religion (4 Credit Hours)

What makes religion 'religion'? Why does one study religion in academic context? This course is designed for current and prospective majors and minors as well as those who are intellectually curious about religion to explore the various approaches to religion not only as an academic discipline, but also as category of human activity and experience. Students will have the opportunity to examine diverse theories and methods in religious and theological studies, to raise critical questions concerning the relationship between religion and society/culture, and to develop their own understanding of what "counts" as religion/religious.

REL 201 - The Reality of God (4 Credit Hours)

The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we imagine God affect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives.

REL 202 - Judaism (4 Credit Hours)

The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism: Theology, History, and Rabbinic Literature.

REL 204 - Religious Pluralism and American Identity (4 Credit Hours)

What does it mean to be "American" in the twenty-first century? Is it even possible for such a religiously diverse people to affirm a common identity of any substance? Today, citizens must negotiate among the often competing demands of religion, community, and nation. This course will examine how Americans have historically viewed religious diversity, consider theoretical approaches to religious pluralism, and explore how contemporary local conflicts illuminate just how religious does (not) and should (not) affect engaged, democratic citizenship.

REL 205 - Religion and Nature (4 Credit Hours)

An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature.

Crosslisting: ENVS 205.

REL 211 - Introduction to the Bible (4 Credit Hours)

This course introduces students to the literary variety, historical circumstances, and cultural significances of the Bible. It treats the Bible as a collection of texts arising out of and used to make sense of the social worlds in which they were written. But a course about the Bible is never just about the Bible. As a foundational object and document for so many public social projects – including ones we might describe as "secular" – the Bible is much more than a religious book. It is an emblem of authority and power more generally, and the ways certain kinds of authorities (religious or otherwise), are often engaged less for their content than for what we imagine them to contain. So this course will regularly ask students to assess the fantasies and feelings that circulate around the Bible. Most significantly, students will practice ways to enter public conversations on the Bible, equipped with more nuanced historical and interpretive critical skills.

REL 212 - Introduction to the New Testament: Unbinding the Book (4 Credit Hours)

What we now have as the "New Testament" first appeared not as Christian nor even as "scripture," but as texts interpreting Israelite traditions in the wake of Israel's tenuous, subjected, or even annihilated status under the Roman empire. How did the New Testament become what it is now, the foundational documents of a dominant tradition? How does reading with deep historical attention to Israel's history under Rome change what we think New Testament texts say? We will also be reading some "early Christian" texts that did not make it into the New Testament (The Gospel of Mary, The Gospel of Thomas, The Acts of Paul and Thecla), and asking how the New Testament came to be a collection that rendered the very Hebrew traditions composing it an "old" testament.

REL 214 - The Christian Right in American Culture (4 Credit Hours)

This course will examine the history, theology, practices, and politics of the so-called "Christian Right" in America. In coming to appreciate the complexities of pentecostalism, fundamentalism, and evangelicalism, we'll look at megachurches, speaking in tongues, the feminism of submissive wives, creation science, and the commercialization of contemporary conservative Christianity.

REL 215 - Hinduism (4 Credit Hours)

One of the oldest surviving religions on the planet, what we call "Hinduism" is actually a complex of loosely related religious traditions that have been woven together by a shared geography and by historical circumstance. By reading primary texts—from the ancient Vedas and Puranas to the work of medieval poets and contemporary film makers—students will be invited into an encounter with the religious traditions and the world views that sprouted up in South Asia so long ago, and that continue to evolve even today.

REL 217 - Sects and Cults (4 Credit Hours)

A study of new religious movements, cults, and sects in modern America, this course will investigate the sociological and religious dimensions of such fascinating phenomena as Satanism, occultism, polygamy, witchcraft, new age religion, and UFO worship. Special attention will be given to the social-structural origins of cults and sects, to the church-sect continuum, to the religious economy theory and to the variety of social relationships that exist between religious groups and the larger society. The Unification Church, popularly known as the Moonies, Jimmy Jones' Peoples' Temple, the Hare Krishna Movement, the Branch Davidians and Heaven's Gate are among the many religious groups to be examined.

REL 218 - Islam (4 Credit Hours)

A historical and thematic survey of the beliefs and practices of the Muslim tradition from the time of the Prophet Muhammad to the present. Emphasis upon the ways that Islamic teachings and practices have interacted with, changed, and been changed by various cultures in Asia, Africa, Europe, and more recently North America.

REL 220 - Human Rights, Indigenous Rights, Environmental Rights (4 Credit Hours)

This course explores two on-going global debates among academics, activists and policy-makers within the concept of human rights: (1) To what extent should human rights be limited to a narrow range of clearly defined individual rights, and to what extent should they be expanded to cover a larger range of individual and collective rights? (2) Are indigenous communities necessarily better environmental stewards, and so does the extension of rights to these communities lead to better environmental protection? This course fulfills the Power and Justice (P) and the Writing (W) GE requirement.

REL 224 - Religion and Social Ethics (4 Credit Hours)

What is faith community's responsibility for society? What roles can be considered "proper" for the religious community to play in "seemingly" secular society? This course will explore various religious traditions' responses to the social issues on both domestic and global level, including American foreign policy, Israel-Palestine relations, ecological crisis, racism, economic disparity, and sexual violence. The key moral principles drawn from multiple traditions are love, justice, and compassion. In light of these key principles, students will analyze complex social issues and delineate resolutions for the issues.

REL 227 - Women's Spiritual Activism (4 Credit Hours)

What is women's spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists—their struggles for justice for all humanity.

Crosslisting: WGST 227.

REL 228 - Rebellion, Resistance and Black Religion (4 Credit Hours)

This course explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. It also examines the cultural continuities between African traditional religions and Black religion in the United States. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as voodoo and Santeria.

Crosslisting: BLST 228.

REL 230 - Creation Narratives and Power Relations (4 Credit Hours)

Writing and re-writing the story of the creation of the world was a common ancient practice, especially as people experienced new or increasingly difficult political and social circumstances. In fact, ancient people regularly used descriptions of the creation of the world to express their dissatisfaction with the world in which they lived, to reimagine it, or to justify or critique the powers-that-be. This course reads a breadth of ancient literature describing the creation of the cosmos for not only their literary beauty and philosophical influences/distinctions, but their social and political implications. How do ideas of what is "human" support forms of ideal citizenship? How do these texts imagine and naturalize gender differences, the differences and affiliations between animals and humans, and the reason for pain and suffering in the world? How do they understand the world's beauty alongside the ugliness of war? How do they try to transform the chaotic realities of the world into an ordered whole? This course fulfills the Power and Justice (P) GE requirement.

REL 238 - Sacred Texts and Social Justice (4 Credit Hours)

From women's Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: BLST 238 and WGST 218.

REL 240 - Special Topics (4 Credit Hours)

Special Topics in Religion provides a venue in which to explore in some depth an aspect or issue related to Religion at a 200 level. Topics will vary by semester.

REL 299 - Intermediate Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 300 - Major/Minor Seminar (4 Credit Hours)**REL 301 - Empire: Is America the New Rome? (4 Credit Hours)**

Is America called by God to use its power to make things right in the world? Does the first-century struggle with empire have a parallel in the twenty-first century? Is empire imbedded in an American ideology? What is the connection between religion, violence, and terrorism? Is the global economic order a form of terrorism? How are class, race, and gender related to empire? This course fulfills the Power and Justice (P) GE requirement.

REL 302 - Ethics of Peace and War (4 Credit Hours)

War is one of our time's most important "ethical" issues. Peace is a forced option when humanity faces the horrendous evil of violence. What roles does religion play in making war and making peace? Can we imagine peace independent from war? This course encourages students to take war and militarism into serious ethical consideration and to contemplate peace and justice in a global society. By critically analyzing the issues, theories, and practices of war and peacemaking, students will be prepared to be autonomous thinkers and responsible global citizens who can discern how to make peace in a violent world and how to heal the world broken by war and violence.

Crosslisting: WGST 321.

REL 304 - Race, Ethnicity, and Religion in the US (4 Credit Hours)

This course explores the formations and intersections of the scholarly concepts and practices of race and religion in the United States. The goals are to better understand how and why race often remains a taboo subject in the study of religion and the ways in which race and ethnicity are relevant to religious studies scholarship. To do this, the class examines the development of categories of race, ethnicity, nation, and religion in the context of American religious history and sociology. We then turn our attention to landmark texts and problems in contemporary scholarship. These texts engage with a variety of racial and religious identities.

REL 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color's challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: QS 305 and WGST 305.

REL 308 - New Testament Studies (4 Credit Hours)

This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament.

REL 311 - Racial Politics and National Belonging in Early Christianity (4 Credit Hours)

This course will address the racial, ethnic and national politics of the Roman Empire in order to better understand early Christian texts. Why were early Christians described as a "new race" of people? Why did early Christians use the language of race and ethnicity to describe themselves, and how does that fit together with Christians' universal theological claims about inclusion and being "for all people"? What does ancient Israel as a broken nation, conquered by the Romans, have to do with understanding who Jesus was and what Jesus and his death might have meant in the first century?

REL 312 - The Holocaust: Where Was God (4 Credit Hours)

The course intends to provoke an awareness of the Holocaust as a historical event, with particular attention to the death camps, and an agenda to eliminate Jews. Consideration will be given to the ways in which individuals were co-opted or resisted, and institutions accommodated or were oppositional. As a religion course it will consider alternative theological responses to the deadly event and the understanding of God. The range of positions will be from the death of god to the preservation of orthodoxy. Finally, attention will be given to the presence of women in the death camps and the designation of God as Mother.

REL 316 - Religion in Contemporary China (4 Credit Hours)

In this course, we will together examine the beliefs, practices, and discourse that consist of the Chinese religious landscape from the early 20th century to the present day. Our journey starts with a review of the religious heritage in pre-modern China, and moves on to the twentieth century, a formative age where a new country tries to establish itself on a long history of a religiously pluralistic society, by carefully negotiating the ways of its ancient civilization and the challenges presented by a new age of global conversation and conflicts. We will pay particular attention to the relationship between the many religious institutions and traditions, between religious institutions and the state, and between the ideologies, practices, and traditions past and present.

Crosslisting: EAST 316.

REL 327 - Women and Social Ethics: In the Global Context (4 Credit Hours)

The personal is internationally political! Whether we are aware or not, we live in the globalized world and our actions here and now affect the lives of millions of people whom we may never meet face to face. Through the religious concept of "interdependence" with the secular understanding of "women's rights as human rights," this course will analyze and explore globalized issues of poverty, war, sex-trafficking, migration, reproductive rights, and religious conflict as well as ethically consider how diverse social groups are interconnected to each other beyond national and religious boundaries; and how we study, analyze, and practice transnational feminist activism for all humanity.

Crosslisting: WGST 327.

REL 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: QS 328 and WGST 328.

REL 340 - Seminar: Special Topics (4 Credit Hours)

Special Topics in Religion provides a venue in which to explore in some depth an aspect or issue related to Religion at a 300 level. Topics will vary by semester.

REL 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

REL 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

REL 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

REL 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

REL 399 - Advanced Topics in Religion (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

REL 450 - Religion Senior Research Colloquium (4 Credit Hours)

Religion 450 is the senior capstone seminar in Religion. The purpose of this seminar is to solidify students' mastery of research methods and contemporary theory in the academic study of religion, to refine students' own research and writing skills through the production of an independent research project, and to promote reflection on the students' role as a scholar of religion.

Prerequisite(s): Religion senior majors and minors.

REL 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

REL 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Spanish (SPAN)

SPAN 111 - Beginning Spanish I (4 Credit Hours)

Students learn about the Spanish-speaking world while they start developing their Spanish linguistic skills in four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish.

SPAN 112 - Beginning Spanish II (4 Credit Hours)

Students continue learning about the Spanish-speaking world while they solidify their Spanish linguistic skills at the ACTFL novice level in the four basic areas (listening, speaking, reading, and writing). Students do a variety of written and oral activities that include formal and informal presentations, skits, short essays, etc. The course is conducted in Spanish.

Prerequisite(s): SPAN 111 or placement.

SPAN 211 - Intermediate Spanish (4 Credit Hours)

Students further their knowledge of the Spanish-speaking world while developing a functional comprehension and use of spoken and written Spanish at the ACTFL novice-high/intermediate-low level. The course solidifies grammar structures and emphasizes the acquisition of cultural knowledge about the Spanish-speaking world through a wide variety of visual and written texts. Conducted in Spanish.

Prerequisite(s): SPAN 112 or placement.

SPAN 213 - Communication Skills (4 Credit Hours)

Students will enhance their proficiency in oral and written Spanish, in order to solidify a low-intermediate ACTFL level. Students will develop skills such as summarizing, comparing, contrasting and synthesizing. Students will practice communicational abilities through discussions, oral presentations, debates, reports and film reviews. Audiovisual materials, Internet based resources and cultural readings will be frequently used texts. Conducted in Spanish.

Prerequisite(s): SPAN 211 or placement.

SPAN 215 - Writing Workshop (4 Credit Hours)

Students develop their writing and analytical skills through an intensive writers' workshop, which includes linguistic, literary, and cultural analysis through grammar, readings, discussions, and essay. Students develop their writing through expository, argumentative, and analytical essay as well as other genres such as chronicle, journal, autobiography, and literary translation. Students will write, edit, and evaluate their work and that of their peers following models presented through readings organized around thematic units. Conducted in Spanish.

Prerequisite(s): SPAN 213 or placement or permission of instructor or department chair.

SPAN 217 - Teletandem: Spanish Conversation (1 Credit Hour)

This course is a collaboration between Denison University and the Universidad Complutense of Madrid, and it is intended for students of SPAN 213, SPAN 215, and SPAN 300 levels. It is a 1-credit course that consists of regular conversations with native Spanish speakers, and it aims to help students acquire greater skills and confidence in both oral and written expression. Moreover, this course will promote the familiarization of the students with ACTFL's 5 Cs: Communication, Culture, Connections, Comparisons, and Communities. In this one-semester-long course, students can communicate with their peers from Madrid about topics related to their interests: movies, shows, pop art, traveling, sports, art, books, and more.

