TABLE OF CONTENTS

Home ... 3
Catalog ... 4
History, Mission, and Values ... 5
- Denison's History ... 5
- Our Mission ... 5
- Freedom of Expression and Academic Freedom ... 5
- The Value of Diversity to a Denison Education ... 6
- Statement on Campus Sustainability ... 6
- Accreditation and Recognition ... 6

The Academic Program ... 7
- Degrees Offered and Graduation Requirements ... 7
- Academic Credit Policy ... 7
- The General Education Program ... 8
- Academic Majors ... 8
- Academic Minors, Concentrations, and Electives ... 9
- Educational Planning and Advising ... 10
- The Lisska Center for Scholarly Engagement ... 11
- Special Academic Projects ... 13
- Special Academic Honors ... 14
- Registration ... 14
- Academic Policies ... 15
- Grading System and Evaluation ... 18
- Academic Standing ... 19
- Library, Information Resources, and Information Technology Services ... 19
- Assessment of Academic Programs ... 20

Courses of Study ... 21
- Anthropology and Sociology ... 21
- Arabic ... 24
- Art History and Visual Culture ... 26
- Art Studio ... 30
- Astronomy ... 34
- Biology ... 35
- Black Studies ... 42
- Chemistry and Biochemistry ... 47
- Chinese ... 51
- Cinema ... 52
- Classical Studies ... 54
- Communication ... 56
- Computational Science (Concentration) ... 62
- Computer Science ... 66
- Dance ... 71
- Data Analytics ... 76
- Denison Seminars ... 78
- East Asian Studies ... 79
- Economics ... 82
- Educational Studies ... 87
- English ... 90
- Environmental Studies ... 94
- First-Year Program ... 100
- French ... 100
- Geosciences ... 102
- German ... 105
- Global Commerce ... 107
- Health, Exercise, and Sport Studies ... 109
- History ... 114
- Interdepartmental ... 122
- International Studies ... 123
- Japanese ... 124
- Latin American and Caribbean Studies (Concentration) ... 126
- Lugar Program ... 127
- Mathematics ... 128
- Middle East and North African Studies (Concentration) ... 132
- Music ... 134
- Narrative Journalism (Concentration) ... 142
- Neuroscience (Concentration) ... 144
- Off-Campus Study ... 146
- Organizational Studies ... 149
- Philosophy ... 151
- Philosophy, Politics and Economics (PPE) ... 154
- Physics ... 155
- Political Science ... 158
- Portuguese ... 164
- Psychology ... 166
- Queer Studies (Concentration) ... 173
- Religion ... 176
- Spanish ... 180
- Theatre ... 184
- Women's and Gender Studies ... 187
- Writing Program ... 193

Course Descriptions ... 194
- Advising Circles (AC) ... 194

Anthropology and Sociology (ANSO) 195
Arabic (ARAB) 197
Art History and Visual Culture (AHVC) 198
Art Studio (ARTS) 200
Astronomy (ASTR) 203
Biology (BIOL) 204
Black Studies (BLST) 209
Chemistry (CHEM) 212
Chinese (CHIN) 215
Cinema (CINE) 215
Classical Studies (CLAS) 217
Communication (COMM) 217
Computer Science (CS) 223
Dance (DANC) 226
Data Analytics (DA) 229
Denison Seminar (DS) 230
East Asian Studies (EAST) 230
Economics (ECON) 232
Education (EDUC) 236
English (ENGL) 237
Environmental Studies (ENVS) 240
French (FREN) 244
Geosciences (GEOS) 245
German (GERM) 247
Global Commerce (GC) 248
Greek (GRK) 248
Health, Exercise, & Sport Studies (HESS) 249
History (HIST) 251
Interdepartmental (INTD) 257
International Studies (INTL) 258
Japanese (JAPN) 259
Latin (LAT) 259
Latin Amer & Caribbean Studies (LACS) 260
Mathematics (MATH) 260
Middle East & North African Studies (MENA) 262
Modern Language (LANG) 263
Music (MUS) 263
Music - Applied & Performance (MUSP) 267
Narrative Journalism (NJ) 269
Neuroscience (NEUR) 269
Philosophy (PHIL) 271
Philosophy, Politics, & Econ (PPE) 274
Physical Education (PHED) 274
Physics (PHYS) 276
Political Science (POSC) 278
Portuguese (PORT) 283
Psychology (PSYC) 283
Queer Studies (QS) 288
Religion (REL) 290
Spanish (SPAN) 293
Theatre (THTR) 295
Women's and Gender Studies (WGST) 298
Writing (W) 302
Special Programs and Opportunities 303
Admission, Costs, and Financial Aid 305
Index 311

HOME

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, independent thinking, and rational and humane self-determination. Denison's curriculum provides the means by which these characteristics are deliberately nurtured in our students. The course catalog holds important information on academic policies and provides descriptions of Denison's majors, minors, concentrations, and courses offered each academic year. The catalog is updated annually. Previous course catalogs are available. (https://catalog.denison.edu/previous-editions)

Navigate the current course catalog:

- History, Mission, and Values (p. 5)
- The Academic Program (p. 7)
- Courses of Study (p. 21)
- Course Descriptions (p. 194)
- Special Programs and Opportunities (p. 303)
- Admission, Costs, and Financial Aid (p. 305)

CATALOG

- History, Mission, and Values (p. 5)
- The Academic Program (p. 7)
- Courses of Study (p. 21)
- Course Descriptions (p. 194)
- Special Programs and Opportunities (p. 303)
- Admission, Costs, and Financial Aid (p. 305)

HISTORY, MISSION, AND VALUES

- Denison's History (p. 5)
- Our Mission (p. 5)
- Freedom of Expression and Academic Freedom (p. 5)
- The Value of Diversity to a Denison Education (p. 6)
- Statement on Campus Sustainability (p. 6)
- Accreditation and Recognition (p. 6)

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. While we are committed to multiple forms of diversity, we also recognize that the dynamics of race play a central role in shaping individual and collective experience in the United States. 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.)

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 (HLC) which was formed in 1913. HLC is located at 30 North LaSalle St., Chicago, Ill. 60602 (Ph. 312-263-0456). 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's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the National Association of Independent Colleges and Universities, the Great Lakes Colleges Association, the Association of American 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;
- Major in an area - either in a department, a program, or an individually designed program;
- Earn 127 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 127 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 for participation experiences that are credited S/U, unless such credits in excess of 4 are required for the student's major or minor.

- Earn a cumulative grade-point average of at least 2.0 overall including the major and minor (if applicable);

  Normally, all Denison courses completed by the student, including repeated and failed courses, will count in the calculation of the overall grade-point average. 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 127 credit hours while in residence at Denison and also reside at Denison for the two semesters of the senior year. 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. Generally, all students, except those 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 by 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 have been alleged against that student or if charges exist against that student that cannot be adjudicated prior to commencement exercises. For the present purpose, "serious violations" are those that normally could result in suspension or expulsion. At the discretion of the Vice President for Student Development 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 various following sections.

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, International Studies, Latin American and Caribbean 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 requirement
- One oral communication requirement
- Two writing intensive course requirements (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
Anthropology and Sociology (p. 21)	BA
Art History and Visual Culture (p. 26)	BA
Art Studio (p. 30)	BA, BFA
Biology (p. 35)	BA, BS
Black Studies (p. 42)	BA
Chemistry and Biochemistry (p. 47)	BA, BS
Cinema (p. 52)	BA
Classical Studies (p. 54)	BA
Communication (p. 56)	BA
Computer Science (p. 66)	BA, BS
Dance (p. 71)	BA
Data Analytics (p. 76)	BA
East Asian Studies (p. 79)	BA
Economics (p. 82)	BA
Educational Studies (p. 87)	BA
English (p. 90)	BA
Environmental Studies (p. 94)	BA
French (p. 100)	BA
Geosciences (p. 102)	BA, BS
German (p. 105)	BA
Global Commerce (p. 107)	BA
Health, Exercise, and Sport Studies (p. 109)	BA
History (p. 114)	BA
International Studies (p. 123)	BA
Mathematics (p. 128)	BA, BS
Music (p. 134)	BA
Philosophy (p. 151)	BA
Philosophy, Politics and Economics (PPE) (p. 154)	BA
Physics (p. 155)	BA, BS
Political Science (p. 158)	BA
Psychology (p. 166)	BA, BS
Religion (p. 176)	BA
Spanish (p. 180)	BA
Theatre (p. 184)	BA
Women's and Gender Studies (p. 187)	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:

- "Language Functionality in Society"
- "Integrated Science and Design"
- "Cultural Studies and Liberation"
- "Commerce, Media and the Arts"
- "Comparative Literature"
- "Public Health"

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

Electives

Electives may be chosen as a flexible mix to explore a variety of fields throughout Denison's curriculum or off-campus study. Denison maintains a list of accepted off-campus programs (https://denison.edu/academics/study-abroad/how-it-works), both in the U.S. and abroad. It is strongly recommended that students interested in off-campus study make an appointment with the Director of Off-Campus Study (p. 146) early in their Denison career to begin planning for 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 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 their majors, or to engage a separate academic field. Most departments and programs offering majors also offer a minor; in addition, a minor is offered in Astronomy.