Prerequisite(s): SPAN 211 or waiver.

SPAN 310 - Creative Writing (4 Credit Hours)

Students will enhance their skills in writing and composition through literary analysis, literary translation, and practice of the craft of writing in different genres (drama, poetry, short story) in the Spanish language. Using the close reading of great works of Hispanic literature in the above-mentioned genres, students will learn to translate literary texts and create literature of their own. Students will explore the process of writing, editing, and evaluating their work and that of their peers.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 312 - Spanish in the United States (4 Credit Hours)

Have you ever heard a Spanish speaker in the United States say *escuela alta*, *rufo*, *llamar para atrás* or *queik*? Or have you heard someone switch from English to Spanish in the same sentence? What is Spanglish? Do you have a friend who doesn't know Spanish even though his parents speak it? Is Spanish a foreign language in the US? Have you ever heard someone say that we shouldn't speak Spanish here? The United States has a Hispanic population that is larger than most Latin American countries. But, unlike other Spanish-speaking countries, Spanish is a minority language in the US. In this class, we study various social and linguistic phenomena that arise from this situation. Among other topics, we analyze the history of Spanish in the US, the racialization of Spanish, language policy, Spanish in education, Spanglish, and Latinx identity.

Prerequisite(s): SPAN 215 or permission of the instructor.

SPAN 314 - Translation Studies: Being Translingual and Transcultural (4 Credit Hours)

This course introduces students to the existing world of translation. Students work with written texts, transferring text from a source language into a target language (Spanish-English and English-Spanish). This is far more than replacing one word with another: the translator must also convey the style, tone, and intent of the text. Focus is on the actual process of translation: what the translator does and why. Students will work mostly with literary and journalistic texts. Students will gain an understanding of different cultural communication styles. Students will familiarize themselves with the relationship between language and power, and the role of the translator as the "in-between" agent.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 315 - Foundations of Hispanic Linguistics (4 Credit Hours)

Students will conduct an in-depth analysis of the Spanish grammatical system, which includes core areas of linguistics such as morphology, syntax, semantics, and pragmatics. Students will analyze the Spanish grammatical system in a wide variety of written and oral texts. For example, contrastive analysis will be used as a method of problem-solving. Spanish will be the medium of instruction as well as the content area. Written work and oral presentations in Spanish should be produced at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 320 - Survey of Spanish Literature (4 Credit Hours)

Students will analyze Spanish Literature from the Middle Ages to the Twentieth Century within its historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 322 - Transatlantic Myth Busters: The Black Legend (4 Credit Hours)

Was Inquisition an evil machine created by the Spaniards to terrorize the world? Did the Spanish Empire rule over half of the world through fear and punishment? Is Spain a barbaric country? Students will address these and other questions that arose during the 16th and 17th centuries in Europe to analyze the expansion of the Spanish Empire. In this class, we will study different power relationships between Spain and Latin America and, Spain and Europe. Through historical, literary and cultural texts students will analyze the myth known as "The Black Legend" and learn about different social and political structures and discursive strategies that sustain power. Students will also explore how these have been transformed and survive nowadays.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisite if taught in English; when taught in English, no first-year students.

SPAN 324 - Al-Andalus and Its Diasporas: From the Middle Ages to the Present (4 Credit Hours)

Islamic Spain was a place where ancient and new communities encountered and transformed each other. Known in the Middle Ages as al-Andalus, it continues to occupy the cultural and political imaginations of Spain and the Arab world. This class explores al-Andalus through what defines it in scholarly and popular discourse: its religious communities and the cultural contact and synthesis characterizing them. By placing medieval Spain or "Iberia" into its Mediterranean context, the class traces the development of Jewish, Christian, and Muslim communities from their beginnings in the eastern Mediterranean and their settlement in Iberia up to the diasporas in the Mediterranean region today. Rather than essentializing religion, we place it in dialogue with language and culture, tradition and innovation. As a writing-intensive seminar, students will engage the cultural and historical themes of the class through writing in daily discussion posts, in-class reflections, midterm essays, and a phased research project on a theme chosen by the student. The course is closed to first-year students.

Prerequisite(s): SPAN 215 when taught in Spanish, none when taught in English.

Crosslisting: MENA 324.

SPAN 325 - Survey of Latin American Literature (4 Credit Hours)

Students will analyze texts from Pre-Columbian times to the present within their historical, sociocultural and artistic contexts. This course offers an overview of main literary periods, authors and genres. Students will examine a variety of texts and the outstanding characteristics of their authors. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

Crosslisting: LACS 325.

SPAN 330 - Cultures of Spain (4 Credit Hours)

Students will analyze how the different people of Spain conceive of and represent themselves, their attitudes, values, and beliefs. Through a multidisciplinary approach, students will explore questions about national and regional identities, religious and ethnic communities, cultural movements and institutions, canon formation, and popular culture. Following a historical perspective, students will examine the evolution of institutions, traditions, and various artistic endeavors. Historical, cultural, and philosophical texts will be the basis of this class. Students will hone the skills of interpreting, relating, categorizing, and critiquing cultural works and periods. Students will write analytical essays, present oral reports, and take exams as part of the course evaluation. Students will achieve an ACTFL intermediate-high level. Conducted in Spanish.

SPAN 335 - Cultures of Latin America (4 Credit Hours)

Students will analyze selected historical themes such as revolution, gender and sexual politics, Southern cone dictatorships, human rights, and memory. Students will work with a variety of texts: films, testimonies, performance art, and fine arts. Students will engage in critical analysis of texts through research essays, creative projects and oral presentations, at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215 or consent of instructor or department chair; no course prerequisites if taught in English; when taught in English, no first-year students.

SPAN 338 - All the World is a Stage: Theater and Social Change in the Americas (4 Credit Hours)

Discover the vibrant performance practices across the Americas! This course explores how theater and performance in Latin America and Latinx/a/o communities have shaped social and political realities from the colonial era to today. Through readings, videos, and critical analysis, we examine avant-garde theater, community activism, street performance, and more, tackling key themes like colonialism, revolution, gender, borders, and cultural identity. You might even get to visit a regional theater festival!

Prerequisite(s): SPAN 215 or consent of instructor.

Crosslisting: LACS 338.

SPAN 340 - Hispanic Transatlantic Study (4 Credit Hours)

Students will engage in an in-depth study of selected topics in the frame of the Atlantic World, which addresses the relations between the cultures of Peninsular Spain and Latin America from a transatlantic perspective. Students will question Western systems of thought, will interrogate structures of power and will develop new connections to the realities of the Hispanic World. Students will summarize, compare and contrast, synthesize and evaluate cultural themes, actors and events. Students will hone their research skills and will demonstrate them through oral presentations, in-depth discussions, creative work, research papers, poster sessions, webspaces, and wikis that meet the ACTFL intermediate-high/advanced-low level standards. Conducted in Spanish.

Prerequisite(s): SPAN 215.

SPAN 344 - Creativity and Movement in Contemporary Spain (4 Credit Hours)

This course will explore the nature of creativity through the works of seven groundbreaking Spanish artists across multiple disciplines: Picasso, Dalí, Maruja Mallo, Arrabal, Buñuel, Almodóvar, and Calatrava. It will examine how their innovations reshaped artistic norms, challenged cultural conventions, and redefined creativity itself. The curriculum raises thought-provoking philosophical questions about creativity, such as the impact of cultural background on creativity, the role of failure in artistic innovation, the balance between originality and constraints, how societies define and value creativity differently, and the connection between storytelling, social change, activism, and ethical responsibility.

Prerequisite(s): SPAN 213 and SPAN 215.

SPAN 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SPAN 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

SPAN 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SPAN 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

SPAN 382 - Oral Narrative and Storytelling (1-4 Credit Hours)

This seminar explores oral narrative and storytelling through the lens of folkloristics and cultural studies, which provide an interpretative framework to answer the following questions: What is the nature of narrative and its relation to culture? How is narrative constituted by and constitutive of its cultures of origin, and how does it function within its home cultures? In addition to reading (and listening) to primary texts from Spain, Latin America, and Morocco, students will learn the theoretical paradigms of folkloristics and cultural studies as well as tools available to the researcher. Finally, students will select a tale type from the regions studied and map its variation across space/time via ArcGIS StoryMaps. Taught in Spanish.

Prerequisite(s): SPAN 215 or consent by instructor.

SPAN 384 - Bad Girls in Hispanic Cinema (4 Credit Hours)

This course investigates representations of 'bad girls' in Spanish and Latin American cinema. It examines how these films depict women who defy cultural gender norms, using feminist and queer theory to analyze the complex interplay of gender and power. Students will enhance their film analysis and research skills through presentations, discussions, and multimedia projects that meet the ACTFL intermediate-mid/intermediate-high level standards. Conducted in Spanish. Please note: Fridays will be dedicated only to mandatory film viewings.

Prerequisite(s): SPAN 215.

Crosslisting: DH 283.

SPAN 385 - Nation Building in Mexican Cinema (4 Credit Hours)

As posited by film scholars such as Jean-Louis Comolli, the history of cinema has been in large part the history of the twentieth century. This is particularly true in Latin America, where it has been associated with national projects of modernization following the establishment of independent republics throughout the nineteenth century. In Mexico in particular, cinema has played a central role in nation-building, making it an ideal venue for the exploration of the relationship between film and ideals of nationhood. How are these ideals articulated through family relations, encounters with gringos, indigenous vs. European worldviews, rural vs. urban space, etc.? Students will engage in critical analysis of texts through research essays, creative projects, and oral presentations at the ACTFL intermediate-high level. Conducted in Spanish.

Prerequisite(s): SPAN 215.

Crosslisting: LACS 385.

SPAN 400 - Senior Capstone Seminar (4 Credit Hours)

This seminar integrates the two core courses, the six 300-level courses, and the off-campus experience into a culminating research project. It focuses on theoretical tools, frameworks and methodologies in Hispanic Cultural and Linguistic Studies. This seminar emphasizes the development of independent research skills and scholarly writing in connection with a research project based on individual students' interests in cultural artifacts from the Spanish-speaking and Latino worlds.

Prerequisite(s): SPAN 213, SPAN 215, and at the 300 level, any six courses (electives).

SPAN 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

SPAN 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Theatre (THTR)

THTR 100 - Introduction to Theatre-making (4 Credit Hours)

An introduction to theatrical design and performance that engages the question "How and why is theatre made?" conducted in a combined discussion/workshop format. The course establishes a vocabulary for understanding basic theatrical conventions, roles, and practices, and provides opportunities for exploring the making of theatre through building student capacities in creativity, communication, and collaboration. Students will explore visual methods of interpreting a text (or idea) and will work collaboratively in weekly "Co-Labs" to solve problems and apply skills discussed in their other sessions. Because collaborative theatre-making relies upon effective oral communication skills, students will learn and practice the multiple types of oral communication throughout the course.

THTR 110 - Theatre Laboratory: Performance I (1 Credit Hour)

A workshop and laboratory in which students perform in a role in a department theatre production which requires attendance, attention, and creative work under the direct instruction by the director and/or supervising faculty member.

THTR 111 - Theatre Laboratory: Performance II (2 Credit Hours)

A workshop and laboratory in which students perform in a substantial role (in a department theatre production) which requires attendance, attention, and creative work at greater than 50% of the total hours of direct instruction by the director and/or supervising faculty member.

THTR 120 - Theatre Laboratory: Costume & Make-up Running Crew (1 Credit Hour)

A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production.

THTR 126 - Costume Crafts II (2 Credit Hours)

A hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Each student will be developing more advanced sewing and costume construction skills. The course will cover draping and millinery and accessories construction.

THTR 130 - Theatre Laboratory: Scenery & Lights Running Crew (1 Credit Hour)

A workshop laboratory in which students serve on the scenery and/or lights running crew for a departmental theatre production.

THTR 135 - Theatre Laboratory: Scenic Construction (1 Credit Hour)

A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop.

THTR 136 - Theatre Laboratory: Lighting and Electrics (1 Credit Hour)

A workshop laboratory in which students learn the fundamentals of electrics stagecraft through practical application in the department's lighting and electrics shop and theatres.

THTR 138 - Theater Lab Production (1-4 Credit Hours)

A production workshop in which a student serves in some special capacity for a departmental theatre production.

THTR 180 - Costume Technology (2 Credit Hours)

This is an introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students learn both machine and hand sewing techniques and develop skills that will enable them to alter and create wearable items.

THTR 182 - Theatre Laboratory: Assistant Stage Manager (1 Credit Hour)

A production workshop in which the student an assistant stage manager for a departmental theatre production.

THTR 195 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 199 - Introductory Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 200 - Intermediate Theatre-making (4 Credit Hours)

This course builds upon Introduction to Theatre-making (THTR100), which highlighted design collaboration and visual storytelling, by deepening students' understanding of textual analysis, vocabularies of staging bodies in space, the productive relationship between staging and Text (and other forms of organizing influence), and collaboration between performers and directors. Texts, as a point of origin for staging exercises, will vary, including extant dramatic literature (plays), narrative material for adaptation to the stage, poetry, folklore, and other elements (including students' own experiences), by which students will construct interpretive goals and make staging choices. Working together alternately as performers and directors, students will create/make unique Performance Texts, deriving some of their direction from the original Text and some through personal resonances and intentions which emerge as interpretation. Students will also develop new proficiencies with vocabularies of staging and they will practice collaboratively through in-class exercises and out-of-class group work on larger projects, which culminate in presentations, peer feedback, and constructive critique through discussion. Written work for the course includes text analyses, concept descriptions, and reflections on the collaborative process. Course work also includes quizzes on theoretical and practical reading assignments.

Prerequisite(s): THTR 100.

THTR 210 - Elements of Acting (4 Credit Hours)

This course will introduce students to the process of acting, provide a solid foundation in a realistic acting technique and aid in developing the skills for creating a role. Students will learn the importance of warming up as an actor; utilize a series of exercises aimed at sharpening the imagination and emotional expression; and develop the actor skills of concentration and attention, relaxation and breathing, playing objectives, and overcoming obstacles. Students will also attend and analyze the Denison Department of Theatre mainstage productions.