- Anthropology and Sociology (p. 21)
- Art History and Visual Culture (p. 26)
- Art Studio (p. 30)

- Astronomy (p. 34)
- Biology (p. 35)
- Black Studies (p. 42)
- Cinema (p. 52)
- Classical Studies (p. 54)
- Communication (p. 56)
- Computer Science (p. 66)
- Dance (p. 71)
- East Asian Studies (p. 79)
- Economics (p. 82)
- Educational Studies (p. 87)
- English (p. 90)
- Environmental Studies (p. 94)
- French (p. 100)
- Geosciences (p. 102)
- German (p. 105)
- Greek (GRK) (p. 248)
- History (p. 114)
- Latin (LAT) (p. 259)
- Mathematics (p. 128)
- Music (p. 134)
- Philosophy (p. 151)
- Physics (p. 155)
- Political Science (p. 158)
- Psychology (p. 166)
- Religion (p. 176)
- Spanish (p. 180)
- Theatre (p. 184)
- Women's and Gender Studies (p. 187)

Concentrations

A concentration provides an interdisciplinary program of study that augments or complements a student's major. Concentrations are designed to require a depth of study in a field that crosses disciplinary boundaries. Typically, a concentration will be linked to a student's major. Denison offers concentrations in the following fields: Computational Science, Latin American and Caribbean Studies, Middle East and North African Studies, Narrative Nonfiction, Neuroscience, and Queer Studies. In addition, there are a few concentrations available only to majors in certain disciplines (in Economics: Financial Economics, and Economics with a Mathematics Concentration; and, in Geosciences: Geophysics Concentration). Two opportunities similar to a concentration are the Lugar Program and Organizational Studies. For further information, please consult Lugar Program, page 192 and Organizational Studies, page 221 regarding these programs. Students interested in these fields should talk with appropriate faculty soon after they have begun their Denison careers.

Educational Planning and 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 Development, 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 his/her 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 Dean of First Year Students assigns each incoming student a faculty advisor. Frequently, this person will be an instructor in one of the courses (for example, AC 101 - Advising Circles) taken by the student during the first semester. Otherwise, the Dean will 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.

The Lisska Center for Scholarly Engagement

The Lisska Center for Scholarly Engagement is Denison's fellowships office and a campus hub for programs that promote a culture of intellectual life on campus. Our mission is to (1) advise and support students and recent alumni applying for nationally and internationally competitive fellowships and scholarships; (2) coordinate Denison's Summer Scholars program; (3) provide funding for student research and academic enhancement travel; and (4) support faculty in their role as scholars; and (5) sponsor a range of multidisciplinary programs and events.

1. Fellowships Advising

The Lisska Center staff assists students and recent alumni 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.

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.

In collaboration with the Director of Foundation and Corporate Relations, the Lisska Center also works with Denison faculty members interested in applying for nationally-competitive fellowships and grants.

While some fellowship applications require an institutional endorsement and 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).

The Lisska Center provides intensive one-on-one support to those applying for any fellowship or grant opportunity. We help applicants identify appropriate opportunities, prepare their application materials, and write their application essays. We also coach fellowship competition finalists preparing for interviews.

2. Summer Scholar Program

The Lisska Center coordinates Denison's Summer Scholar 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. It gives students in all disciplines 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 Scholar 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 in a public forum.

Summer Scholars receive a stipend ($4,000 for 10 weeks in 2019) and housing allowance allowance and supplemental research funds (up to $500 per student). Faculty advisors also receive a stipend per student supervised (three students maximum).

The Lisska Center holds information sessions and works closely with the Student Research Grants Committee (SRGC), which selects the recipients of Young Scholar, Early Experience, and Off-Campus Summer Scholar awards. The Lisska Center also works with the coordinators of the Anderson Summer Science Program, the Woodyard Scholar awards in the Department of Religion, the Ashbrook Summer Scholar awards, and the Battelle Summer Scholar awards. Guidelines can be found on the Lisska Center's MyDenison page (https://my.denison.edu/node/44).

The Lisska Center approves and coordinates the logistics of all Summer Scholar stipend payments, housing, and supplemental research grants. These activities include hosting a kick-off luncheon as well as weekly research dinners where Summer Scholars and faculty members share informal updates on their projects. The Lisska Center also organizes the early fall Summer Scholar poster sessions and performances where students present their final work.

Qualified rising sophomores, juniors, and seniors in all disciplines are eligible to apply for Summer Scholar awards. A qualified student is one who:

- 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.

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

Applications for Summer Scholar awards are typically due at the end of January. Students are expected to identify their proposal, and secure agreement from their faculty mentor well in advance and to work with their mentor in developing their application materials. See below for details.

Decisions on faculty eligibility to supervise, or share in the supervision, of student summer research shall be 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, will be eligible to supervise summer research.

Young Scholar awards support students pursuing projects in the social sciences, humanities, fine arts, and interdisciplinary projects. Young Scholars work under the close guidance of a Denison faculty member for projects that typically last 10 weeks between mid-May and the end of July. In 2019 students received a stipend of $4,000 for 10 weeks, plus a room allowance for campus housing. Students may not hold jobs during the term of their research. Awards will not be made for projects requiring a substantial portion of time away from campus, although short research trips may be permitted on a case-by-case basis. (For projects requiring more than 1 to 2 weeks away from campus, see the Off-Campus Summer Scholar guidelines below.) Applications for Young Scholar 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 Scholarly Engagement.

Faculty members are expected to work closely with students as they develop their project proposals in the fall and must submit a detailed

letter of endorsement supporting each student's application for a Young Scholar award. Applications, including letters of support, are typically due in late January. Faculty advisors are expected to be on campus (except for short absences) and should meet at least twice weekly with each student during the project's 10 weeks. Faculty members may not supervise more than three individual or joint proposals. Complete program guidelines can be found on the Lisska Center (https://my.denison.edu/node/44) MyDenison page.

The Anderson Summer Science Program provides summer research assistantships in the sciences. Denison students conduct research under the guidance of a Denison science faculty member for projects that typically last 10 weeks between mid-May and the end of July. In 2019 students received a stipend of $4,000 for 10 weeks, plus a room allowance for campus housing. The program guidelines and the application and selection processes are routinely revised in consultation with chairs of the science departments. Current information is maintained on the Anderson Summer Science Program (https://my.denison.edu/node/1032) MyDenison page. For additional information, contact the Anderson Endowment Coordinator.

Off-Campus Summer Scholar awards support a limited number of students and faculty conducting a full-time independent research, scholarly, or creative project in any discipline (including the 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 travel expenses and provide an allowance for off-campus housing. Applications for Off-Campus Summer Scholar awards are evaluated by the SRGC. For complete guidelines, see the Lisska Center (https://my.denison.edu/node/44) MyDenison page.

Early Experience awards provide an opportunity for ambitious rising sophomores to explore interest areas and build relationships with faculty members that supplement their experiences in the classroom. Qualified students pursue independent research, scholarly, or creative projects in any discipline (including the sciences) under the close mentorship of a faculty member for a period of 5 to 6 weeks. The 10-week stipend is prorated based on the number of weeks, and a room allowance is provided for campus housing. Applications for Early Experience awards are evaluated by the SRGC. For complete guidelines, see the Lisska Center (https://my.denison.edu/node/44) MyDenison page.

Woodyard Scholar awards provide students with Summer Scholar awards to carry out individual or collaborative projects in the area of "Religion and Civic Responsibility." Woodyard Scholars will be 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). In 2019, the student stipend was $4,000 plus a room allowance for campus housing. For more information, contact the Department of Religion (p. 176).

Ashbrook Summer Scholar 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. In 2019 students received a stipend of $4,000 plus a room allowance for campus housing. 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 page. For additional information, contact the Battelle Student Research Coordinator.

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 the professor's project). Denison faculty apply for DURF funds to support a Denison student assistant. Any qualified Denison student is eligible. Faculty may contact the Associate Provost for Faculty Affairs 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 Scholar Program.

3. Academic Funding Opportunities

The Lisska Center serves as a hub for funding for student research and academic enhancement travel. Specifically:

- The Course Enhancement Fund provides small amounts of funding to faculty members wishing to take a class on a field trip or other class activity.
- The Student Academic Travel Fund provides up to $500 per student for travel to academic conferences to students presenting papers or posters. Requests should be made to the Assistant to the Director of the Lisska Center.
- The Undergraduate Research Fund provides up to $500 per student for students conducting senior research or other research during the academic year. The SRGC reviews and approves all awards.
- The Academic Enhancement Travel Fund supports students traveling individually or in small groups with a Denison faculty or staff member to conduct research, attend a conference or workshop (where they are not presenting a paper), or similar activity not covered by other sources of funding (up to $1,000 per student over their four years in college).

The Lisska Center also administers a number of other Denison scholarships and awards, including the A. Blair Knapp, K.I. Brown, and Alumnae Endowed Scholarships, the Kenneth Joseph Hines Memorial Award, the Malchow-Weigert Award for Excellence in German, the Megan Lisska and Elin Lisska Christensen Award in the Humanities, and the Provost's Academic Excellence Award.

4. Intellectual Programming

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

Research Tables

The purpose of Denison's Research Table's 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). All Research Tables must culminate in a focused symposium that brings other scholars and practitioners to Denison. Research Table members must complete a final report summarizing the Research Table's focus, activities, and outcomes in terms of student learning and faculty research.

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 intermittently so that there are no more than four Research Tables running at any given time. Proposals are reviewed by the SRGC.

Experimental College

The Experimental College is a program of student-led, non-credit classes. Teaching an Experimental College course gives students an opportunity to design a syllabus, guide classroom discussion, and engage a small group of peers in a topic of intellectual interest. Students do not receive course credit for leading or taking the class.

Students interested in teaching an Experimental College course must submit a proposal, including a syllabus, to the Lisska Center for approval. All proposed Experimental College courses must have a designated faculty or staff advisor and must be approved by the Director and Associate Director of the Lisska Center and the Chair(s) of relevant academic departments. The Lisska Center will provide a certificate to students who attend all course sessions and satisfactorily complete the work for the course. The Center also offers a small amount of financial support to cover any costs of course preparation, supplies, and possible field trips. The Lisska Center will put out calls for a limited number of new Experimental College classes once or twice a year.

Faculty Events

The Lisska Center sponsors the Tuesday Faculty Lunch series, the Friday Faculty Lunches in Curtis, and the Faculty Research Dinners at Monomoy Place.

Other Activities

The Lisska Center hosts Chowder Hours, home-cooked lunches for students, faculty, and staff featuring presentations on the scholarship of an individual or group. The Lisska Center also coordinates the Monday Musings series of informal presentations led by faculty members on their scholarly interests.

Gilpatrick House

Housing is available for up to ten students who have done intensive research (such as Summer Scholars), or who will be doing independent research during the coming academic year.

The Lisska Center encourages students at every stage of their academic career, from first-year students to seniors, to keep in touch with people at the Center, who will help them find and take advantage of research and scholarship opportunities appropriate for each student.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, and Senior Research. These are explained below.

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 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.

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 only prior to the initiation of the study (or at its very beginning) and at the completion of the study. 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."

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.

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.

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.

Recognition of Senior Research or Senior Creative Project

A student who plans to complete a yearlong senior research or senior creative project may declare to the major department/program and to the Registrar the intention to submit a final product for Recognition. This declaration must be completed by February 1 of the senior year and requires the signatures of the Project advisor, a second evaluator, and the chair of the department/program. Departments and programs will determine the guidelines governing the design and execution of the project and may establish minimum requirements for students to undertake a project. A Senior Research or Senior Creative Project will be judged to merit Recognition if both the advisor and second evaluator give it a B or above, and at least one of the grades is a B+ or above. (These grades are separate from the grade for the Senior Research course submitted by the advisor.) A Senior Research or Senior Creative Project that is judged to merit Recognition 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 title of the project and Recognition 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.

Students should consult with the Academic Department for specific requirements regarding Recognition of a Senior Research or Senior Creative Project.

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.

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.

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.

Normal Registration

A normal load is set at 16 semester hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, with the approval of the faculty instructor and without additional cost, one course a semester for which no credit may be claimed. Audits

may not be allowed by the various departments until after credit seeking students have been accommodated.

Reduced Registration

This classification is recommended for a student, who for any reason, cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the Associate Provost, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. The reduced registration option could have ramifications for financial aid eligibility.

Excess 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 of 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 hours and waive the excess hours fee. Any such request should be submitted to the Registrar's Office in writing prior to the beginning of the semester in question.

Partial Registration

With the permission of the appropriate Dean, a regular student may take a part-time schedule of eight or fewer academic semester hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who want to take for credit, or to audit, certain courses of special interest but who are not degree candidates, and certain 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 Admissions. 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 (p. 13) 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 academic advisor. The appropriate documentation must be filed promptly.

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 change of registration form. This excludes Denison Seminars and Private Music Lessons/Ensembles, which have an add/drop date at the end of the second week of classes. Please 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 from the University. Change of registration after the stated deadlines requires action of the Academic Standing Board. The decision of the Academic Standing Board is final.

Student 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 to hear the advisor's opinion about the impact this may have on the student's progress toward graduation before the class is dropped.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered 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

On the advice of the Registrar, students may petition the Academic Standing Board for exceptions to rules concerning academic policies and procedures. However, 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.

Attendance Policy

A hallmark of a Denison education is the small, interactive, and participatory classroom, situated on a residential campus. Therefore, it is essential that students be present on campus and be active participants in their courses. 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 each co-curricular undertaking.

For oneself and one's peers, attendance and presence on campus are vital to the Denison education.

It is expected that all students will attend and participate in regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. Students are responsible for all information, discussion, and conceptual analysis that takes place during classes.

Attendance policy is set by the instructor. It is the responsibility of the instructor to establish

1. a policy on class attendance,
2. any criteria for excused absences when attendance is required, and
3. a policy for makeup of missed work.

The latter is particularly important because 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. The course syllabus is the contractual agreement between instructor and student. It is important that the instructor outline clearly the expectations and all other factors that determine grades and penalties.

It is the student's responsibility to provide any needed documentation for class absences, including medical excuses. At the student's request, Whisler Health Center will issue a dated documentation of visit in the event of a situation requiring class absence.

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 notify the Dean of Students. Students who miss class for an extended period of time during a semester because of personal, medical, or psychological reasons must also notify the Dean of Students. Without prior notification and approval for these types of absences, the student may be withdrawn or be required to take a leave of absence by the Dean of Students in consultation with the Associate Provost and relevant campus offices and individuals (including faculty).

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. Failure to attend and/or complete the required orientation activities may result in a student being withdrawn or having their offer of admission revoked.

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 creditbearing 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

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 good academic standing shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics. 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.

Recognition of Credit Earned Elsewhere / Transfer Credit

Denison accepts transfer credit for courses that are either equivalent to a course in the Denison catalog or at a level deemed appropriate by the department or program (hereafter called "the Department") in which credit is being sought. Requests to have transfer credit fulfill a major, minor, or concentration requirement are subject to approval by the Department. The initial determination of the satisfaction of a competency requirement, including Power and Justice (P), Quantitative Reasoning (Q), Oral Communication (R), and Writing Competency (W), will be made by the academic department closest to the discipline in which the transferred course was taught. Appeals to the initial determination may be directed to the General Education Competency Committee for the P, Q, and R requirements, and to the Writing Committee for the W requirement. Denison will not normally accept credits earned in disciplines other than those in the Denison curriculum. Transfer credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit within 180 days of the course completion. Students considering off-campus work for Denison credit (especially summer school work) must confer with the Registrar, their academic advisor, and the chairperson of the Department (or a designate) prior to enrolling elsewhere. The University has no obligation to award transfer credit for course work that was not approved in advance. The courses must be completed with grades of "C" or better in order to be considered for transfer credit. Course work completed in non-traditional fashions, such as distance learning formats, web-based formats, Post Secondary Enrollment Option, including college courses for which high school credit was also granted, CLEP and other college credit bearing instruments, may be subject to review by the Registrar and the Department.

Grades Earned Elsewhere / 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 127 at Denison, and a transfer student must complete a minimum of 64 semester hours of the required 127 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.

Withdrawal From the College

Withdrawal from the University at any time is official only upon written notice to the Dean of Students. For more information, see the Dean of Students (http://www.denison.edu/campus/dean-of-students) web page. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

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

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal,

report to the Dean of Students and arrange for an official withdrawal. Students withdrawing completely from school, after week nine of the semester, receive a grade of "W" for all enrolled courses. Normally the "W" transcript notation would be applied automatically to students who are approved to drop an individual course after week nine. In cases with extenuating circumstances, the Academic Standing Board may approve petitions to have the "W" removed.

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 (p. 305).

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 (http://www.denison.edu/forms/university-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)
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. All such requests must be submitted prior to the last day of scheduled classes for the semester. 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 Standing, Warning, Suspension, and Reinstatement

Students' academic performance can be negatively impacted by a variety of factors. In order to alert students, their advisors, and other relevant parties when academic performance falls below expectations and students do not hold Academic Good Standing, the university relies on the following designations: Academic Warning, Continued Academic Warning, Academic Suspension and Reinstatement.

Academic Good Standing applies to all students who meet or exceed a cumulative Grade Point Average (GPA) of 2.00. Any student with a cumulative GPA below 2.00 at any time will be enrolled in the Academic Resource Center's programming for academic success.

Academic Warning occurs when a student's cumulative GPA is below 2.00. Students placed on Academic Warning are expected to raise their cumulative GPA to a 2.00 or better within two semesters; if a student earns a semester GPA at or below 2.00 while on Academic Warning, the student will be placed on Academic Suspension. Any semester GPA below 1.00 will automatically result in Academic Suspension, unless this occurs in the student's final semester prior to graduation. Thus, a student may bypass Academic Warning and be placed on Academic Suspension if the semester GPA is below a 1.00.

Continued Academic Warning is designated when a student who is on Academic Warning is successful in achieving a semester GPA above a 2.00, but did not raise the cumulative GPA to a 2.00. Students on Continued Academic Warning are expected to achieve or exceed a 2.00 cumulative GPA at the conclusion of their next semester.

Academic Suspension occurs when a student earns a semester GPA at or below 2.00 while on Academic Warning. A student may also be suspended when the student does not attain a 2.00 cumulative GPA after being on Continued Academic Warning. Performance of less than 1.00 GPA for any semester will result in suspension regardless of the student's cumulative GPA, unless this occurs in the student's final semester prior to graduation.

Reinstatement occurs when an academically suspended student once again becomes eligible for enrollment. Students on Reinstatement will be given conditions by the Academic Standing Board that must be fully met during the subsequent semester(s) in order 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 course work 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 or again face suspension.

A former student who was in good academic and social standing when he or she left the College may be re-admitted to Denison by writing to the Office of Student Development and by repayment of the enrollment deposit. Situation-specific information regarding reinstatement and re-enrollment (https://denison.edu/academics/registrar/reinstatement-re-enrollment) is available.