THTR 220 - Elements of Costume and Makeup Design (4 Credit Hours)

This course will study the elements and principles of visual design and the processes of the costume and makeup designer. There will be hands-on projects creating costume designs and makeup designs for theatrical characters. Skills of makeup application and drawing/painting will be developed throughout the semester. Other covered topics include textual analysis, style, and visual character development.

THTR 230 - Elements of Scenic and Lighting Design (4 Credit Hours)

This course is intended to introduce the student to the basic theories, practices, and functions of theatrical scenic and lighting design and the responsibilities of scenic and lighting designers. The course will examine the design process from initial concept through finished design.

THTR 240 - Elements of Playwriting (4 Credit Hours)

An introductory course in the writing of drama. The course will involve the reading and discussion of assigned play texts as well as of peer-student writing. Students will complete weekly reading assignments, weekly written response assignments, and a series of creative exercises focused on technique, structure, and storytelling. Students will also have in-class workshop opportunities and the responsibility to engage in critical dialogues with their classmates. The final project is a short, original script.

THTR 270 - Elements of Dramatic Art (4 Credit Hours)

A study in the fundamental questions and theories of dramatic art in general and theatrical art in particular. Areas of investigation will include the function and purposes of dramatic art, its role in human societies, and its essential nature as an art form. Intriguing questions to be explored will include: What is drama? What is theatre? Why has it been a part of every human civilization? What does it do for us? What does it do to us? Has the fact that we are now inundated with dramatic art on a daily basis changed society?

THTR 275 - Fashion: History, Culture and Identity (4 Credit Hours)

An introduction of basic fashion theory and the visual communication of clothing through the study of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day.

THTR 295 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 299 - Intermediate Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 301 - Advanced Theatre-Making: Performers, Directors, and Text (4 Credit Hours)

This course builds upon Theatre-making 100 and 200 by deepening students' understanding of the collaborative process that takes place between Performers and Directors in relation to Text and Interpretation. In THTR 301, text has the dual feature of working both as a point of origin from which thoughtfully and rigorously produced theatrical work can depart and serving as a measure, benchmark, or standard by which the effectiveness of their theatrical work can be evaluated. In this course – alternating between the role of director and actor/performer – students will encounter narrative centered realist and non-realist plays by which they will formulate full interpretations, make choices, and ask questions about the effectiveness of their staged work. As directors, they will investigate and creatively engage their text in order to inspire, invite, facilitate, and focus performances in keeping with their own original and singular interpretations. As actors, they will develop their own original interpretations of the collaborative parts and roles that they play, which work symbiotically in relation to their director(s)' guiding influence. Within the context of this creative collaborative triangle – between Text, Directors, and Performers – THTR 301 aims to expose students to multifaceted leadership challenges that each include extensive planning and analysis, rehearsals and staging, and engaging constructive critique of their work in the process of refinement of scene-length projects.

Prerequisite(s): THTR 100 and THTR 200.

THTR 302 - Advanced Theatre-Making: Devising and Collective Making (4 Credit Hours)

Is an advanced studio/workshop seminar in devising and collective making. Each iteration of this course requires its students to make theatre as a unique ensemble of theatre-makers, utilizing the skills of collaboration and communication developed in THTR 100 and 200 and the talents and artistry of advanced theatre students to develop as an ensemble an original performance. Students will create original theatre as an ensemble, both working as part of a collaborative group and exploring the leadership of ensemble-created theatre. This work involves research, composition, directorial techniques, performance, and peer review. Collaborating as an ensemble and using the elements and possibilities of the stage, students will create together in the space, writing performance. In this course students will work in ensembles to create devised pieces of theatre, integrating study of the techniques and methods of major theatre-making companies, culminating in a final original performance project. In addition to creative work, students will hone their skills in articulating their concept, process, and critique, developed in THTR 100 and 200.

Prerequisite(s): THTR 100 and THTR 200.

THTR 310 - Workshop in Acting (4 Credit Hours)

Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, various styles and theories of acting, interdependency of design and movement, and working with new scripts. Repeatable with consent of instructor.

Prerequisite(s): THTR 100 or THTR 210.

THTR 320 - Workshop in Costume Design (4 Credit Hours)

An advanced studio course concentrating on specific problems in costume design. There will be an emphasis on textual analysis, style, visual character development, and rendering techniques.

Prerequisite(s): THTR 100 or THTR 220.

THTR 321 - Laboratory: Assistant Costume Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Costume Designer for a departmental theatre production.

THTR 330 - Workshop in Scenic Design (4 Credit Hours)

An intermediate course exploring the planning and execution of theatrical scenic design. Students will be presented with a variety of scenic design challenges in a series of design projects.

Prerequisite(s): THTR 100 or THTR 230.

THTR 331 - Theatre Laboratory: Assistant Scenic Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Scenic Designer for a departmental theatre production.

THTR 336 - Theatre Laboratory: Assistant Lighting Designer (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Lighting Designer for a departmental theatre production.

THTR 340 - Workshop in Playwriting (4 Credit Hours)

A workshop course in the writing of drama. The course will involve the reading and discussion of assigned play texts and peer-student writing. Each student will work on a major creative project throughout the semester. Evaluation of a student's work will be based on this project, participation in workshop performance and discussion, and a portfolio of drafts and revisions. The course will conclude with staged readings or performances of the major projects.

Prerequisite(s): THTR 240 or ENGL 237 or CINE 202 or consent.

THTR 345 - Reynolds Playwriting Workshop (4 Credit Hours)

An advanced playwriting workshop conducted by the Reynolds Playwright-in-Residence. The Jonathan R. Reynolds Playwright-in-Residence endowment provides for a visiting playwright of national or international renown to teach in the Department of Theatre for one semester, every other academic year. The course's content is dependent upon the visiting artist, but the course will typically involved explorations into technique and form and the writing of a major creative project. Past Reynolds Playwrights have included Arnold Wesker, Lee Blessing, Jeffrey Hatcher (DU '80) and Caridad Svich.

Prerequisite(s): THTR 240 or permission of instructor.

THTR 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

THTR 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

THTR 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

THTR 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

THTR 371 - History, Literature, and Theory of the Theatre: Premodern Mediterranean World (4 Credit Hours)

This course explores the relationship among theatrical storytelling traditions and the cultures and audiences that produced them from ancient Africa, Turkey, and Greece to medieval Europe and the Middle East. Major topics of investigation will include evidence of prehistoric theatre forms, ancient Egyptian and pre-Hellenistic theatre and drama in the Mediterranean world, classical and late Hellenistic drama and performance, republican and imperial Roman drama and theatre, the religious and secular theatre of medieval Christian Europe, and the early theatre forms of the Islamic world. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 372 - History, Literature, and Theory of the Theatre: Early Modern Europe (4 Credit Hours)

This course explores the tremendous changes in dramatic and performance theory, entertainment culture, dramatic literature and performance, and theatrical production during the early modern period in Europe. Beginning with the Italian Renaissance, the course investigates the drama and theatre of the major theatre cultures of the early modern era—Italy, England, Spain, and France, with a special focus on the English drama—in the context of the rapidly changing culture of European nationalism, mercantilism, and colonialism. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 373 - History, Literature, and Theory of the Theatre: Modern Africa and Europe (4 Credit Hours)

This course explores dramatic and performance theory, entertainment culture, and theatrical production during the modern era from the rise of romanticism in Europe at the end of the eighteenth century to the theatre forms that characterized the post-WWII period in the European and African world. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 374 - History, Literature, and Theory of the Theatre: Theatre of the Americas (4 Credit Hours)

THTR 374 explores the history of performance, entertainment culture, and theatrical production from pre-Columbian cultures to the popular theatre/performance traditions of the contemporary Americas. Course readings combine primary sources, secondary analyses, and drama texts in English and in translation. Though a significant portion of this course is devoted to the complicated social and artistic forces that produced the current theatre and entertainment cultures in British North America and the United States, THTR 374 also explores theatre traditions in Spanish-speaking North America, Spanish- and French-speaking Caribbean cultures, and Spanish- and Portuguese-speaking South America. THTR 374 explores the history of performance, entertainment culture, and theatrical production from pre-Columbian cultures to the popular theatre/performance traditions of the contemporary Americas. Course readings combine primary sources, secondary analyses, and drama texts in English and in translation. Though a significant portion of this course is devoted to the complicated social and artistic forces that produced the current theatre and entertainment cultures in British North America and the United States, THTR 374 also explores theatre traditions in Spanish-speaking North America, Spanish- and French-speaking Caribbean cultures, and Spanish- and Portuguese-speaking South America. Course readings combine primary sources, secondary analyses, and drama and theory texts.

Prerequisite(s): Sophomore-Junior-Senior status.

THTR 380 - Workshop in Directing (4 Credit Hours)

This course builds on the fundamentals of composition and staging covered in "Directing: Realism." Elements of composition are reviewed, rethought, and applied to Arena and Thrust stage configurations. Simultaneous movement, symmetrical picturization, and other unrealistic techniques are considered in terms of staging. Collaborative processes with designers will be explored as well as further methods of working with actors. Special attention is given to abstract story telling, musical theatre and opera, dreamscapes, and contemporary drama and comedy.

THTR 381 - Theatre Laboratory: Assistant Director (2 Credit Hours)

A production workshop and directed study in which the student serves as Assistant Director for a departmental theatre production.

THTR 382 - Theatre Laboratory: Stage Manager I (2-4 Credit Hours)

A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production.

THTR 383 - Theatre Laboratory: Stage Manager II (4 Credit Hours)

A workshop, laboratory, and directed study in which the student serves as the Stage Manager for a department theatre production. THTR 383 requires the student to attend fully to the role of stage manager as well as commit to an ongoing mentorship with the supervising faculty member, involving additional meetings outside the laboratory rehearsal and production meetings associated with performance and production.

THTR 391 - Workshop in Solo Performance (4 Credit Hours)

Workshop in Solo Performance combines the study of solo performance with the exploration of the practice of writing and performing solo performance. Course work includes the discussion and analysis of solo performance texts; the viewing and analysis of recorded solo performances (both documentary records and performances created for the camera); and practical artistic work in dramatic writing and performance. The workshop culminates in both a research project and a creative performance project. Required readings include a variety of forms of solo performance, from early rhapsodic and oral poetry traditions of the Mediterranean world to the modern performances of solo artists.

Prerequisite(s): THTR 100 or THTR 210 or THTR 240, or permission of instructor.

THTR 395 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

THTR 399 - Advanced Topics in Theatre (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

THTR 410 - Senior Project: Acting (4 Credit Hours)

The student serves as an Actor for a departmental theatre production. **Prerequisite:** Consent of the Faculty.

THTR 435 - Senior Project: Lighting Design (4 Credit Hours)

The student serves as Lighting Designer for a departmental theatre production. **Prerequisite:** Consent of the faculty.

THTR 440 - Senior Project: Playwriting (4 Credit Hours)

The student will be the author/creator of a theatrical text presented in the mainstage three laboratory season or in an alternate venue/series under the direct supervision of faculty mentors. **Prerequisite:** Consent of the faculty.

THTR 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements. Consent from the instructor is required.

THTR 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements. Consent from the instructor is required.

THTR 470 - Theatre Seminar (4 Credit Hours)

Intensive study of a major playwright, genre, form, or context of dramatic literature; of historical, cultural, aesthetic significance of theatre production during a specific period or particular movement in the history of the theatre; or, of specific movements or artists in design, acting, directing, or other fields of theatre production and performance. The seminar topics will vary. Repeatable.

Prerequisite(s): Junior/Senior standing or consent of instructor.

THTR 480 - Senior Project: Directing (4 Credit Hours)

The student serves as Director for a departmental theatre production. **Prerequisite:** Consent of the faculty.

THTR 490 - Senior Project: Special Topics (4 Credit Hours)

The student serves in some capacity on a departmental theatre production.

Prerequisite(s): Consent of the faculty.

THTR 495 - Special Topics in Theatre (1-4 Credit Hours)

This course will explore a variety of special topics in the Theatre Arts.

Visual Arts (ARTS)

ARTS 050 - Visual Arts Praxis (0 Credit Hours)

All majors must complete an arts and design-related internship or arts experience, to be approved by the Visual Arts Department Chair.

ARTS 095 - Senior Exhibition (0 Credit Hours)

For BFA degree completion in Visual Arts, students present a solo exhibition showcasing a cohesive body of work, submit a written thesis that explores their artistic practice, influences, and conceptual themes, and participate in an oral defense where they present their work and respond to questions from faculty, demonstrating their ability to critically engage with their art.

ARTS 096 - Art Gallery Talk & Symposium (0 Credit Hours)

BA and BFA Visual Art majors complete their degree by participating in a group exhibition and gallery talk about their artistic practice, influences, and conceptual themes.

ARTS 101 - Visual Arts: Making and Meaning (4 Credit Hours)

Students will investigate modes of creative research and methodologies of art and design to inform and expand their understanding of visual vocabulary and expression. Using process as a through line through this course, students will investigate materials and concepts, examining how these can be applied in both art and design contexts. In each section of the course, students will be introduced to material(s) that they will then translate and change, shifting between 2D and 3D—ultimately allowing one project outcome to become the source material for the next. Traditional ideas of a final product will be questioned through the students' engagement with processes that are constantly being asked to change into different dimensionality, modes of representation, or expression. Students will follow a trajectory of acquiring a basic vocabulary integral to art and design practices—that of form, color, composition, and material capacities—and then applying it as they move from one project to the next. This class will use demonstrations, readings, discussions, projects, critiques, and in-class workshops to explore materials and ideas and how they interact with each other. We are interested in students being engaged in the question of process as they learn the techniques and ideas that will guide them in seeing and doing, making, and meaning through the visual arts. The exploration of technique and process will be augmented by discussions of relevant contemporary artists related to each module. Students will have the opportunity to research artists and share their work, sharpening their ability to speak critically about art and design.