Library, Information Resources, and Information Technology Services

The Denison University Library, housed in the William Howard Doane Library/Seeley G. Mudd Learning Center, offers a full range of traditional and online services, and collections. Liaison Librarians for Fine Arts, Humanities, Natural Sciences, and Social Sciences collaborate with faculty and students to ensure access to information resources that support the curriculum and research needs of the entire campus community, integration of information literacy concepts into the curriculum, and the creation and preservation of the intellectual and scholarly output of the campus. Library services include research

assistance, electronic and print reserves, and interlibrary loan/document delivery. The Learning Commons, located on the main floor of the library, offers an integrated, user-centered environment to support learning, teaching and research. Attractive, convenient, and flexible, the Commons has social space, as well as individual and group study spaces, along with the latest information resources and technologies. Learning support is available at the Commons Desk where librarians and media support personnel are available for consultation. Writing Center, Academic Support, and Modern Languages consultants join Library and ITS Help Desk personnel here during selected hours. With seating for nearly 700, the library offers a multi-media viewing room, an 18-station electronic classroom/student lab, and a video conference facility, available on the lower floors. Wireless access is available throughout most of the building.

As a member of the Five Colleges of Ohio and OhioLINK consortia, the library offers access to a vast collection of online and tangible resources. The online catalog CONSORT offers access to 4.64 million volumes from the combined library collections of Denison University, Kenyon College, The College of Wooster, and Ohio Wesleyan University. Participation in the OhioLINK central catalog and daily delivery among the campuses of The Five Colleges of Ohio and OhioLINK institutions offers access to nearly 50 million volumes. The library subscribes to over 450 electronic resources, most with full text, ranging from digitized historical collections to current online journals. Other library resources include archives and special collections, maps, government publications, plus media resources in a wide variety of formats. More information on the library and collections is available (https://denison.edu/campus/library).

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 computers available for student use;
- network file storage and network-based printing with a generous print allowance for students;
- Microsoft Office, McAfee Antivirus 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 G Suite for Education);
- Adobe Creative Cloud (in labs); and
- NoteBowl (Denison's social learning platform that helps extend the learning experience outside the classroom).

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 Help Desk (https://denison.edu/campus/technology/help-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 Development, oversees that assessment. Along with academic and core learning assessment, departments in Student Development conduct program assessment to measure learning occurring through their various programs and initiatives.

COURSES OF STUDY

A

- Anthropology and Sociology (p. 21)
- Arabic (p. 24)
- Art History and Visual Culture (p. 26)
- Art Studio (p. 30)
- Astronomy (p. 34)

B

- Biology (p. 35)
- Black Studies (p. 42)

C

- Chemistry and Biochemistry (p. 47)
- Chinese (p. 51)
- Cinema (p. 52)
- Classical Studies (p. 54)
- Communication (p. 56)
- Computational Science (Concentration) (p. 62)
- Computer Science (p. 66)

D

- Dance (p. 71)
- Data Analytics (p. 76)
- Denison Seminars (p. 78)

E

- East Asian Studies (p. 79)
- Economics (p. 82)
- Educational Studies (p. 87)
- English (p. 90)
- Environmental Studies (p. 94)

F

- First-Year Program (p. 100)
- French (p. 100)

G

- Geosciences (p. 102)
- German (p. 105)
- Global Commerce (p. 107)

H

- Health, Exercise, and Sport Studies (p. 109)
- History (p. 114)

I

- Interdepartmental (p. 122)
- International Studies (p. 123)

J

- Japanese (p. 124)

L

- Latin American and Caribbean Studies (Concentration) (p. 126)
- Lugar Program (p. 127)

M

- Mathematics (p. 128)
- Middle East and North African Studies (Concentration) (p. 132)
- Music (p. 134)

N

- Narrative Journalism (Concentration) (p. 142)
- Neuroscience (Concentration) (p. 144)

O

- Off-Campus Study (p. 146)
- Organizational Studies (p. 149)

P

- Philosophy (p. 151)
- Philosophy, Politics and Economics (PPE) (p. 154)
- Physics (p. 155)
- Political Science (p. 158)
- Portuguese (p. 164)
- Psychology (p. 166)

Q

- Queer Studies (Concentration) (p. 173)

R

- Religion (p. 176)

S

- Spanish (p. 180)

T

- Theatre (p. 184)

W

- Women's and Gender Studies (p. 187)
- Writing Program (p. 193)

Anthropology and Sociology

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.

Faculty

Associate Professor Fareeda Griffith, Chair

Associate Professor Veerendra Lele; Assistant Professors John Davis, Shiri Noy, Jane Saffitz, Karen Powell Sears, Hosna Sheikholeslami; Visiting Assistant Professors John Soderberg and Gayatri Thampy; Academic Administrative Assistant Nancy Welu

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

Anthropology and Sociology Major

A major in Anthropology and Sociology must complete ten courses within the department. Six of those courses comprise a core curriculum including:

Code	Title
ANSO 100	People, Culture and Society
ANSO 290	The Development of Social Thought
ANSO 316	Contemporary Sociocultural Theory
ANSO 350	Field Research Methods
ANSO 351	Survey Research Methods
ANSO 460	Senior Research Seminar

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 - Senior Research Seminar and one elective at the 300-level are waived for students undertaking a two-semester senior research in the department (ANSO 451 - Senior Research / ANSO 452 - Senior Research). In addition, majors in Anthropology and Sociology should select an advisor from the departmental faculty. Anthropology and Sociology advisors assist majors in both advance planning and selection of course work.

Anthropology and Sociology Minor

Completion of a minor in Anthropology and Sociology requires a student to complete ANSO 100 - People, Culture and Society, ANSO 290 - The Development of Social Thought, and either ANSO 316 - Contemporary Sociocultural Theory, ANSO 350 - Field Research Methods or ANSO 351 - Survey Research Methods 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 advance planning and selection of course work.

Courses

ANSO 100 - People, Culture and Society (4 Credit Hours)
An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course is required of all majors and minors in Anthropology/Sociology.

ANSO 199 - Introductory Topics in Anthropology and Sociology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 210 - Sex and Gender in Society (4 Credit Hours)
This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race, ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men.
Crosslisting: WGST 210.

ANSO 212 - Race and Ethnicity (4 Credit Hours)
Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understood to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theoretical tools for interpreting life in an ethnically diverse world.
Crosslisting: BLST 212.

ANSO 217 - Religion and Society (4 Credit Hours)
This course investigates the relationship between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions.

ANSO 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.

ANSO 224 - Human Origins and 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.

ANSO 245 - Studies in Anthropology and Sociology (4 Credit Hours)
Special topics in Anthropology and Sociology.

ANSO 290 - The Development of Social Thought (4 Credit Hours)
An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of authors such as Marx, Nietzsche, Freud, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in anthropology and sociology. No First Year students.
Prerequisite(s): ANSO 100 or consent.

ANSO 299 - Intermediate Topics in Anthropology/Sociology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 316 - Contemporary Sociocultural Theory (4 Credit Hours)
Analyses of central theoretical questions in anthropology and sociology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors.
Prerequisite(s): ANSO 100 and ANSO 290.

ANSO 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.

ANSO 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 pursing social justice.
Prerequisite(s): ANSO 100 or consent.

ANSO 331 - Culture, Society and the Individual (4 Credit Hours)
This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature", and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self", indeed, the structure of perception and cognition, are not separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action.
Prerequisite(s): ANSO 100 or consent.

ANSO 338 - Social Structure and Popular Culture (4 Credit Hours)
Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior?
Prerequisite(s): ANSO 100 or consent.

ANSO 339 - Culture, Identity and Politics in Caribbean Society (4 Credit Hours)
This course focuses on the social, cultural and political life of the Caribbean area, especially the English and French speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today.
Prerequisite(s): ANSO 100 or consent.

ANSO 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences.
Prerequisite(s): ANSO 100 or consent.

ANSO 342 - Non-Governmental Organizations, Development and Human Rights (4 Credit Hours)
This course is a critical and inter-disciplinary examination of the role and consequences of non-governmental organizations (NGOs) in the development industry. The course explores the history, organization and agenda building of NGOs since the 1950's. Power relationships between NGOs and states, particularly in the southern hemisphere, as well as with bilateral and multi-lateral institutions are pivotal to our examination. The ideological, programmatic and conceptual differences among NGOs are examined within the broader context of theories of development. We ask why growing numbers of people see NGOs as the answer to ameliorating poverty, disease, violations of human rights and environmental degradation, among others. Some of the organizations that we examine include Greenpeace, Amnesty International, the Grameen Bank and Working Women's Forum.
Prerequisite(s): ANSO 100 or consent.

ANSO 343 - Demography of Africa (4 Credit Hours)
In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions.
Prerequisite(s): ANSO 100.

ANSO 345 - Special Topics (4 Credit Hours)
Special topics offered at an advanced level not covered in regular courses.

ANSO 347 - Power in Society (4 Credit Hours)
Using theoretical approaches and methodological tools from anthropology and sociology, this course explores the nature of social power and its distribution in a variety of social settings. Under what conditions do specific types of power distributions emerge, and what consequences do they have for people's social and economic lives? When do political systems change, and why? How do social and cultural factors influence people's participation in political action? A variety of social institutions relevant to politics are examined in this course, including interest groups, political parties, the state and transnational organizations. Processes such as legitimization of authority, social influences on policy formation, political socialization, mobilization and co-optation are analyzed in the contexts of local, national and international politics.
Prerequisite(s): ANSO 100 or consent.

ANSO 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): ANSO 100.

ANSO 350 - Field Research Methods (4 Credit Hours)
This course provides experience in the design and implementation of field research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine the history of social research, ethical questions involved in field research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using field research techniques including ethnography, participant observation, and content analysis. Quantitative analysis including descriptive statistics will be included. Required of majors. ANSO 350 and ANSO 351 may be taken in any order.
Prerequisite(s): ANSO 100 or consent.

ANSO 351 - Survey Research Methods (4 Credit Hours)
This course provides experience in the design and implementation of sociocultural research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine epistemological issues that underlie social research, ethical questions involved in research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using survey research and secondary data analysis. Quantitative analysis, including descriptive and inferential statistics, analysis of variance, and simple regression will be included. Required of majors. ANSO 350 and ANSO 351 may be taken in any order.
Prerequisite(s): ANSO 100 or consent.

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

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

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

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

ANSO 399 - Adv topics Anthropology/Soc (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 451 - Senior Research (4 Credit Hours)

ANSO 452 - Senior Research (4 Credit Hours)

ANSO 460 - Senior Research Seminar (4 Credit Hours)
An integrative course designed to be a culmination of students' work in the major. This course focuses on the design and completion of semester-long research projects by senior majors. The course will provide the basis for reflection about the nature and importance of anthropology and sociology as disciplines and in relation to our role as researchers and citizens. Required of Senior Majors.

Arabic

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Associate Professor Hanada Al-Masri; Academic Administrative Assistant 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, it 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. 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 zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and document camera.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone their language skills and participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for language and culture studies. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

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 dialectical 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 on 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 to Intermediate- low to Intermediate-mid level, according to the ACTFL proficiency guidelines. The course fulfills the GE requirement for humanities (U) and the language requirement for Global Commerce, 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 GE requirement for humanities (U) and 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 Dialectical). 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 GE requirement for humanities (U) and 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 300 - Special Topics in Arabic (4 Credit Hours)
This course will further develop students' linguistic skills in both Modern Standard Arabic (MSA) and spoken Arabic. Specific topics will vary according to the interests of students and faculty.
Prerequisite(s): ARAB 211 or equivalent.

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-mid level, according to the ACTFL proficiency guidelines. This course fulfills the GE requirement for humanities (U) and 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)

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

Art History and Visual Culture

Departmental Guidelines

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. Requirements for Art History and Visual Culture Major: 10 four-credit courses, 1 one-credit course (AHVC 409 - Art History and Visual Culture Senior Seminar: Writing), participation in Junior Day, completion of the Senior Thesis (25-30 pages) and presentation of the Senior Thesis at the Annual Senior Symposium (AHVC 409 - Art History and Visual Culture Senior Seminar: Writing). The Senior Thesis must be submitted to the Art History and Visual Culture faculty in order to graduate.

Professor Joy Sperling; Chair.

Associate Professor Karl Sandin; Assistant Professor Catherine Stuer; Visual Resource Specialist Jacqueline Pelasky, Academic Administrative Assistant Dyan Couden.

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

Art History and Visual Culture Major

1. Requirements for Art History and Visual Culture Major:
   a. 10 four-credit courses,
   b. 1 one-credit course (AHVC 409 - Art History and Visual Culture Senior Seminar: Writing),
   c. participation in Junior Day,
   d. completion of Senior Thesis (25-30 pages) and Presentation of Senior Thesis at the Annual Senior Symposium (AHVC 409 - Art History and Visual Culture Senior Seminar: Writing). The Senior Thesis must be submitted to the Art History and Visual Culture faculty in order to graduate.
2. Required Core Courses Include: One 100-level course of student's choice:
   a. AHVC 101 - The Western World: Ancient to Baroque,
   b. AHVC 111 - Modern Art and Visual Culture,
   c. AHVC 121 - African Art and Visual Culture,
   d. AHVC 131 - Asian Art and Visual Culture.
   e. Three Required Core Courses for Juniors/Seniors:
      i. AHVC 380 - Methods of Art History and Visual Culture, this course to be taken in the junior year (4 credits).
      ii. AHVC 408 - Art History and Visual Culture Senior Seminar: Research-01, this course to be taken in the senior year (4 credits).
      iii. AHVC 409 - Art History and Visual Culture Senior Seminar: Writing-01(1 credit).
3. Seven courses from the following 200 and 300-level courses: at least three must be at the 300-level (excluding AHVC 380 - Methods of Art History and Visual Culture). You MUST take at least one course in each area at either the 100, 200, or 300 level.

Code	Title
African Art and Oceanic Art	
AHVC 222	Representing Africa on Film
AHVC 223	Arts of Oceania
AHVC 225	Arts of Post-Colonial Africa
AHVC 230	Special Topics in African Art History
AHVC 324	Visual Life in African Cities
Asian Art	
AHVC 231	Art of Japan
AHVC 240	Special Topics in Art History and Visual Culture
AHVC 232	Art of China
AHVC 333	Art and Revolution in 20th Century China
Modern Art	
AHVC 211	History of Photography
AHVC 212	American Art
AHVC 220	Special Topics in Modern Art History
AHVC 281	19th Century Art History and Visual Culture
AHVC 313	New Art (Late 20th/21st Century)
Ancient to Baroque Art	
AHVC 201	Classical Art and Architecture
AHVC 203	Early Renaissance Art and Architecture
AHVC 204	High Renaissance and Baroque Art & Architecture
AHVC 210	Special Topics in Ancient to Baroque Art History
AHVC 302	Medieval Art and Architecture

4. A limit of two courses towards the major may be taken from institutions other than Denison (including off-campus programs). It is strongly recommended that only one course be taken in each of the above areas off-campus. At least eight Art History and Visual Culture courses must be taken at Denison.

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

All juniors in Art History and Visual Culture participate in Junior Day. They 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. Art History and Visual Culture seniors also make a formal presentation of their research to an invited audience at the AHVC Symposium. Art History and Visual Culture: 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. 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 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 Off-Campus Study office to explore their options.

Courses

AHVC 096 - Senior Symposium (0 Credit Hours)

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, and the human body, as suggested through the disciplines of Art History and Visual Culture, will be key.

AHVC 111 - Modern Art and Visual Culture (4 Credit Hours)
An introduction to the Art and Visual Culture of the Modern Age. This course examines the wide range of visual production of the Modern Age primarily in Europe and North America. It examines the concepts of the Modern, Modernity and Modernism. The class is taught through the lenses and using the methodologies of both Art History and Visual Culture, operating on the assumption that the nineteenth, twentieth and twenty-first centuries are the age of visual culture. Thus, the class discusses both elite art and the rising popular culture.

AHVC 121 - African Art and Visual Culture (4 Credit Hours)
This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts, and practices from across the continent. The subjects we learn about in this class take a variety of forms -- masks, sculptures, architecture, body decoration, painting, photography, film, and exhibitions -- all of which are important resources used by people to shape their lives and social worlds. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical, and aesthetic platforms from which they operate. For instance, selected objects, concepts, and practices will be discussed in the context of power relationships, constructions of gender, and the negotiation of tradition and modernity. Additionally, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world area. This course is a Writing Intensive Seminar and students will complete three formal writing assignments and participate in writing workshops to develop their skills as writers.

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.

AHVC 199 - Introductory Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 art, 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.

AHVC 204 - High Renaissance and Baroque Art & Architecture (4 Credit Hours)
This course provides an introduction to the art, architecture, and selected patterns of urban development 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 prime focus. Consideration of Mannerism, the Council of Trent and early Baroque visual and architectural forms (later 16th century) will lead to the second focus on 17th century visual and spatial practices in Counter-Reformation Rome and beyond.

AHVC 210 - Special Topics in Ancient to Baroque Art History (4 Credit Hours)

AHVC 211 - History of Photography (4 Credit Hours)
An introduction to the history of photography from its inception in 1839 to the present day. The class focuses specifically on the multivalent functions of photography in society globally, the theoretical and conceptual bases of its production, consumption and on the critical analysis of photography as a field of art production.

AHVC 212 - American Art (4 Credit Hours)
An introduction to American Art and Visual Culture of the American colonies and the United States from the Early-Colonial Period to the beginning of World War II. The class focuses specifically on how Art, Popular Culture and Mass Culture function in the visual culture of the United States until 1939.

AHVC 220 - Special Topics in Modern Art History (4 Credit Hours)

AHVC 222 - Representing Africa on Film (4 Credit Hours)
An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa.

AHVC 223 - Arts of Oceania (4 Credit Hours)
An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, concepts and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretation of arts from this geographical region in other areas of the world.

AHVC 225 - Arts of Post-Colonial Africa (4 Credit Hours)
This course examines selected issues and debates related to the production, interpretation and collection of visual arts in post-colonial Africa. By way of a series of case studies, we will consider both the individual voices of artists and perspectives from art world information brokers.

AHVC 230 - Special Topics in African Art History (4 Credit Hours)

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.

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 240 - Special Topics in Art History and Visual Culture (4 Credit Hours)

AHVC 262 - Special Topics in Art History and Museum Studies (4 Credit Hours)

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.

AHVC 281 - 19th Century Art History and Visual Culture (4 Credit Hours)
This class explores the nature, character, implications and power of the avant -garde and academic art theory and practice in art societies. It analyzes the many layers of political, cultural and social meanings of art in the nineteenth century, as well as its artistic meanings, purposes, effects and agendas. Some topics to be examined include the neoclassical, the romantic, the ideal, Realism, Impressionism, and Post-Impressionism.