ARTS 108 - Introduction to Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying drawings or models of static elements. In this course, students will learn the fundamentals of traditional animation techniques, as well as cover many aspects of the more experimental contemporary forms of stop-motion animation processes. Students will be given several animation "studies" over the course of the semester that will offer them experience with different types of stop-motion and computer key-framed techniques, as well as experience in story-boarding, sound recording, character movement and rig development, and post digital effects work. In addition to workshop projects, students will be exposed to outside readings and film viewings.

ARTS 110 - Introduction to Drawing (4 Credit Hours)

A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing.

ARTS 115 - Introduction to Painting (4 Credit Hours)

Historical and contemporary approaches to painting technique will be covered in readings and discussions and by working with painting materials.

ARTS 117 - Introduction to Photography (4 Credit Hours)

The emphasis of this introductory photography course is to give students a foundational background in the technical and conceptual underpinnings of photography. Students will be exposed to a wide variety of technical and aesthetic concerns involved in making photographs, including: aperture, shutter speed, depth of field, film-less photography, principles of darkroom image creation, composition, camera handling, selecting digital file formats, Lightroom CC, Adobe Photoshop and printing to the Epson printers. Equal to the acquisition of skills, and familiarity with digital SLR camera use, the goal is to enable students to see the photographic world all around us with criticality, and a sense of empowerment that allows students to both critique and respond to the world through photographs.

ARTS 121 - Introduction to Ceramics (4 Credit Hours)

A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential.

ARTS 122 - Introduction to Ceramics - The Wheel (4 Credit Hours)

An introduction to producing Ceramic forms, both utilitarian and sculptural, using the potter's wheel. Image presentations and discussions will introduce students to the contemporary and historical role of ceramics in art and material culture. Students are introduced to a variety of throwing techniques and surface treatments and are encouraged to pursue their individual creative potential.

ARTS 131 - Introduction to Printmaking (4 Credit Hours)

As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: intaglio, screen printing and relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print.

ARTS 141 - Introduction to Sculpture (4 Credit Hours)

This course is an introductory course into sculpture. It will concentrate on developing sculptural thinking and working habits, the safe use of basic tools, understanding ways of seeing and the translation of experience into an arts practice.

ARTS 181 - Woodshop: Fusion 360 and Woodshop Essentials (4 Credit Hours)

This course introduces students to the essential strategies and techniques for designing and building wooden objects, emphasizing problem-solving and hands-on experience. You will learn to use Fusion 360, a powerful 3D modeling tool, to plan and visualize your projects, helping you consider the construction process before moving to the woodshop. Designed for all skill levels, the course covers working with plywood, softwood, hardwood, and cardboard. You'll gain proficiency in using hand and power tools safely. The first half focuses on tool mastery, and the second half allows you to customize techniques for your individual projects. Through collaborative assignments, discussions, and readings, you'll explore the historical and theoretical contexts of Art, Design, and Craft. Safety, community, and active participation are crucial for success in this course, fostering a supportive environment where every student can thrive.

ARTS 200 - Artist Books, Zines & Self-Publishing (4 Credit Hours)

With a mix of traditional printmaking processes and digital technologies, students in this class will create a range of thematic handmade books as singular works of art and/or self-published editioned printed matter. In class demonstrations will include a variety of processes ranging from designing, printing, binding and publishing. Students will study the history of not only bookmaking but zines & DIY culture in the context of larger societal issues and contemporary artistic practices. Simple research projects, presentations and visiting artist/publisher talks will complement the primary studio focus of the class. The innovative history of printed matter, small press publishing, artist networks and collectives will be included in this overview. Along with community centered projects, class creative work will subvert expectations of traditional publishing to lead both introductory and advanced art students to make intimate artist books and zines that are topical, personal and interactive.

ARTS 201 - Print Design & Illustration (4 Credit Hours)

Situated in the traditions of printmaking and printed matter, this studio art course introduces students to the elements of visual communication, storytelling and concepts of art-making that are the fundamentals of illustration. Looking to the grand history of pictorial illustration in a variety of literary forms (short stories, novels, nonfiction prose, children's books) and media (film, music), sequential assignments are structured to not only develop each student's individual artistic goals but also offer insight into issues facing today's contemporary illustrators. The class will examine the ways that stories are told that combine words and pictures, as well as an extended focus on illustration practices that include the collection of research materials, seeing problem solving from multiple perspectives and creative brainstorming on ideas. Technical Printmaking Processes for the class include collage, woodcut (hand crafted and digital Laser cut techniques), Linoleum, screen printing and mixed media processes.

ARTS 209 - Drawing Terrain (4 Credit Hours)

Drawing helps us see! Students will make keen observations and interpretations of the landscape through the immediacy and directness of drawing. This course introduces illustrative methods in a variety of media to render our visual world accurately. Still, it will also include explorative and experimental mark-making methods to reveal what we cannot see. We will study a wide range of visual artists who use drawing to tackle the environment as subject matter, inspiration, and even as material. Art projects will occur in the studio and outside. Hands-on art activities about the landscape will be supplemented with various course readings, discussions, and presentations to contextualize an art practice to the broader world.

ARTS 211 - Landscape Painting (4 Credit Hours)

This course introduces students to the genre of landscape painting. Art making will be completed in the studio and out in the field. Art projects are devised to have students develop acute observations about the landscape while creating newfound relationships with it. Technical demonstrations in paint application and design are coupled with strategies of research and preparation to produce thoughtful and critical pictorial representations. An introduction to the historical lineage of the painted landscape will be balanced with exposure to contemporary artists and concepts. Students will use painting as an excuse to probe their landscape, to dissect and invert it, to wander off the path, and to redefine where it starts and ends. Group readings, presentations, and discussions complement the studio workshop environment by helping to contextualize an art practice to the broader world.

Crosslisting: SES 211.

ARTS 213 - Queer Graphix (4 Credit Hours)

Through a series of drawing and printmaking projects, this course seeks to explore and creatively express queer culture, aesthetics, and GLBT art history, as well as notions of identity, gender, orientation, and sexuality. Art students will employ traditions of journalistic comics, collage, screen-printing, photo-copies, community collaborative artistic work (zines), and research presentation projects to not only celebrate queer artistic practices but also reveal the often damaging impact society and politics has on self-identity and expression.

Crosslisting: QS 213.

ARTS 215 - Intermediate Painting (4 Credit Hours)

Continued painting experience with emphasis on developing individual concepts.

Prerequisite(s): ARTS 115 or consent.

ARTS 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: QS 217 and WGST 217.

ARTS 218 - Analog & Alchemy: Darkroom Photography (4 Credit Hours)

Intermediate level photography course for students interested in learning how to use film cameras (both 35 mm and medium format) including shooting, developing and printing black and white film in the wet darkroom. This is a studio art course that focuses on techniques of early photography that are tied to a material process using film and darkroom processing. When you leave the course you will understand; analog cameras, film development, darkroom printing, scanning negatives and printing digitally from negatives. You will have been asked to respond to readings that will give you a deeper understanding of the historical and contemporary implications of the medium. You will have made work in response to assignments using your voice, as expressed through photography. You will have been asked to see slowly – and then observed what it is that you have seen.

Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 219 - Writing with Light: Introduction to Studio Lighting (4 Credit Hours)

In this intermediate level class students will gain a greater understanding of the range of possibilities their cameras offer in different lighting situations, as well as become thoughtful and empowered creators of images through manipulating studio and off camera light to achieve individual goals. One of the primary goals of this class is to use studio strobe lighting, tungsten lighting, strobist kits and portable strobe lights in technical and conceptual.

ARTS 221 - Intermediate Ceramics (4 Credit Hours)

Students will hone the skills gained in previous ceramic courses and will focus on refining the application of learned techniques to produce visually and conceptually compelling work. Image presentations and discussions will lead to a deeper understanding of contemporary and historical ceramic art. Students will gain experience in different firing technologies and clay and glaze chemistry. Primary emphasis is on students' individual conceptual and technical development.

Prerequisite(s): ARTS 121, ARTS 122 or Ceramic Multiples.

ARTS 222 - Contemporary Comics (4 Credit Hours)

This course will examine the relationship of words and pictures through the study and making of autobiographical and nonfiction comics. As other Studio Art courses examine the disciplines of photography, ceramics, sculpture, or painting through experiential learning, so too will students realize the potential of this discipline to reveal their creative selves through its unique visual language. Placing practice in context, comics history will be explored with the emphasis on contemporary cartoonists and graphic novelists as artists focused on relevant first-person narrative storytelling and comics journalism. Traditional techniques of layout, design, and storyboarding will be included along with drawing and writing exercises. Course projects will extend technical exercises to address content concerns through in-class workshops, presentations on cartoonists, critiques, field trips, and a range of short and long outside projects that will gradually build to more ambitious creative comic undertakings by the semester's end. No previous studio or visual arts or drawing experience is required.

ARTS 223 - The Ceramic Surface (4 Credit Hours)

In this studio course students will explore the numerous options for surface expression in ceramic art making. One of clay's unique properties is the ability to faithfully record impressions in its surface - from the fingerprint of a potter to patterned designs stamped into the surface. Today, mark making on clay has caught up with technology, incorporating digital processes into the roster of print technique possibilities. Students will learn to make their own glazes, effectively use slips, glazes, china paints, lustres, print-transfers, photo-decals and alternative firing techniques. Students will explore the relationships between content, form and surface through the creative process, group critiques, readings, image presentations and discussions.

Prerequisite(s): A Denison University ceramic course or consent of instructor.

ARTS 224 - Ceramic Multiples: Ceramics From Molds (4 Credit Hours)

In this studio course students learn to create ceramic objects using plaster molds, how to make casting slip, and the basics of kiln firing. We will explore the relationship between Art, Design, and Craft, and students will be encouraged to push the boundaries of where these categories begin and end. Producing ceramic objects from molds allows for greater refinement of the object, unlimited possibilities of form, and the potential of creating multiple replicas or variations on one form. Because of inherent associations with industry, technology, and mass production, objects produced from molds offer unique conceptual possibilities that students will pursue through the creative process, group critiques, readings, and discussions.

Prerequisite(s): Any Denison University Studio Art course or Visual Arts course or consent of the instructor.

ARTS 225 - Stop Motion Animation (4 Credit Hours)

Animation is the illusion of motion created by the consecutive display of slightly varying static elements. In this course, students will learn the fundamentals of stop-motion animation techniques as well as explore many aspects of the other more contemporary forms of stop-motion animation processes used by today's animators. This course is focused primarily on the Stop-Motion animated short. Students will learn all aspects of this genre, from the initial development of an idea to the execution and completion of a fully realized animation. Students will be given several assignments over the course of the semester which will give them experience with different types of stop-motion animation styles. These assignments will also give students direct experience with story-boarding, framing and cutting shots, character movement analysis, background audio and Foley (sound effects), and some post digital effects work.

ARTS 231 - Intermediate Printmaking (4 Credit Hours)

Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development.

Prerequisite(s): ARTS 131 or consent.

ARTS 240 - Installation Site Specific Art (4 Credit Hours)

In installation art the space is considered like the blank sheet of paper of a drawing. Its goal is the transformation of spaces through the use of objects, images, color, etc. Site-specific art is art that is created in a certain space, where the place is part of the work and adds meaning to it. This Installation/Site-Specific class will focus on creating objects that will transform a variety of architectural spaces.

ARTS 243 - Mixed Media Sculpture (4 Credit Hours)

Combining theory and practice in the sculpture studio, this topical intermediate sculpture course focuses its central objective around an overarching relevant interdisciplinary theme that varies per semester. Along with theoretical readings and presentations, a series of sculpture projects will be developed by each student to explore the selected research theme created with a range of techniques and materials. Course materials may include plaster, wax, fabric, found objects, wood, and metal. The works will acquire meaning based not only on the form, but also on the material the work is made out of and its connotations. Importance will be given to the investigation on the theme, to the process of sculptural creation and to the end products, the final sculpture.

ARTS 244 - Fiber Arts (4 Credit Hours)

This studio art course is an introduction to the basic expressive potential to create two- and three-dimensional works. The use of natural and/or artificial materials will be introduced and a combination between structural and non-structural materials, to make the composition work as an image, object or installation. The artworks created will be the result of an analytic process guided by information acquired, the interpretation of that information and experiences lived by each participant of this class.

ARTS 267 - Performance Art (4 Credit Hours)

This studio art course will focus on processes of creating and executing actions that may have an artistic content. In this course the participants will generate actions that will be performed. Prior to the execution of artistic actions the participants will be exposed to a wide range of artistic performances. We will be working on the approach to art practices from the production of meaning and the relationship between art and life. The main objective is to use actions as a way of discovering arts practices. This course fulfills the Oral Communication general education requirement and a Fine Arts Division requirement.

ARTS 301 - Junior Creative in Residence Seminar (1 Credit Hour)

This seminar has been designed to give students the opportunity for professional development, mentorship and consideration of community within the creative fields. The Creative in Residence is chosen specifically for their relation to the city of Columbus, and so that they can give majors a professional development perspective. To this end, the CIR will work on documents and applications related to professional development with majors such as; bring guest speakers from various facets of Columbus creative world, lead day trip to Columbus, work on a collaborative project with fellow majors, analyze and create websites for public display of work, consideration of documentation of work, show and creative applications and professional opportunities.

Prerequisite(s): Students must be a junior Visual Arts major to take the course.

ARTS 302 - Senior Creative in Residence Seminar (1 Credit Hour)

This seminar has been designed to give students the opportunity for professional development, mentorship, and consideration of community within the creative fields. The Creative in Residence is chosen specifically for their relation to the city of Columbus, and so that they can give majors a professional development perspective. To this end, the CIR will work on documents and applications related to professional development with majors such as; bringing guest speakers from various facets of Columbus' creative world, leading day trip to Columbus, working on a collaborative project with fellow majors, analyzing and create websites for public display of work, consideration of documentation of work, show and creative applications and professional opportunities.

Prerequisite(s): Students must be a senior Visual Arts major to take the course.

ARTS 315 - Advanced Painting (4 Credit Hours)

Continued painting experience.

Prerequisite(s): ARTS 115 or consent of instructor.

ARTS 317 - Advanced Photography (4 Credit Hours)

An Advanced class that will focus on developing a portfolio of work. Students will be introduced to large format cameras, and the lighting studio will be used for specific technical assignments. Readings and lectures will provide a basis for dialogue as students develop their own lineage of influence and make photographic work that speaks to their own interests and questions.

Prerequisite(s): ARTS 117 and ARTS 217.

ARTS 321 - Advanced Ceramics (4 Credit Hours)

This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique.

Prerequisite(s): ARTS 121 and ARTS 221 or consent of instructor.

ARTS 345 - Junior Visual Arts Practicum (4 Credit Hours)

A Junior Visual Arts Practicum is a third year requirement for visual arts majors offered fall semester. This course is a first semester of engagement in a self directed art practice using both modalities of research and creation within the Visual Arts community. Students will engage in regular critical dialogue with peers, faculty, and visiting artists. The students goal in this course is to focus on generating a steady independent flow of work in the studio, and placing that work within a historical and critical context. Juniors will also work on artist statements and oral presentations of their work to peers and department. Juniors have a mandatory group trip to a midwest city that allows for meeting artists, visiting museums and galleries and creating bonds and community. Juniors have individual studio spaces for the fall semester.

ARTS 361 - Directed Study (1-4 Credit Hours)

For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism.

ARTS 362 - Directed Study (1-4 Credit Hours)

For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism.

ARTS 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ARTS 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

ARTS 401 - Visual Arts Practicum I (4 Credit Hours)

Senior Visual Arts Practicum I & II are together a rigorous, year long, commitment to students developing and refining their individual voice and art practice. Students will engage in regular critical dialogue with classmates and faculty, as well as visiting artists. Focus will be on generating a steady flow of work in the studio, engaging in research that can elaborate upon connections between creative practice and the art historical/theoretical context, as well as drawing connections to the liberal art education. In the fall semester Seniors are required to participate in a group trip to New York City, led by faculty to meet artists, visit museums and galleries, bond together as a class and community and experience one of the art epicenters of the USA. Seniors have individual studios for the entirety of their Senior year. Senior capstone includes a group art show, artist statements and talks about the body of work the student has developed over the year. Senior Visual Arts Practicum I is offered in the fall and Senior Visual Arts Practicum II is offered in the spring.

ARTS 402 - Visual Arts Practicum II (4 Credit Hours)

Senior Visual Arts Practicum I & II are together a rigorous, year long, commitment to students developing and refining their individual voice and art practice. Students will engage in regular critical dialogue with classmates and faculty, as well as visiting artists. Focus will be on generating a steady flow of work in the studio, engaging in research that can elaborate upon connections between creative practice and the art historical/theoretical context, as well as drawing connections to the liberal art education. In the fall semester Seniors are required to participate in a group trip to New York City, led by faculty to meet artists, visit museums and galleries, bond together as a class and community and experience one of the art epicenters of the USA. Seniors have individual studios for the entirety of their Senior year. Senior capstone includes a group art show, artist statements and talks about the body of work the student has developed over the year. Senior Visual Arts Practicum I is offered in the fall and Senior Visual Arts Practicum II is offered in the spring.

ARTS 451 - Senior Research (4 Credit Hours)

First semester senior research for BFA major. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

ARTS 452 - Senior Research (4 Credit Hours)

Second semester senior research for BFA major. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Prerequisite(s): ARTS 451.

Women's and Gender Studies (WGST)

WGST 101 - Issues in Feminism (4 Credit Hours)

An introduction to the field of Women's and Gender Studies, this interdisciplinary course considers the socio-political meanings and practices of gender in our lives. It examines whether gender is biologically or socially constructed and how notions of femininity and masculinity are (re)produced. Students will analyze the workings of power and the social production of inequality in institutions such as the family, the workplace, and the state, taking into account the intersections among gender, race, class, ethnicity, nationality, sexuality. Topics will include sexual and gender violence, equal rights, reproductive technologies, body image, and transnational feminist issues. A central aim of the course is to develop critical reading and thinking about the plurality of women's experiences and about the ways in which women have resisted inequalities and engaged in local/global politics for social transformation and change. This course fulfills the Interdivisional (I), Power and Justice (P), and Oral Communication (R) GE requirements and is required for WGST majors/minors.

Crosslisting: QS 290.

WGST 108 - Bible, Gender and Sexuality (4 Credit Hours)

This course is an introduction to the various and often conflicting ways in which gender and sexuality are represented in biblical texts as well as the range of interpretations of these texts over time. In this course, we will read ancient texts alongside contemporary theories of gender and sexuality. On the one hand, we will consider how biblical texts have been used to construct categories of "normal" and "natural" gender and sexuality and, on the other, how they might be read to undermine or subvert these frameworks. In addition to historically contextualizing ideas about gender and sexuality within biblical texts, we will also address contemporary uses of the Bible in public debates. This course fulfills the Power and Justice (P) GE requirement.

Crosslisting: REL 108 and QS 108.

WGST 110 - Biology and Politics of Women's Health (4 Credit Hours)

This course examines critical conversations in the biology, politics, culture, and history of women's health. The nation's greatest health issues include, but are not limited to, unmanaged chronic conditions (including cardiovascular health), environmental health risks and cancer, racial and ethnic health disparities, women's reproductive and sexual health, and the epidemic of obesity. Barriers in healthcare delivery, at healthcare system and provider levels, exist for women, trans people, and non-binary people. Evaluating the complexities of these gendered health issues involves both scientific literacy and socio-cultural literacy. This course provides a fundamental understanding of how biological system structures and functions are related, specific to the female human body. The laboratory component of this course familiarizes students with the scientific method, feminist theory in science, and methods in women's health research. This course promotes proficiency in oral communication through practice in a variety of formats that typically occur in biology and women's and gender studies.

Crosslisting: BIOL 110.

WGST 150 - Introductory Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements for the Women's and Gender Studies major/minor.

WGST 162 - Self-Defense for Women (1 Credit Hour)

This is an empowered self-defense course that will equip participants with verbal and physical skills to defend themselves in a variety of situations. The class combines emotional, mental and physical strategies that address situations ranging from street and job harassment, dating abuse, threats and harassment, conflicts with acquaintances and sexual assault. Based on empowerment principles of choice, context, systems of abuse, intersectionality and identity, students will learn how to manage their adrenaline, respond to threat and fear, and ground themselves in times of stress with simple easy to learn techniques. These skills are practical for everyday situations.

Crosslisting: PHED 162.

WGST 180 - Special Topics in Women's and Gender Studies (4 Credit Hours)

Selected topics in Women's and Gender Studies.

WGST 199 - Introductory Topics in WGST (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 205 - Gender and Globalization (4 Credit Hours)

The rapid integration of global markets that has taken place since the 1980s is the outcome of a common set of economic policies implemented in both developed and developing countries. This course examines the contradictory impacts of these policies on gender relations and asks: what challenges do global economic trends pose for gender equality and equity in both developed and developing countries? To answer this question, we begin with an introduction to alternative approaches to economics, focusing on the differences between neoclassical and feminist economics, and history and economic dimension of globalization. This will be followed by an exploration of the impacts of economic development policy on gender relations in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor; the gendered impacts of economic restructuring and financial crisis; the feminization of the labor force in the formal and informal sectors of the global economy; care penalty and the gendered impacts of COVID-19. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development. This course satisfies the economics writing requirement, and the college W GE requirement, and as such the course will help to develop your writing and research skills within the economics discipline.

Prerequisite(s): ECON 101 and ECON 102.

Crosslisting: ECON 205 and INTL 250.

WGST 217 - Photograph as Gesture into Time: Past, Present, Future (4 Credit Hours)

This is an upper-level photography course that asks students to consider the photograph as a disruptive force with potential energy for re-imagining the relationship to self, history, document, and time. Using a specifically BIPOC (Black Indigenous People of Color), feminist, and queer representation of artists and theorists, students will be asked to critically engage with the issues and possibilities of non-dominant stories and documents. Students will be encouraged and supported to find their own empowered, creative, and critical voice to speak back to traditionally white hetero-patriarchal power. Students will use digital cameras (DSLRs) to capture both still images and video. Students will further their knowledge of Lightroom, Photoshop, and learn the basics of Adobe Premiere.

Prerequisite(s): ARTS 117.

Crosslisting: ARTS 217 and QS 217.

WGST 218 - Sacred Texts and Social Justice (4 Credit Hours)

From women's Suffrage to Black Lives Matter, biblical texts, ideas, and ideals have played a significant role in movements and struggles for equity and justice in the United States. In this course, we will consider the role that sacred texts play in movements for social change, analyze how ideas about the Bible and the Bible as an idea are invoked in public discourse, and evaluate the rhetorical and interpretive moves by which the same sets of texts could be invoked to maintain the status quo or transform relations of power. This course will discuss historical movements for social change in the United States, but will focus primarily on movements for anti-racism and reproductive justice in the 21st century.

Crosslisting: BLST 238 and REL 238.

WGST 220 - Women in Music (4 Credit Hours)

Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course traces the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers; performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics.

Crosslisting: MUS 220.

WGST 223 - Women in United States History (4 Credit Hours)

This course surveys the history of women in the United States from 1848 to the present. We will explore the lived experiences of many different kinds of women and analyze the ways in which other categories of identity -- race, ethnicity, nationality, class, sexual orientation, age, etc. -- affect those experiences. We will also explore the development of feminist consciousness among U.S. women, and analyze attempts to expand that consciousness both nationally and globally. This course fulfills the Humanities distribution requirement for WGST majors.

Crosslisting: HIST 192.

WGST 225 - Women in Literature (4 Credit Hours)

Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. This course fulfills the Humanities distribution requirement for WGST majors.

Crosslisting: ENGL 225.

WGST 227 - Women's Spiritual Activism (4 Credit Hours)

What is women's spiritual activism in our contemporary society? What can we learn from those who have struggled to bring gender equality and peace in human society? Is religion anti-feminist or feminism anti-religious? In spite of cultural, racial and religious diversity among women across the globe, women often share the similar stories of physical and psychological suffering caused by their institutionalized religions and societies. Many of these women also testify that their religions enabled them to resist injustice and to build up solidarity with others including men. This course invites the students to explore the spiritual journeys of the feminist activists--their struggles for justice for all humanity. This course fulfills the Humanities and Transnational Feminism distribution requirements for WGST majors/minors.

Crosslisting: REL 227.

WGST 229 - Mediating Gender and Sexuality (4 Credit Hours)

In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality from an intersectional, transnational perspective. We will focus on a variety of media texts, platforms, and technologies. Although gender is the primary identity construction examined in this course, we will also pay close attention to how sexuality, race, ethnicity, class, and geography interlock. Drawing from a broad range of academic literature, including critical/cultural studies, transnational feminism, and media studies, we will shift our focus from stable categories of identity to how gender and sexuality are produced through and around media. This course fulfills the Social Sciences distribution requirement for WGST majors.

Crosslisting: COMM 229 and QS 229.

WGST 250 - Intermediate Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements for the Women's and Gender Studies major/minor.

WGST 251 - Intermediate Topics Seminar (Humanities) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Humanities and satisfies the Humanities distribution requirement for the Women's and Gender Studies major.

WGST 252 - Intermediate Topics Seminar (Arts) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Arts and satisfies the Arts distribution requirement for the Women's and Gender Studies major.

WGST 253 - Intermediate Topics Seminar (Social Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Social Sciences and satisfies the Social Sciences distribution requirement for the Women's and Gender Studies major.

WGST 254 - Intermediate Topics Seminar (Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Sciences and satisfies the Sciences distribution requirement for the Women's and Gender Studies major.

WGST 265 - Black Women and Organizational Leadership (4 Credit Hours)

This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory. This course fulfills the Women of Color in the U.S. distribution requirements for the WGST major and the BLST (Black Studies) cross-listed course requirement for WGST majors/minors.

Crosslisting: BLST 265.

WGST 274 - Cultural Studies (4 Credit Hours)

This course frames Western concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students may simultaneously be exposed to poststructuralist epistemology, feminist theory, and power & justice ideology while they are meeting a survey of historical works. In this way, the course is less about coming to know a canon of "masterworks" and more about learning how to interrogate dance in many cultures from multiple perspectives. Students will be expected to engage in movement activities as a method toward an embodied understanding of theory, but will not be evaluated on their movement performance or ability. No dance experience necessary. This course fulfills the I and P GE requirements and the Arts distribution requirement for WGST majors.

WGST 275 - Philosophy of Feminism (4 Credit Hours)

Feminism and philosophy both make the invisible visible, the implicit explicit. Both make us aware of assumptions we make in our everyday lives and challenge us to justify them. This course examines ways in which feminist theory enriches philosophy and vice versa. Feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, reality, metaphysics, agency, or morality? How does philosophy enrich feminist understandings of oppression, privilege, or equality? We will consider a range of forms of oppression and privilege, particularly as they affect women, and conceptions of sex, gender, and race in the context of debates about gender violence, work and family, as well as feminist discussions of epistemology, ethics, and science.

Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies, or consent.

Crosslisting: PHIL 275 and QS 275.

WGST 276 - Gender, War and Conflict (4 Credit Hours)

This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women's and feminist movements, to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists. This course fulfills the Social Sciences and Transnational Feminism distribution requirements for WGST majors/minors.

Prerequisite(s): INTL 100 or WGST 101.

Crosslisting: INTL 250.

WGST 285 - Music, Society, and Identity (4 Credit Hours)

Music, Society, and Identity explores fundamental questions about music and its role in our lives: What is music? How does it communicate to listeners? How does music play a role in social and political behavior? How does music shape our identities? Students will engage in hands-on exploration and discussion of these questions, working collaboratively to ask and answer questions about music. Musical examples are drawn from across the globe and across history to demonstrate that music is neither universal nor fixed, with attention given to music and issues of the 21st century so students may better understand the place of music in their world.

Crosslisting: MUS 250.