AHVC 299 - Intermediate Topics in Art (1-4 Credit Hours)

AHVC 302 - Medieval Art and Architecture (4 Credit Hours)
This course is an advanced investigation of art and architectural developments in the Latin West and Byzantine East during the medieval period. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Burgundy during the Romanesque and early Gothic periods, as well as eastern monasticism in Constantinople, Greece, and Asia Minor in the Middle Byzantine period. Issues unique to each cultural sphere will be considered, such as feudalism in the West, and the icon and the role of the Imperial family and Constantinopolitan aristocracy in the East.

AHVC 313 - New Art (Late 20th/21st Century) (4 Credit Hours)
This advanced-level class examines Art and Visual Culture since 1980, mostly in the western world, but increasingly globally after 2000. The class explores the intellectually complex, multivalent and frequently socially and politically engaged art of today, focusing on its conceptual platforms, agendas, meanings, purposes, and effects. The course examines an increasingly pluralistic and global art world through the lenses of both Art History and Visual Culture, and it explores the museum as a contested site.

AHVC 324 - Visual Life in African Cities (4 Credit Hours)
An advanced level course. Cities in Africa, like their counterparts elsewhere in the world, are intensely -- perhaps even unrelentingly - artistic environments. In Dakar as in Nairobi, in Johannesburg as in Lagos, the urban terrain's unparalleled resources enable myriad artistic phenomena including paintings and sculptures, modernist architecture and public monuments, sartorial expression, as well as print and electronic media such as cartoons, advertisements, video, television, the internet, and popular music. In this seminar style course, students will investigate the artistic propositions and creative resources constituting the urban environment in Africa by way of a series of case studies.

AHVC 333 - Art and Revolution in 20th Century China (4 Credit Hours)
This advanced-level course examines the complicated relationship between art and politics in China through key debates and developments in Chinese visual culture during the 20th century. The class explores competing narratives that negotiate the tensions between "tradition and modernity," "East and West," "local and global" and their implications for revolutions in art. Particular attention will be paid to interrogating the ideological underpinnings of artistic mediums and formats, the historiographical stakes of modernity, and the assertion of cultural memory in art and text.
Crosslisting: EAST 333.

AHVC 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, drawing, graphics, ceramics or history and criticism.

AHVC 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, drawing, graphics, ceramics or history and criticism,

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

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

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 399 - Advanced Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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)

AHVC 452 - Senior Research (4 Credit Hours)

Art Studio

Departmental Guidelines

In Studio Art 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 Studio Art, a bachelor of arts (BA) and a bachelor of fine arts (BFA). Both degree programs emphasize individuality, 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 Studio Art are strongly advised to seek an advisor in Studio Art at the time of their decision to major. Studio Art 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.

Faculty

Associate Professor Sheilah ReStack, Chair

Professor Ronald Abram (Drawing and Printmaking); Associate Professors Micaela Vivero (Sculpture) and Sheilah ReStack (Photography and New Media); Assistant Professors Keith Spencer (Painting) and Justin Coleman (Ceramics); Visiting Professor Melissa Vogley Woods; Director of Collaborative Technologies in the Arts Christian Faur (Animation and Digital Technology); Academic Administrative Assistant Dyan Couden; Visual Resource Curator Jacqueline Pelasky; Ceramic/Sculpture Technician Stanley Wrzysczynski.

View faculty profiles and contact information (https://denison.edu/academics/studio-art/contacts)

Studio Art Major (B.A.)

Our BA students are encouraged to connect their Studio Art major with the curriculum of the college to realize individual approaches to Studio Art that are interwoven with science, social science, humanities and/or other fine arts disciplines. A total of 48 credit hours are required, with ten courses coming from Studio Art and two courses from Art History and Visual Culture, or alternatively, one course from Art History and Visual Culture and one course from Philosophy (see description below).

- **12 courses (48 Credit Hours) total:** 10 Studio Courses: 4 core courses to be completed by the end of first semester Junior Year:
  - ARTS 101 - Studio Art Foundation OR ARTS 110 - Introduction to Drawing (or ARTS 170 - Introduction to Drawing for Majors),
  - one 2D course,
  - one 3D course
  - and one Time-based course (such as photo, video, performance art, animation or a web-based studio course).
  - One 200 level studio elective.
  - One semester of Junior Practicum.
- Senior Year:
  - ARTS 401 - Visual Arts Practicum plus a 300-level studio course or independent study in the fall semester, Senior year;
  - ARTS 401 - Visual Arts Practicum plus a 300-level studio course or independent study in the spring semester, senior year. (Senior BA Studio Art majors are required to take ARTS 401 - Visual Arts Practicum during each semester of the senior year in conjunction with either a 300-level course or an independent study in an area of studio concentration. All 300-level courses are repeatable.)
- Art History and Visual Culture/Theory Courses: Art History and Visual Culture/Theory electives should be determined in consultation with the student's advisor. Students may choose any two Art History and Visual Culture courses, or one Art History and Visual Culture course, and PHIL 269 - Philosophy of the Arts: Aesthetics, to fulfill this requirement.
- All Studio Art majors (B.A. and B.F.A.) are required to participate in the group Senior Exhibition and are required to give a Gallery Talk in conjunction with the Senior Exhibition.

Studio Art Major (B.F.A.)

Students pursuing a BFA degree should discuss their intentions with a member of the Studio Art 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 Studio Art 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 Studio Art faculty. A total of 72 credit hours are required, with a minimum of fourteen courses coming from Studio Art and three courses from Art History and Visual Culture. Students may then choose one more elective from either Studio Art, Art History and Visual Culture or PHIL 269 - Philosophy of the Arts: Aesthetics.

- **18 Courses Total:**
  - Five core courses to be completed by the end of 1st semester Junior Year:
    - ARTS 101 - Studio Art Foundation,
    - ARTS 110 - Introduction to Drawing (or ARTS 170 - Introduction to Drawing for Majors),
    - one 2D course,
    - one 3D course and one time-based course (such as photo, video, performance art, animation or a web-based studio course).
  - One semester of Junior Practicum.
  - five electives:
    - two 200 level studio electives,
    - one 300-level studio elective or independent study
    - and one more 200 or 300-level elective or directed study.
    - The final elective may come from either Studio Art, AHVC or PHIL 269 - Philosophy of the Arts: Aesthetics
- NOTE: ARTS 110 - Introduction to Drawing / ARTS 170 - Introduction to Drawing for Majors cannot be used to fulfill the 2D course requirement for the BFA.
- Senior Year:
  - ARTS 401 - Visual Arts Practicum plus ARTS 451 - Senior Research – in the fall semester Senior year.
  - ARTS 401 - Visual Arts Practicum plus ARTS 452 - Senior Research – in the spring semester, Senior year.
  - (Senior BFA Studio Art majors are required to take ARTS 401 - Visual Arts Practicum during each semester of the Senior

year 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. Students are also required to produce their own written catalog/extended artist statement as part of their exhibition, articulating their thesis and key elements of their process.

- Art History and Visual Culture/Theory Courses: Three Art History and Visual Culture/Theory courses should be determined in consultation with the student's advisor. Students may choose any three Art History and Visual Culture courses.
- BFA students follow the college-wide General Education course requirements.
- All Studio Art majors (B.A. and B.F.A.) are required to participate in the group Senior Exhibition and are required to give a Gallery Talk in conjunction with their BFA solo Senior Exhibition.

Studio Art Minor

A minimum of six courses (five in Studio Art and one in Art History and Visual Culture) should be taken as follows:

- ARTS 101 - Studio Art Foundation,
- four elective Studio Art courses (one elective must be a 200-level Studio course),
- and one AHVC or Art Theory course.

Courses

ARTS 101 - Studio Art Foundation (4 Credit Hours)
Directed at both majors and non-art majors, Studio Art Foundation (SAF) is a basic introduction to artistic practice in contemporary culture. Through an interdisciplinary approach and a technical understanding of multiple mediums, the course crosses borders between two-dimensional, three-dimensional and time based artistic disciplines. Campus wide events (lectures, concerts, exhibitions) are used as points of departure in the class to emphasize the critical nature of art making with other content areas of study, theory and research.

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)
An Introductory course concentrating on: the fundamentals of operating a digital single lens reflex camera (SLR), editing software -- Adobe Lightroom and Photoshop, and output to large format printers. Technical understanding of camera and editing software, lectures on historical context and contemporary practice, as well as readings serve to encourage students to explore photography as a way to look, question and record personal experience through the medium of photography.

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 165 - Special Topics in Studio Art (4 Credit Hours)
Special topic courses with a focus on particular aspects of studio art at the introductory level.

ARTS 170 - Introduction to Drawing for Majors (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 199 - Introductory Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 210 - Intermediate Drawing (4 Credit Hours)
Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium.
Prerequisite(s): ARTS 110 or consent.

ARTS 211 - Life Drawing (4 Credit Hours)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and color.
Prerequisite(s): ARTS 110 or consent.

ARTS 212 - Life Drawing (4 Credit Hours)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and color.
Prerequisite(s): ARTS 110 or consent.

ARTS 213 - Queer Graphix (4 Credit Hours)
Through a series of drawing and printmaking projects, this studio art 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.

ARTS 215 - Intermediate Painting (4 Credit Hours)
Continued painting experience with emphasis on developing individual concepts.
Prerequisite(s): ARTS 115 or consent.