WGST 292 - History of Reproductive Justice in the United States (4 Credit Hours)

This course explores the history of what has come to be known as reproductive justice—the efforts of women and other people who can become pregnant to control their own reproductive lives, to choose whether and when to have children, and to ensure that they can bear and raise children in safe and healthy ways. We will survey this history from the colonial era to the present, with a particular eye toward how hierarchies of power based on race, gender, and other categories of identity have shaped women's experiences. We will examine how women's reproductive autonomy was circumscribed in the past by enslavement, eugenic ideologies, forced sterilization programs, and other practices, as well as how it has been affected more recently by factors like anti-choice campaigns and Supreme Court decisions. We will also learn, however, about women's knowledge of the functioning of their own bodies, about how they have maintained some degree of autonomy over their bodies even under oppressive circumstances, and about how people have collectively struggled to ensure that everyone can determine the course of their own reproductive lives.

Crosslisting: HIST 292.

WGST 299 - Intermediate Topics in Women's and Gender Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 302 - Women and the Arts (4 Credit Hours)

This topics course considers works created by artists who self-identify as "female." The course will include engaging in, looking at, and reading about art making, focusing on historical examples and the art of everyday life. Questions about creativity, expectations, limitations, and releasing into the unknown will be considered alongside socio-cultural environments, surveillance, and judgment about who can and who cannot easily identify, and be read, as art makers in various cultures.

WGST 305 - Ethics of Sex and Love: Moral Discourses on Religion, Gender, and Sexuality (4 Credit Hours)

What does religion have to do with intimate love between two adults? Does the Christian Bible teach that homosexual relations are wrong? Does Islam encourage men to discipline their wives physically and emotionally? Is abortion wrong? Why does the state try to regulate sexual behaviors in society? Who has the right to exercise socially acceptable sexuality and express gender? Why is gender-based sexual violence persistent? How is the social perception of sexual promiscuity associated with race? Based on the hypothesis that gender and sexuality are the signifiers of power relations, this course explores morally complex and tough questions concerning human sexuality, intersecting with race, class, gender, religion, sexual orientation, and secular politics. Students will interrogate how religion and state power have historically shaped the dominant understanding of sexual morality, masculinity, and femininity. Taking religion as analytical tools, the course will examine social issues such as same-sex relations, marriage, reproductive justice, domestic violence, and militarized sexual violence. By reading queer scholars of color's challenges of the mainstream discourse on sex, students will learn how to queer sexual ethics shaped by religion and society and to map out their sexual ethics in light of love and justice.

Crosslisting: REL 305 and QS 305.

WGST 306 - Transnational Feminism (4 Credit Hours)

This class provides students with the ability to understand, critique, and comparatively analyze the politics of gender in transnational contexts. The course traces the development of feminist thinking and practice within national, regional and transnational contexts, and maps the political agendas of women's and feminist movements in various countries around the world. The course focuses on how feminism emerges in a particular context and the specific issues that galvanize women to act for change. The course explores the connections between feminism, colonization, nationalism, militarization, imperialism, and globalization, and analyzes the processes by which the agendas of women from the global north and south come together or clash. The course examines through specific examples from Africa, the Americas, Asia, Europe, and the Middle East and North Africa the concerns and challenges facing transnational women's and feminist movements today. The class is interdisciplinary and draws on writings by local and global activists and theorists. This course fulfills the I GE requirement and the Social Sciences and Transnational Feminism distribution requirements for WGST majors/minors.

Prerequisite(s): WGST 101 or permission of instructor.

WGST 310 - Feminist Research Methods (4 Credit Hours)

This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's and gender studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. This.

WGST 311 - Feminist Theory (4 Credit Hours)

This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, international and transnational movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. This course is required for WGST majors and minors.

Prerequisite(s): WGST 101 or QS 290.

Crosslisting: QS 311.

WGST 312 - Gender and Sexuality in Antiquity (4 Credit Hours)

This course explores how power and status worked in the family, in politics, labor practices, and religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

Crosslisting: AGRS 311 and QS 312.

WGST 321 - Ethics of Peace and War (4 Credit Hours)

War is one of our time's most important "ethical" issues. Peace is a forced option when humanity faces the horrendous evil of violence. What roles does religion play in making war and making peace? Can we imagine peace independent from war? This course encourages students to take war and militarism into serious ethical consideration and to contemplate peace and justice in a global society. By critically analyzing the issues, theories, and practices of war and peacemaking, students will be prepared to be autonomous thinkers and responsible global citizens who can discern how to make peace in a violent world and how to heal the world broken by war and violence.

Crosslisting: REL 302.

WGST 325 - African-American Women's Literature (4 Credit Hours)

Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. This course fulfills the Humanities and Women of Color in the U.S distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Crosslisting: BLST 325 and ENGL 325.

WGST 327 - Women and Social Ethics in the Global Context (4 Credit Hours)

The personal is internationally political!" Whether we are aware or not, we live in the globalized world and our actions here and now affect the lives of millions of people whom we may never meet face to face. Through the religious concept of "interdependence" with the secular understanding of "women's rights as human rights," this course will analyze and explore globalized issues of poverty, war, sex-trafficking, migration, reproductive rights, and religious conflict as well as ethically consider how diverse social groups are interconnected to each other beyond national and religious boundaries; and how we study, analyze, and practice transnational feminist activism for all humanity. This course fulfills the Humanities and Transnational Feminism distribution requirements for WGST majors/minors.

Crosslisting: REL 327.

WGST 328 - Buddhism, Gender, & Sexuality (4 Credit Hours)

Historian Joan Wallach Scott once warned that scholars could not simply insert gender into their research as though adding a new room on a house already built; they would have to begin again from the bottom. Considering gender as a cultured way of being in, understanding, and interacting with the world within which we are situated, this seminar queries the conceptualization of gender and sexuality in Buddhism and Buddhist communities across space and time, with particular emphasis on those located in Asia. What does it mean to be a woman, a man, someone of the third sex, or none of the above? What are the Buddhist idea(l)s about femininity, masculinity, and personhood? How do these idea(l)s change with translation and transmission? We will explore together the theories and practices of gender and sexuality proposed by Buddhist communities from its beginnings to the present day. Buddhism's major conversation partners throughout history – Hinduism, Confucianism, and Daoism – will also be brought into discussion. Previous knowledge of Buddhism is preferred but not required.

Prerequisite(s): No first-year students or by instructor consent.

Crosslisting: REL 328 and QS 328.

WGST 332 - Music and Sexuality (4 Credit Hours)

Considers the impact of a composer's or other musical artist's gender and sexual orientation on his or her creative output by addressing questions such as: Is there such a thing as a queer aesthetic or sensibility in music? What, if anything, do gender or sexual orientation have to do with musicality? Do the gender or sexual orientation of a composer or musical artist matter to listeners? What impact does a musical artist's gender or sexual orientation have on his or her ability to get his or her music performed? And how have the answers to these questions changed over time?

Crosslisting: QS 332 and MUS 332.

WGST 340 - In the Company of Educated Women (4 Credit Hours)

This is a course on women's educational history in the United States.

The scope encompasses some general patterns in women's educational experiences—as students, teachers, school administrators, and in higher education at particular points in U.S. history. Examining gender issues in historical context allows us to get a handle on how education, ideology, and political economy influence the contours of societies, and limit or extend possibilities for individuals. This course fulfills the Social Sciences.

WGST 341 - Women Creators Across Borders: Rhetorics of Life Writing (4 Credit Hours)

How do women negotiate the challenge of re-composing lives and cultural identities under conditions of geographical dislocation and cultural estrangement? Such self-fashioning requires a strong sense of voice. Yet, both migration and patriarchy challenge the self's cultural expression: pressures to assimilate rush the stranger into silence, while patriarchal ideologies challenge women's cultural relevance and claim to a public voice. In this course, we read work by women who have become recognized public voices: Hannah Arendt, Masha Gessen, Nora Krug, bell hooks, and Robin Wall Kimmerer, among others. We explore how their life writing (personal essays, memoirs, and graphic memoirs) becomes a rhetorical tool to evoke the experiences of the displaced, render them intelligible, and theorize transnational and anti-colonial feminist identities. By attending to women's life writing as resistive and creative engagement, we consider displacement as not only a wound. Rather, we study it as the engine for rhetorical projects of transnational and cross-cultural belonging that articulate more awake, imaginative, spiritual, and connected living-thinking-being.

Prerequisite(s): COMM 280 and COMM 290, or INTL 100 or WGST 101 or consent.

Crosslisting: INTL 255 and COMM 340.

WGST 349 - The Trouble with Normal: Normalization, Discourse and Power (4 Credit Hours)

One of the primary ways that social power and control are exercised is through the establishment and enforcement of "norms": gender norms, racial norms, sexuality norms, norms of able-bodiedness, norms of beauty and body size, and more. Power is both a product of and a forcefield of social relationships, requiring us to attune to the infinitesimal, banal ways in which bodies, beings, and notions of the human are built. Challenging the "mythical norm," this course delves deeply into the theoretical literature of normalization, especially the work of Michel Foucault, and applies it to a wide range of topics including the intersections between sexuality, disability, gender roles, body size, and more.

Prerequisite(s): COMM 280 and COMM 290 or QS 101 and QS 227 or WGST 101 or QS 290 or consent.

Crosslisting: COMM 349 and QS 349.

WGST 350 - Advanced Topics in Women's and Gender Studies (4 Credit Hours)

This course may satisfy one of the distribution requirements within Women's and Gender Studies major/minor/minor, as appropriate.

Prerequisite(s): WGST 101.

WGST 351 - Advanced Topics Seminar (Humanities) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Humanities and satisfies the Humanities distribution requirement for the Women's and Gender Studies major. Prerequisites are determined by topic.

WGST 352 - Advanced Topics Seminar (Arts) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Arts and satisfies the Arts distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes.

Prerequisite(s): Prerequisites are determined by topic.

WGST 353 - Advanced Topics Seminar (Social Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in Social Sciences and satisfies the Social sciences distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes available online.

Prerequisite(s): Prerequisites are determined by topic.

WGST 354 - Advanced Topics Seminar (Sciences) (4 Credit Hours)

This topics seminar is cross-listed with a course in the Sciences and satisfies the sciences distribution requirement for the Women's and Gender Studies major. For semester- and section-specific prerequisites, please consult the Schedule of Classes available online.

Prerequisite(s): Prerequisites are determined by topic.

WGST 358 - Afrofuturism (4 Credit Hours)

This course focuses on the movement, genre, and aesthetic known as Afrofuturism and related concepts such as Africanfuturism and Astro-Blackness. Students will read a selection of critical essays and literature that represent or engage with these concepts and explore media such as film and music. Here are some key questions that the course will try to answer: What is Afrofuturism? When and where did it begin? Is it a national or global phenomenon? What are some of the messages "encoded" in Afrofuturism when it comes to Blackness? How does this genre engage with not only race but class, gender, sexuality, age, and so on.

Crosslisting: ENGL 358 and BLST 358.

WGST 361 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

WGST 362 - Directed Study (1-4 Credit Hours)

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when, under the guidance of a faculty member, a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not normally duplicate a course that is regularly offered. Directed Studies are normally taken for 3 or 4 credits. A one-semester Directed Study is limited to a maximum of 4 credit hours. Note: Directed Studies may not be used to fulfill General Education requirements.

WGST 363 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

WGST 364 - Independent Study (1-4 Credit Hours)

Independent Study engages a student in the pursuit of clearly defined goals. In this effort, a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project advisor. Note: Independent Studies may not be used to fulfill General Education requirements.

WGST 391 - Critical Pedagogies: Gender, Race and Class in U.S. Education (4 Credit Hours)

In its examination of current pressing issues in U.S. education and other schooling systems around the world, the central concern throughout this course is the relationship between teachers and students; schools and society; and people and the world. Particular attention is given to pedagogies informed by critical theory. The course includes a 20-25 hour curricular service-learning commitment in an area school or community organization, which is intended to deepen students' engagement with course concepts. This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors and the Black Studies (BLST) cross-listed course requirement for WGST majors/minors.

Prerequisite(s): EDUC 213.

Crosslisting: EDUC 390 and BLST 372.

WGST 399 - Advanced Topics in Women's and Gender Studies (1-4 Credit Hours)

A general category used only in the evaluation of transfer credit.

WGST 416 - Women in the U.S. Economy. (4 Credit Hours)

This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. This course fulfills the Social Sciences distribution requirement for WGST majors.

Prerequisite(s): ECON 301.

Crosslisting: ECON 416.

WGST 451 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

WGST 452 - Senior Research (4 Credit Hours)

Students may enroll in Senior Research in their final year at Denison. Normally, Senior Research requires a major thesis, report, or project in the student's field of concentration and carries eight semester-hours of credit for the year. Typically, a final grade for a year-long Senior Research will not be assigned until the completion of the year-long Senior Research at the end of the second semester. In which case, the first semester Senior Research grade will remain "in progress" (PR) until the completion of the second semester Senior Research. Each semester of Senior Research is limited to a maximum of 4 credit hours. Note: Senior Research may not be used to fulfill General Education requirements.

Writing (W)

W 101 - First-Year Writing Workshop (4 Credit Hours)

Required of all students during their first year, the W101 course introduces students to the rigors of college-level writing and provides practice in formulating and presenting a significant argument in a cogent essay; in finding, evaluating, and incorporating research into their writing; and in assessing their own work and that of their peers. W101 can be used only to satisfy the "S" Writing GE requirement. Open to First Year students only.

Resources & Programs Supporting the Academic Mission

Academic Resource Center

Academic Support

The central mission of the Academic Resource Center (ARC) is to enrich and enhance the educational experience of all Denison students and support faculty/student interaction. The office coordinates a unique combination of programs and services designed to help students improve their overall academic performance and ultimately assist them in realizing academic accomplishment and excellence. The Academic Resource Center is located on the lower level (020) of Higley Hall.

The mission of the ARC Tutoring Program is to help all students become independent learners by promoting active learning, critical thinking, and access to other campus resources. The ARC Tutoring Program is designed for students to meet one-on-one with their tutors on a regular, consistent basis. Tutoring does not replace the importance of working with faculty, and it is strongly recommended that students meet with their faculty members before making the decision to request tutors.

Tutors are available in the majority of academic subjects on a first-come, first-served basis at no charge to students. The ARC Tutoring Training Program is recognized by the College Reading and Learning Association (CRLA) as having met the requirements for level-1 International Peer Tutor Training Program Certification (ITTPC) for its commitment to high standards for tutor selection, training, service, and evaluation. Tutors are recommended by faculty, hired and trained by ARC, and involved in ongoing professional development through observations and training sessions. Tutor requests can be made beginning the second week of classes, and are on a first come-first served basis.

Students may seek additional support by exploring drop-in tutoring if offered by the individual academic departments.

Educational workshops, academic plans, and individual consultations with the staff are regularly available upon request or by faculty referral. Standard topics include time management/organization, annotating

texts, note taking, test preparation, communicating with faculty, plus other skill-building strategies for attaining academic success at the university level. The Center offers a specific advising program called "Back on Track" and other outreach efforts designed to support students who are struggling academically.

Accessibility & Disability Services

Denison University is committed to providing equal access and reasonable accommodations to students with disabilities as defined under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

The Academic Resource Center works closely with students and faculty providing services and reasonable accommodations to students with documented disabilities. Students seeking reasonable accommodations or auxiliary services should register as a person with a disability using the Accommodate (https://denison-accommodate.symplicity.com/public_accommodation/) intake form and upload a copy of their most recent medical report or evaluation documenting the existence of a specific disability.

Documentation should be recent, preferably within the last three years, and should have been compiled by an appropriate licensed professional (<https://denison.edu/academics/support/documentation-of-disability/>). Specific reasonable accommodations are determined on a case-by-case basis by the Academic Resource Center and based upon an interactive process evaluating the student's self-reported information and supporting documentation. Upon the student's request, the Academic Resource Center will notify individual faculty members of a student's eligibility for reasonable accommodations.

Student Responsibilities for Academic Accommodations

- A student's academic accommodations will be automatically renewed and sent to each professor every semester. However, each student must review their accommodations at the start of each semester in their Accommodate portal to ensure accuracy.
- Students are expected to discuss their accommodations with professors once notification letters have been emailed to both you and your instructors.
- If a student would like to take their exam in the Academic Resource Center they must reach out to the ARC at least 36 hours in advance. For complete information about testing in the ARC please see the linked Exam Accommodation Policy (https://docs.google.com/document/d/19c3_ybELf2eQG4ULXgoYNqHKECxWquDCMR4KfjwbCWs/edit?usp=sharing).

Faculty and students seeking additional information regarding Denison's Disability Grievance Procedures should refer to the Student Handbook or contact Accessibility & Disability Services via email at disabilityservices@denison.edu.

In an effort to encourage students to disclose their disability and/or need for reasonable accommodations in a timely manner, teaching faculty members at Denison are encouraged to incorporate an accessibility & disability services syllabi statement for each course. Please see a sample syllabi statement below:

It is the student's responsibility to contact the Accessibility & Disability Services via email at disabilityservices@denison.edu, at their earliest convenience if they anticipate needing accommodations in this class due

to a disability. This proactive communication is essential for the timely arrangement of necessary support services.

This statement on the syllabus creates an invitation to discuss both the student's and instructor's needs in advance and provides the opportunity to discuss the course material in greater detail. It is equally important that students make an official request for accommodations through the Academic Resource Center. Even when a faculty member is aware that a student is registered with the Academic Resource Center and has received accommodations in the past, it is important to create a record of such accommodations to cover the institution's legal obligations.

Faculty Resources to Support Accommodation Implementation

Accommodate: Denison has implemented a new accommodation management platform called Accommodate. A faculty member's Accommodate portal houses important information about your students' accommodations. For information about Accommodate please review the linked Accommodate Faculty User Instructions (https://docs.google.com/document/d/1BT_HxL1iUDsJoocO8pjO4s4jiuGtDHCA8N3nCQ2Mz44/edit?usp=sharing). If a faculty member encounters any issues with Accommodate please reach out to arc@denison.edu for support.

Accessibility & Disability Services is committed to supporting faculty in the implementation of any student's accommodations in your classroom.

Please do not hesitate to contact Accessibility & Disability Services in the Academic Resource Center with any questions or concerns.

Denison Museum

The Denison Museum is a teaching museum located in Burke Hall. Each semester, Denison Museum staff works with faculty, students, and other campus organizations to provide integrative learning opportunities through changing exhibitions and the more than 9,000 objects in the permanent collection. Every year, the Denison Museum also hires 8-10 year-long interns and 2-6 summer interns from all four liberal arts divisions through the MyDenison portal or Handshake. Student interns gain extensive transferable skills by participating in exhibition preparation and research, creating promotional materials using "InDesign" and other technologies, creating videos and podcasts of Museum events, the careful handling of objects, research, and documentation, and through assisting in the creation of educational materials for class and community visits. Denison Museum interns are frequently successful in securing professional internships or advancing careers in related fields or admission to graduate programs in museum studies and professional writing based on work at the Museum. More information on the Denison Museum is available (<https://denison.edu/campus/museum/>).

Austin E. Knowlton Center for Career Exploration

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Pre-professional career coaching is provided by the Austin E. Knowlton Center for Career Exploration, which, along with faculty, provides a strong and knowledgeable advising system. Denison has earned the respect of deans of professional and graduate schools who recognize the value of the liberal arts education received at Denison. Whether a student earns a bachelor's degree at Denison and then goes on to a professional school or combines three years of study here with time at another university, a Denison education will

contribute significantly to the attainment of professional goals. Please note that Denison financial aid can be applied only during the student's time at Denison. Interested students should discuss other financial aid opportunities with partnering institutions.

Denison Internship Program

The Denison Internship Program, managed by the Austin E. Knowlton Center for Career Exploration (<https://my.denison.edu/campus-resources/knowlton-center-for-career-exploration/>), offers students a structured learning experience as they explore career fields and apply academic coursework to the workplace. Participation in the program provides a three-tiered partnership between students, employers, and the Knowlton Center for Career Exploration. By setting internship goals at the onset of the experience, students are empowered to declare what they hope to learn, achieve, and contribute. Midway through the internship experience, students will review their progress towards their goals and near the end of the term, students are prompted to reflect on the experience through a self-evaluation and reflection process. Through the Denison Internship Program (<https://knowltonconnect.denison.edu/denison-internship-program/>), students will earn academic transcript notation for their internship experience once all requirements are met successfully and approved by the Knowlton Center.

Pre-Professional Pathways

• Pre-Health

Healthcare admission decisions, including but not limited to, medicine, dentistry, occupational therapy, physical therapy, nursing and veterinary medicine, etc., are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Graduate Record Examination), on academic achievement in both science and non-science courses, as well as other components such as personal statements and experiences. Most of our undergraduates considering the health professions bolster their preparations and gain an overview of several related fields by conducting internships, externships and health-related volunteer work in hospital and/or clinical settings.

• Pre-Law

Denison graduates are typically successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. The acceptance rate of Denison graduates is consistently well-above the national average. Representatives from a number of schools regularly visit the campus. Attending career panels, programs and completing internships in legal settings helps students make informed career decisions.

• Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and many Denison graduates continue their studies in programs across the country. The current national trend is to encourage students to work several years between undergraduate and M.B.A. programs and Denison students can receive advice on preparing for business school.

• Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, students receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematics, followed by two years of graduate work at another institution leading to a master's degree in engineering. Denison students are regularly accepted to graduate engineering programs at leading universities.

The second plan is a dual degree program in which students study three or four years at Denison, and an additional two or three years at an affiliated engineering school, resulting in a bachelor's degree from Denison, and a bachelor's, or bachelor's and master's degree in engineering from the engineering school. Denison is affiliated in such dual-degree programs with Washington University (St. Louis) and Rensselaer Polytechnic Institute. Students interested in these plans should contact the Pre-Engineering Director, Steven Doty, at their earliest opportunity. The required math and science courses typically include:

Code	Title
PHYS 125	Physics I: Quarks to Cosmos
PHYS 126	Physics II: Mechanics, Fluids, and Heat
PHYS 127	Physics III: Electricity, Magnetism, Waves, and Optics
PHYS 200	Modern Physics
MATH 135	Single Variable Calculus
MATH 145	Multivariable Calculus
MATH 213	Linear Algebra and Differential Equations
CHEM 131	Atoms and Molecules: Structure and Dynamics
CS 173	Intermediate Computer Science

Additional courses may be required, depending on the chosen field of engineering.

Curricular and Co-Curricular Service-Learning

Curricular Service-learning

Faculty who incorporate curricular service-learning in their courses each semester use community-situated service and regular opportunity for structured reflection as an additional 'text' for their courses; this pedagogy deepens student engagement and provides students with experience in applying concepts and skills in "real world" settings. The activities undertaken during service-learning courses allow students to work collaboratively with community partners, in a reciprocal and respectful dialogue.

Faculty Members: A wide range of support is available for faculty. This includes access to one-on-one training and periodic faculty development workshops around course design, opportunities for mini grants each semester, support to help faculty work out placements that will fit the course and the faculty member's learning objectives for it, logistical support, and assistance in identifying and maintaining the community

placement. For more information, contact the Alford Coordinator for Curricular Service Learning (dow@denison.edu).

Co-Curricular Service-learning

The Alford Community Leadership & Involvement Center (CLIC) team recognizes the importance of co-curricular activities as a key part of the college experience. Students who become involved in co-curricular activities in college benefit personally, socially, as well as academically. CLIC promotes and supports co-curricular service-learning by engaging the Denison community in three areas: Denison Community Association, America Reads, & Denison Service Orientation. In addition, CLIC sponsors leadership programming, campus activities, student organizations, and fraternity and sorority life. For more information, contact the Alford Community Leadership and Involvement Center (cllc@denison.edu).

Center for Learning and Teaching

The Center's primary goals are to support and collaborate with faculty at all career stages to develop and enhance teaching skills, explore and refine pedagogical perspectives, and promote student learning in all facets of a liberal arts education.

The Center is committed to:

1. Promoting the active participation of early career faculty in communities that advance their goals as teacher-scholars, including the Denison Teaching Seminar and Visiting Faculty Seminar.
2. Producing, curating, and sharing a variety of evidence-based teaching and learning resources for faculty.
3. Showcasing pedagogical strategies and initiatives from Denison faculty and promoting connections to professional resources and organizations beyond Denison.
4. Increasing dialogue around teaching and learning across campus.
5. Creating opportunities for the faculty to work together to learn from each other, including bi-monthly Teaching Matters discussions, opportunities for peer classroom visits, and one-on-one consultations with the center director.
6. Responding to emergent needs of the faculty in an ever-changing educational landscape.

The Center is located on the atrium level of the Library. Karen Spierling (Professor, Department of History) is the Center's director. Additional information can be found at the Center's website (<https://denison.edu/academics/faculty-development/>).

Admission, Costs, and Financial Aid

Admission

Denison is committed to enrolling students of high intellectual ability who come from broadly diverse backgrounds. The university provides an environment that supports and promotes academic achievement and personal growth. Denison values its faculty, academic programs, and students who have come to learn and contribute. Denison's Office of Admission (<https://denison.edu/campus/admission/>) coordinates admission events and reviews all applications to the university.

Secondary School Preparation

Because a Denison academic education is a blend of electives, general education, core courses, and departmental requirements, a broad, rigorous secondary school preparation is highly desirable. The university strongly recommends that, by the time students graduate from secondary school, they complete the following: four years of English; three years of mathematics, science, social studies, and a foreign language (at least two of which should be in the same language).

Students are encouraged to challenge themselves with rigorous courses, when available. Rigorous courses include, but are not limited to, Advanced Placement, International Baccalaureate, A-Level, honors, and college courses.

Admission Criteria

Academic performance and the rigor of courses selected are the most important factors considered by the admission committee. Submission of standardized test scores (ACT or SAT) is optional. The application essay, as well as written evaluations from college counselors and academic teachers, provide additional context. Important also is the quality, rather than the quantity, of extracurricular accomplishments, whether school-, community-, or job-related. All offers of admission are conditional based on Denison's Conditions of Admission (<https://denison.edu/forms/conditions-of-admission/>).

All international applicants must demonstrate adequate English proficiency to qualify for admission. English proficiency waivers are considered on a case-by-case basis after a student applies for admission. Considerations include, but are not limited to, the following: English as the primary language of school instruction; English as the first/native language; TOEFL iBT of 80+; TOEFL Essentials of 8.5+; IELTS of 6.5+; Duolingo English Test (DET) of 115+; SAT Reading of 600+; ACT English of 26+; and an admission interview.

Application Process

First-year and transfer applicants should refer to the admission section of the Denison website for up-to-date information on the application process.

Early Decision

If, after careful research, a student decides that Denison is their first-choice college, the student is encouraged to apply through one of our two early decision rounds. Early decision applicants must sign and submit a binding early decision agreement form.

The deadline for Early Decision 1 is November 15, and the deadline for Early Decision 2 is January 15. Students applying in an early decision round are notified on a rolling basis beginning after the application deadline and once the Office of Admission has received all required application materials. Admitted students must accept the offer of admission and pay a nonrefundable enrollment deposit by the deadline in their admission letter to confirm their place in the entering first-year class.

All offers of admission are conditional based on Denison's Conditions of Admission (<https://denison.edu/forms/conditions-of-admission/>).

Regular Decision

Candidates for regular decision admission should apply no later than January 15 and present a consistent record of academic accomplishment. Final notification of admission decisions for completed

applications will be made by April 1, and admitted students must respond to the offer and pay their nonrefundable deposit by May 1.

All offers of admission are conditional based on Denison's Conditions of Admission (<https://denison.edu/forms/conditions-of-admission/>).

Campus Visit and Interview

There are many ways to engage with Denison students, faculty, and staff. However, there is great value in visiting our campus in person and seeing first-hand all that Denison has to offer. Denison offers information sessions, various tours of campus, the ability to sit in on a class (when classes are in session), and interview with an admission staff member or senior intern. Find more information about visiting Denison online (<https://denison.edu/campus/admission/visit-campus/>).