ARTS 218 - Analog & Alchemy: Darkroom Photography and Alternative Processes (4 Credit Hours)
Is an intermediate level photography course for students interested in learning how to use the film cameras (both 35 mm, medium format and 4 x 5) including shooting, developing and printing in the wet darkroom. Students will also learn how to use several alternative printing techniques, such as cyanotype, Van Dyke and combinations of traditional and alternative printing processes. Students will develop a historical understanding of the materials of early photography, as well as use those same materials to make work that investigates and critiques questions of photography and representation. One of the greatest challenges for contemporary photography is to discover how it wants to position itself in relation to the reality it mirrors, or reflects on. Questioning of the indexical nature of the photograph will be encouraged in assignments, critical readings, and discussion.
Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 219 - Photo: Writing with Light (4 Credit Hours)
This class will be an in depth exploration of light as material, and its relationship to photography. Because of photography's presence in both the art and commercial world, it has always been a slippery medium to place definitively as art, craft, document or commercial enterprise. This is ironic, because never have we been more surrounded by photos and asked to ingest them as signs of truth from topics as diverse as journalism to images of what a beautiful body should/could look like. During this course, we will try to slow down our visual consumption by being specific about the medium that makes the image possible -- light. We will begin in the night, travel to day, and then to the indoor and portable lighting kits (strobe, flash, tungsten).
Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 220 - Ceramic History and Contemporary Practice (4 Credit Hours)
The history of ceramics very closely parallels the development of civilization and culture across the planet. In this studio course, students will draw upon this long, rich history as inspiration for their own work and gain a deeper understanding of the context in which they and other contemporary artists are creating ceramic art. The primary emphasis of ceramic history and its impact on contemporary practice will be explored through image presentations, research, discussions and studio work. Students will use a variety of construction techniques and surface treatments to transform their ideas and research into objects and are encouraged to pursue their individual creative potential.

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 Studio Art 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 semesters end. No previous studio art 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 consent of the instructor.

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 Art studio class will focus on creating objects that will transform a variety of architectural spaces.

ARTS 241 - Intermediate Sculpture (4 Credit Hours)
This course focuses on the search for art practices. The students have to develop projects starting out with specific themes that are discussed by the group, but the end product is personal depending on the individual conceptual and aesthetic development.

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 264 - Special Topics in Studio Art (4 Credit Hours)

ARTS 265 - Special Topics in Studio Art (4 Credit Hours)

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 299 - Intermediate Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 308 - 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 310 - Advanced Drawing (4 Credit Hours)
Continued drawing experience with emphasis on developing individual skills, concepts and expression.
Prerequisite(s): ARTS 210 or consent of instructor.

ARTS 311 - 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 to 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 path, and redefine where it starts and ends. Group readings, presentations, and discussions compliment the studio workshop environment by helping to contextualize an art practice to the broader world.
Crosslisting: ENVS 211.

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 331 - Advanced Printmaking (4 Credit Hours)
Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student.
Prerequisite(s): ARTS 231.

ARTS 341 - Advanced Sculpture (4 Credit Hours)
Continued sculpture experience with emphasis on developing individual skills, concepts, and expression.
Prerequisite(s): ARTS 241.

ARTS 345 - Junior Arts Practicum (4 Credit Hours)
Through independent project work, readings, oral presentations, and individual/group discussions, this course will focus on the universal studio practice of critiques to further develop student skills to describe, analyze, interpret and understand their own artwork and its goals as well as the work of others. Students will also pursue research throughout the semester to make important connections between their creative practice and the art historical/theoretical context in which they work. This course is required for all studio art majors.

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)

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

ARTS 365 - Advanced Special Topics (4 Credit Hours)
Special Topic courses with a focus on particular aspects of studio art at the advanced level.

ARTS 399 - Advanced Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 400 - Senior Art History Project (3 Credit Hours)
Studio, B.A., B.F.A.

ARTS 401 - Visual Arts Practicum (4 Credit Hours)
Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year in conjunction with a 300-level course in their area of specialization. This class is for Studio Art majors only or by permission of instructor.

ARTS 451 - Senior Research (4 Credit Hours)

ARTS 452 - Senior Research (4 Credit Hours)

Astronomy

Departmental Guidelines

Astronomy is a natural science that studies planets, stars, galaxies, and space in general. The Department of Physics and Astronomy offers a variety of astronomy courses with different levels of depth and mathematical rigor.

A minor in astronomy is available to any Denison student. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a major in Physics with a minor in Astronomy and is encouraged to consult early with faculty in the Physics and Astronomy Department. See Physics Department section.

Faculty

Associate Professor Riina Tehver, Chair

Professors Steven D. Doty, N. Daniel Gibson, Daniel C. Homan, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Steven M. Olmschenk, Riina Tehver; Assistant Professor Melanie Lott; Technician/Machinist David Burdick; 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	Current Topics in Astronomy
ASTR 125	Quarks to Cosmos
or PHYS 125	Principles of Physics I: Quarks to Cosmos
PHYS 121	General Physics I
or PHYS 126	Principles of Physics II
PHYS 122	General Physics II
or PHYS 127	Principles of Physics III
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, PHYS 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.

Courses

ASTR 100 - Current Topics in Astronomy (4 Credit Hours)
This course is designed primarily for the non-physics major student who wishes to better understand the nature of the universe. Topics will be chosen from such areas as 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. Course and laboratory work will explore the physical and observational background for these topics with an emphasis on the quantitative nature of modern astronomy. Two or three lectures per week; one two-hour laboratory each week. This course satisfies the quantitative reasoning general education requirement. No previous training in physics is required, however mathematical preparation is assumed to include high school algebra and trigonometry.

ASTR 125 - Quarks to Cosmos (4 Credit Hours)
Astronomy 125 will introduce students to topics that are at the current frontiers of physics and astronomy, and help students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics possibly covered include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. The course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.
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 leverage these topics, and introduce others as necessary, to first develop models for stellar systems, including our Sun. They will then use this experience to explore a number of Astrophysical topics of interest, 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 311 - Special Topics in Astronomy (4 Credit Hours)
This course is to provide qualified students with the opportunity to pursue experimental and/or theoretical work in one or more of the areas of Modern Astronomy.
Prerequisite(s): PHYS 122 or PHYS 127, and PHYS 200 concurrent or consent.

ASTR 312 - Experimental Physics (4 Credit Hours)
A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. May be repeated once for credit as either PHYS 312 or ASTR 312.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 211 recommended.

ASTR 340 - Advanced Topics (1-2 Credit Hours)
Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit.
Prerequisite(s): Junior standing and consent of chairperson.

ASTR 361 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

ASTR 362 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

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

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

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)
Prerequisite: PHYS 312 or consent of chairperson.

ASTR 452 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or consent of chairperson.

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 - Molecular Biology and Unicellular Life, while BIOL 220 - Multicellular Life focuses on understanding the format of biological literature, culminating in BIOL 230 - Ecology and Evolution, where students write multiple full-length papers. Taken sequentially, BIOL 220 - Multicellular Life and BIOL 230 - Ecology and Evolution 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.

Faculty

Professor Rebecca Homan, Chair

Professors Eric C. Liebl, Jessica E. Rettig, Geoffrey R. Smith; Associate Professors Warren D. Hauk, Ayana Hinton, Clare C. Jen, Andrew C. McCall, Heather J. Rhodes, Laura A. Romano, Jeffrey S. Thompson, Christine L. Weingart, Lina I. Yoo; Assistant Professor Cristina Caldari, Susan Villarreal; Visiting Assistant Professor Joy Dorsten; Academic Administrative Assistant Jenny Etz; Lab Manager/Bioreserve Manager Whitney Stocker; Laboratory Specialist Jed Dioguardi

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

Biology Major

Requirements for Biology Majors

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: BIOL 210 - Molecular Biology and Unicellular Life, BIOL 220 - Multicellular Life, and BIOL 230 - Ecology and Evolution. Students who have completed comparable course work at other accredited institutions may petition to have such courses transferred to Denison and credited toward the major, at the discretion of the department. 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 100 - Modern Topics in Biology, but typically will be required to complete all three major core courses.

Majors must achieve a grade point average of 2.0 or higher across the three core courses (BIOL 210 - Molecular Biology and Unicellular Life, BIOL 220 - Multicellular Life, BIOL 230 - Ecology and Evolution) upon completion of the core sequence 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.

The major additionally requires two semesters of introductory level chemistry (CHEM 131 - Atoms and Molecules: Structure and Dynamics and CHEM 132 - Organic Structure and Reactivity; grades of C or better are strongly recommended). CHEM 131 - Atoms and Molecules: Structure and Dynamics must be completed before undertaking 300-level electives, but CHEM 132 - Organic Structure and Reactivity can be taken concurrently.

Biology majors subsequently complete five 300-level advanced courses. Any combination of advanced courses may be taken, but one of these electives must be designated a “biological diversity” course (see description below). BIOL 452 - Advanced Senior Research is credited as a 300-level course, but BIOL 361 - Directed Study, BIOL 362 - Directed Study), BIOL 363 - Independent Study, BIOL 364 - Independent Study), and BIOL 451 - Senior Research are not counted as 300-level advanced courses toward the requirements for the major. Students are encouraged to consult with an advisor in the Biology Department in order to select the most appropriate suite of advanced courses.

Biology majors preparing for medical school or most graduate programs are additionally advised to take CHEM 251 - Intermediate Organic Chemistry, and CHEM 258 - Intermediate Biochemistry, PHYS 121 - General Physics I and PHYS 122 - General Physics II), and two semesters of college-level math (e.g., MATH 130 - Essentials of Calculus, MATH 135 - Single Variable Calculus, or MATH 145 - Multi-variable Calculus) or MATH 120 - Elements of Statistics). These courses can count toward the "science cognate" requirement that is part of the B.S. degree (see requirements below).