Interviews

An interview is not required for admission, but applicants are strongly encouraged to complete an interview. Admission interviews provide prospective students the opportunity to connect with an admission staff member and to get their questions answered. Additionally, interviews help to provide insight into the applicant's personality and character and allow our admission team to understand how an applicant might fit into the Denison community. Learn more about Denison's approach to admission interviews. (<https://denison.edu/campus/admission/interview-opportunities/>)

Deferred First-Year Student Matriculation

After being offered admission to Denison and paying the nonrefundable enrollment deposit, students seeking deferred enrollment (<https://denison.edu/campus/admission/deferred-enrollment/>) may request a gap year no later than June 1. Requests must be made via the Deferred Enrollment Request form (<https://connect.denison.edu/register/defer/>). Review the full Deferred Enrollment Policy (<https://denison.edu/forms/deferred-enrollment-policy/>) for more information.

Transfer Admission

The transfer application deadline for spring semester admission is November 15, and the transfer application deadline for fall semester admission is April 15. For further information on Denison's transfer program, please visit the Transfer Admission webpage (<https://denison.edu/campus/admission/transfer-applicants/>).

Annual Costs

Actual 2025-2026

Fee	Cost
Tuition	\$71,000
Housing & Food	\$17,400

With an allowance of \$4,500 per year for personal expenses and books, the 2025-2026 cost of attendance will be \$92,900.

The university reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition three months in advance, and for housing and food, one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

The annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of \$2,220 is made for each registered

hour in excess of 18 hours. All excess-hour charges are billed by Student Accounts. A part-time student (8 hours per semester or fewer) is charged \$2,220 for each semester hour of credit. Please note, for financial aid purposes part-time is defined as 8 hours per semester or fewer.

Student Insurance Plan

A group accident and sickness insurance plan is available to students. Student Accounts sends details of this plan to students in the summer.

Housing

Housing options are: multiple room, single room, apartment, suite or Stone Hall apartment with shared bedroom. In addition, students will be charged for any damage beyond ordinary wear to the room and its contents.

Food

Food is served in the college dining halls throughout the academic year except during scheduled breaks. More detailed information on this and the other meal plan options will be sent to students along with their bill.

Other Fees

Auditing Classes

This privilege may be granted to any student with the approval of the teaching faculty member. A regularly enrolled full-time student may be permitted to audit one course each semester without an additional excess hour fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student.

Off-Campus Programs

An administrative fee charged to each student participating in an off-campus program is \$1,340 per semester. An administrative fee of \$335 will be charged for summer 2025 off-campus programs.

Books and Supplies

Bookstore purchases may be paid by cash, check, credit card, or a "Denison Dollars" debit account. Information on the Denison Dollars account will be sent to all students prior to the start of each semester.

Department of Music Fees

Music fees are required of a student taking private lessons in applied music. A surcharge of \$640 per half-hour (1 credit) or \$1,280 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. All declared music majors and minors will be given 1 waived credit hour for private lesson instruction each semester. At the discretion of the music department, music majors may have up to 4 credit hours waived, and music minors may have up to 3 credit hours waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without the surcharge.

Special Fees

An additional fee is assessed for courses such as ceramics, sculpture, printmaking, drawing/life drawing, and photography when the student becomes the owner of tangible items created. Additional course fees also apply to certain courses, including Intermediate Cinema Production, Taekwondo, Skin and Scuba Diving, and certain Denison Seminar

courses. A fee is also charged for Model U.N. participation and Model E.U. participation. This is subject to change from semester to semester.

Some fine arts studio courses and science courses may have additional expenses.

Enrollment Deposit

A nonrefundable enrollment deposit is required of all students prior to enrollment at Denison. It is due by the date specified in a student's offer of admission. This deposit is applied to the student's first semester bill.

Semester Bills and Late Payments

Denison bills electronically. Semester bills are available in MyDenison Self-Service in early July for Fall Semester and early December for Spring Semester. Bills are due approximately three weeks after the bill date. A student's account must be paid in full or payment arrangements documented, in order for the student to return to campus. Additional fees may be added to the account throughout the semester (vehicle registration, parking fines, course fees for some classes) and must be paid by the 15th day of the following month in order to prevent a 1% late fee charge. Registration for a semester is not permitted unless all fees are paid.

Payment of Bills

All bills are payable in Student Accounts. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the university has a policy of collecting payment from the student rather than from the student's parents. The student, however, may grant another party direct access to their bill.

Advanced Course and Housing Registration

The university conducts advanced course registration each semester for the ensuing semester, and housing registration each spring for the following academic year.

All fees must be paid to permit advanced courses and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, lock core changes, and driving and parking infractions are issued by the department authorizing the charge. All charges (except as noted below) are included on the comprehensive billing statement, which is available electronically in Denison Self-Service. Unpaid library fines and other miscellaneous charges are also periodically added to the billing statement.

The university reserves the right to notify parents when scheduled payments are not met by the student. Students may want to grant others direct access to all bills, both semester and miscellaneous. The student can accomplish this by completing the steps outlined in the "Grant Access" link in their Denison Self-Service account.

A student is ineligible to attend classes unless their bills are paid when due. A student is denied an honorable separation until all university bills are paid in full.

The policy on breakage fees applies to all supplies and equipment issued in any lab course in chemistry (including directed studies, senior research, and individual work for honors) or through the Athletics, Physical Education, and Recreation Department. In addition to breakage

fees, the Athletics, Physical Education, and Recreation Department also charges for lost equipment if the student is negligent in returning borrowed equipment by the date requested.

Although a record is kept of all breakage, students are not ordinarily charged for breakage amounting to less than \$5 per semester. However, when the breakage in any one semester is \$5 or more, students will be billed directly by Student Accounts for the total amount of all breakage, including the first \$5.

Additionally, students who fail to check out of a laboratory or locker properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of \$25, plus the cost of any breakage, regardless of the amount.

The university accepts checks for payment of bills; however, a \$30 charge is assessed on all payments returned by the bank. The university does not provide check-cashing privileges for students at Student Accounts. Granville has numerous banking and savings institutions that offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill-paying and cash needs.

A \$25 wire processing fee is charged on all incoming and outgoing wire transfers.

Payment Plans

Several monthly payment plans and educational loans are available to students and parents. Details of these plans are sent to students each spring for the following year of enrollment. Learn more about payment plans. (<https://denison.edu/campus/finances/payment-options/>)

Refunds

Students with federal aid will receive an automatic refund 10 days before the start of classes each semester after all federal aid is disbursed. Where applicable, refunds are also automatically issued upon withdrawal or graduation. Continuing students may request refunds any time their account has a credit balance.

Veterans Benefits and Transition Act of 2018

In accordance with the VBTA, Denison agrees to make certain concessions to existing policy for covered individuals. A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits. These concessions, outlined below, are limited to the portion of funds paid by the Veterans Administration.

We will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.

We will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the COE

The Office of Financial Aid is the department of record for these dates.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to university officials' notices regarding the problem shall be withdrawn from all pre-registered courses. Such withdrawal shall carry with it financial forfeitures in accordance with the refund schedules outlined below. Appeal of this action shall be to the academic standing board and, if upheld, will normally carry a minimum penalty of \$50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Housing and Food

Withdrawal from the university at any time is official only upon written notice to the dean of students or their designee. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the university nor a cancellation of a housing and/or food reservation. For further information, please consult Leaves and Returns (<https://denison.edu/campus/dean-of-students/leaves-and-returns/>).

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. The withdrawal process begins when a student meets with the dean of students or their designee for an exit interview. A student will not be considered withdrawn without an exit interview. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with university policy and a refund or bill will be sent as needed. Please contact Student Accounts with questions regarding the amount of refund or forfeiture of charges.

*NOTE: Taking a Leave of Absence or withdrawing from the university may have serious implications concerning your financial aid and repayment plan. Contact the Office of Financial Aid (<https://denison.edu/campus/admission/financial-aid/>) by phone (740-587-6276) or email (finaid@denison.edu).

The enrollment deposit is nonrefundable.

A student will receive a refund of tuition based upon withdrawal before the end of the respective full week of classes. Please see the chart below.

Withdrawal Date	Normal Withdrawal	Medical Withdrawal
1st day of classes	100%	100%
1st week	90%	90%
2nd week	90%	90%
3rd week	50%	70%
4th week	50%	60%
5th week	25%	50%
6th week	25%	40%
7th week	25%	30%
8th week	25%	25%
9th week	0%	10%

No refunds are granted after the 8th week (9th week for medical withdrawal). In the event of withdrawal of a student because of dismissal,

the medical withdrawal schedule will apply. A student who stops attendance without completing an exit interview or notifying the dean of students or their designee of their withdrawal is not entitled to a refund of charges.

A pro rata refund of the housing and food charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates university premises, discontinues use of university facilities and services, and returns their room key. The dean of students or their designee will determine this date.

Other Conditions

If a student withdraws after the deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit remains nonrefundable.

In the case of a student withdrawing from a course or from the university for any reason, fees for applied music lessons are not refunded after the second week of class, other course fees are not refunded after the fourth week of class.

In the unlikely event that a public health agency requires Denison University to halt operations—including the cancellation of classes—as the result of a pandemic or some similar occurrence, Denison will reopen and continue the semester as soon as public authorities permit it. Prepaid tuition, fees, housing and food would not be refunded under this circumstance. Prepayments will be held and applied to the continued semester as though there were no interruption of services.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is also required for roadway use of a motor vehicle.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in art, biology, chemistry, geosciences, physical education, physics, theatre, and cinema MUST wear industrial-quality eye protective devices at all times while participating or observing any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial-quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact-resistant" and still not meet the specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will, without exception, be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison bookstore, but they may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio, or work areas. These may be of a variety that cover their ordinary glasses, or they may be a pair prepared according to the student's prescription and meeting the safety standards. The university has arrangements with a local supplier to furnish both kinds at prices that are both fair and competitive.

Financial Aid Information

Denison is strongly committed to enrolling highly qualified students, regardless of their financial means. Denison meets 100% of the demonstrated financial need of all students.

Families with any doubts about their ability to pay for a Denison education without help, should not hesitate to apply for financial aid. (<https://denison.edu/campus/admission/applying-for-financial-aid/>) The Office of Financial Aid welcomes the opportunity to help prospective students and their families plan for college.

Applying for Financial Aid

To apply for need-based financial aid at Denison University, students must submit required financial aid documents by November 15 (for Early Decision 1 and spring transfer applicants), by January 15 (for Early Decision 2 and Regular Decision applicants), or by April 15 (for fall transfer applicants). The required need-based financial aid documents for domestic students include:

- **Free Application for Federal Student Aid (FAFSA)**
- **College Board CSS Profile**
- **Earning statements & Asset and Family Verification**

All international applicants must submit the Denison International Student Certification of Finances, regardless of their intention to apply for financial aid.

Visit Denison's website for more information on applying for financial aid. (<https://denison.edu/campus/admission/applying-for-financial-aid/>)

Types of Financial Aid

Financial aid awarded is designed to help meet a student's financial need, if the student has applied for need-based financial aid. Financial packages will usually consist of scholarships, grants, student employment, and/or loans.

Denison's endowment supports the awarding of all Denison merit scholarships and Denison need-based grant aid each year, totaling over \$70 million.

Scholarships

Denison offers several merit scholarships to incoming students, and scholarships generally range from \$5,000 to full tuition. Students who wish to be considered for merit-based scholarships must submit a completed application for admission by the deadline for their chosen admission round, unless otherwise noted.

Unless otherwise specified, all of Denison's merit scholarships awarded at the time of admission are available for four years (eight semesters),

require students to maintain a cumulative GPA of at least a 2.0, and full-time enrollment (at least 12 hours per semester).

A limited number of departmental scholarships are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. Unless otherwise specified, these awards will not change the current financial aid package that has been awarded, as the student's demonstrated need has been met with the current package.

Grants

Grant aid is typically based on financial need, as determined by the FAFSA and CSS Profile, if filed the first year at Denison. Denison awards grants from institutional funds and from outside sources. We participate in the Federal Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, and certain state grant programs.

Student Employment

Every student at Denison may have an opportunity to work. Students are not required to work; however, if they have been offered a work award, they may earn up to the amount listed for the academic year. Student employment earnings are NOT deducted from your tuition bill, because they must be earned from work. Students are responsible for finding their own job and contacting the supervisor to arrange interviews. Available jobs can be found on myDenison in the HR and Employees tab. Students must submit all paperwork requirements to the HR office before they begin working. Students and supervisors can find the supervisor and student employee manuals on myDenison for more information. Student employment in any given position is not guaranteed.

Loans

Students and their families often take out loans to help cover the costs of education. Federal, institutional, and private loans are all excellent sources to assist with funding a Denison education. Each loan type has different benefits. Families are encouraged to use the loan comparison (<https://denison.edu/forms/loan-comparison-chart/>) chart to identify the best loan(s) for their needs.

Student Loans

If prospective students apply for financial aid, they may be offered loan(s) as part of Denison's financial aid offer. A loan is money borrowed and requires repayment with interest.

Parent Loans

Parents may apply for federal or private alternative education loans. Parent loans are money parent(s) would borrow and must pay back with interest.

Types of Loans

- **Federal Loans** (<https://denison.edu/campus/finances/federal-loans/>)
- **Institutional Loans** (<https://denison.edu/campus/finances/institutional-loans/>)
- **Private Education Loans** (<https://denison.edu/campus/finances/private-education-loans/>)

Renewal of Financial Assistance

For U.S. citizens and permanent residents, financial need must be determined every year by re-filing the FAFSA to re-qualify for need-based financial aid. The deadline for all continuing students to file the FAFSA for aid eligibility in the following academic year is April 1. FAFSAs may be

accepted after April 1, but financial aid is not guaranteed. Financial aid may vary from year to year depending on increased costs, FAFSA results, income fluctuations, a change in circumstances, etc.

Further Information

For more detailed information about financing your Denison education, visit the Office of Financial Aid (<https://denison.edu/campus/admission/financial-aid/>) or call 740-587-6276.

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