Lastly, students majoring in Biology must satisfactorily complete BIOL 300 - Biology Assessment I (core curriculum assessment exam taken during the term immediately following completion of the biology core) and BIOL 301 - Biology Assessment II (senior interview; taken during the final semester prior to graduating) in order to fulfill the requirements for the degree.

Bachelor of Arts in Biology

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

- three biology core courses (BIOL 210 - Molecular Biology and Unicellular Life, BIOL 220 - Multicellular Life, BIOL 230 - Ecology and Evolution),
- five 300-level biology courses (one of which must be a designated as a "biological diversity" course),
- and one year of introductory level chemistry (CHEM 131 - Atoms and Molecules: Structure and Dynamics and CHEM 132 - Organic Structure and Reactivity).

Bachelor of Science in Biology

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

- three biology core courses (BIOL 210 - Molecular Biology and Unicellular Life, BIOL 220 - Multicellular Life, BIOL 230 - Ecology and Evolution),
- five 300-level biology courses (one of which must be designated a “biological diversity” course),
- one year of introductory level chemistry (CHEM 131 - Atoms and Molecules: Structure and Dynamics and CHEM 132 - Organic Structure and Reactivity),
- and 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) science course, or Applied Anatomy HESS 202 - Applied Anatomy. 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 - Atoms and Molecules: Structure and Dynamics and CHEM 132 - Organic Structure and Reactivity do not count toward the cognate requirement, nor do they count toward the "two courses per department" stipulation).

Biology Minor

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

- three biology core courses
  - (BIOL 210 - Molecular Biology and Unicellular Life, BIOL 220 - Multicellular Life, BIOL 230 - Ecology and Evolution),
  - three 300-level biology courses (one of which is a “biological diversity” course),
  - and one semester of chemistry (CHEM 131 - Atoms and Molecules: Structure and Dynamics). CHEM 131 - Atoms and Molecules: Structure and Dynamics must be completed prior to undertaking 300-level electives. BIOL 452 - Advanced Senior Research is credited as a 300-level course, but BIOL 361 - Directed Study, BIOL 362 - Directed Study, BIOL 363 - Independent Study, BIOL 364 - Independent Study, and BIOL 451 - Senior Research are not counted as 300-level advanced courses toward the requirements for the minor.

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

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 - Molecular Biology and Unicellular Life), and they can also consider taking one of our non-majors courses. The various versions of Modern Topics in Biology (BIOL 100 - Modern Topics in Biology: lab science GE; BIOL 103 - Modern Topics in Biology: lab science and quantitative reasoning GEs; and BIOL 104 - Modern Topics in Biology: lab science and oral communication GEs), and BIOL 110 - Biology and Politics of Women's Health (lab science and oral communication GEs) 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 - Modern Topics in Biology 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 100 - Modern Topics in Biology. 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 - Modern Topics in Biology (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. lab science requirement. Biology 100 may not be counted toward the major or minor in biology. Three class periods and one laboratory weekly.

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 104 - Modern Topics in Biology (4 Credit Hours)
This course for non-majors is intended to promote scientific literacy and oral communication. 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 General Education lab science requirement as well as the oral communication requirement. Biology 104 may not be counted toward the major in biology. Class meets for two (80 minute) or three (50 minute) periods per week plus a three-hour laboratory.

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 299 - Intermediate Topics in Biology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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): GEOS 210 or BIOL core, and CHEM 131 and CHEM 132 (or concurrently), or consent of instructor.

BIOL 309 - Computational Biology (4 Credit Hours)
Computation has gained a strong foothold in modern biology. For example, DNA and peptide sequences are now routinely analyzed using computational methods to determine both function and phylogenetic relationships. In addition, computational molecular dynamics simulations are used to study protein folding and why proteins sometimes misfold, leading to disease. And ecological simulations are used to better understand the effects of environmental damage. This interdisciplinary course will explore this broad area, examining the biology and the computational methods behind problems like these. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed capstone project at the end of the term.
Prerequisite(s): Biology core and an introductory computer science course (CS 109 - CS 112) or consent, and CHEM 131 and CHEM 132 (or concurrently).

BIOL 310 - Wetland Ecology (4 Credit Hours)
This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with 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 core or consent, and CHEM 131 and CHEM 132 (or concurrently).
Crosslisting: ENVS 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 and CHEM 132 (or concurrently).

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 and CHEM 132 (or concurrently).

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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 316 - Virology (4 Credit Hours)
This course will examine the diversity of 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 cause disease, how they are used in biotechnology, and their overall impact on society. 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 and CHEM 132 (or concurrently), or CHEM majors- BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 317 - Diversity of Microorganisms (4 Credit Hours)
This course examines the remarkable environmental, physiological, and metabolic diversity of prokaryotic and eukaryotic microorganisms (i.e., bacteria, protists, algae, & fungi). 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 in diversity. Emphasis will be placed on the reading of primary literature, and on using that information to make connections with class material. The structure of the course includes traditional lectures, class activities, and student presentations. 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 and CHEM 132 (or concurrently), or CHEM majors- BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 320 - Plant Systematics (4 Credit Hours)
In Plant Systematics students learn how major groups of vascular plants are classified, named, and identified. We study approximately 50 plant families concentrating on native representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Plant Systematics qualifies as "biological diversity" course for the major.
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or BIOL 230 and CHEM 300 (or concurrently).

BIOL 324 - Developmental Biology (4 Credit Hours)
Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of pattered structures in the embryo? (2) How do parts become different in the embryo?
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently), or CHEM Majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or BIOL 230, and CHEM 300 (or concurrently).

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 and CHEM 132 (or concurrently) or consent of instructor, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and 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 adaptions 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220 and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and 201 or BIOL 210, and CHEM 300 (or concurrently).

BIOL 343 - 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): Biology core, and CHEM 258, and at least one CHEM or BIOL class at the 300-level or consent.

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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently) or consent, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 131 and PSYC 200.

BIOL 350 - Genomics (4 Credit Hours)
Genomics is the study of genomes, the entire collection of genetic information found in a specific organism. This field of study attempts to understand how all of the genes in a given genome cooperatively function to orchestrate the biological activities within the organism. The genomic DNA sequences of thousands of species have been determined, including humans, providing a wealth of information about the genetic composition and evolutionary relatedness of species. This course will introduce students to the fundamental concepts in genomics, including how genome sequences are assembled, how potential genes within the genome are identified and characterized, how genomes are organized and regulated, and how genomes evolve. 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 partly computer-based, utilizing online databases and "bioinformatic" programs to carry out a series of projects on genome assembly and compositional analysis complemented by "wet-lab" experiments to explore genome regulation. This course satisfies the oral communication requirement.
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently).

BIOL 356 - Special Topics (4 Credit Hours)

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)

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

BIOL 370 - 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 and CHEM 132 (or concurrently).

BIOL 375 - 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 & CHEM 132 (or concurrently); ENVS majors/minors need BIOL 220 and BIOL 230; or by consent.

BIOL 380 - 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or BIOL 230 and CHEM 300 (or concurrently).

BIOL 385 - Chemical Biology (4 Credit Hours)
This course explores modern topics associated with the interface of chemistry and biology from the point of view of chemical biologists. Topics may include combinatorial chemistry, chemical genetics, chemical proteomics, high-throughput drug screening, micro-chip display of biological molecules (DNA, peptides, carbohydrates), cell-surface modification with chemical tags or other topics taken from the chemical biology literature.
Prerequisite(s): CHEM 258 and at least one 300 level CHEM or BIOL course or consent of the instructor.

BIOL 399 - Advanced Topics in Biology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 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. Our aim is 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.

Faculty

Director: Associate Professor Toni King (Black Studies and Women's and Gender Studies)

Associate Professor John Jackson (Black Studies and Religion)

Affiliated faculty: Dosinda Alvite (Spanish), Lauren Araiza (History), Ojeya Cruz-Banks (Dance), Nida Bikmen (Psychology), Timothy Carpenter (Music), John Davis (Anthropology and Sociology), Terrance Dean, (Black Studies), Fareeda Griffith (Anthropology and Sociology), Drexler James (Psychology), Linda Krumholz (English), Diana Mafe (English), Yvonne-Marie Mokam (Modern Languages), Emily Nemeth (Education), Omedi Ochieng (Communication), Keun-joo Christine Pae (Religion), Heather Pool (Political Science), Frank "Trey" Proctor (History), Karen Powell Sears (Anthropology and Sociology), Martha Smith Roberts (Religion), Jack Shuler (English), Joanna Tague (History), Leah Argyle (Academic Administrative Assistant)

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

Black Studies Major

A Black Studies major requires a minimum of 32 credit hours in addition to the completion of a senior research project. The senior research project should be designed in consultation with the director of Black Studies. The senior research project may be either a one semester or a full year project. Because Black Studies is an interdisciplinary field, the senior research may be cross-listed with senior research in another discipline. Field research or field experience may comprise a portion of the senior research project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:

Code	Title
BLST 235	Introduction to Black Studies
ENGL 255	Ethnic Literature
HIST 193	African American History

In addition to core courses and the senior research project, the Black Studies major requires the completion of at least one course in Women's and Gender Studies. While any Women's and Gender Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course in which the primary subject matter is Africa or the Caribbean and Latin America. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean and Latin America, and North America.

Black Studies Minor

The minor in Black Studies requires a minimum of 24 credit hours. Students who wish to be awarded a minor in Black Studies must complete the three core courses:

Code	Title
BLST 235	Introduction to Black Studies
ENGL 255	Ethnic Literature
HIST 193	African American History

Students also are required to complete at least one Women's and Gender Studies course. While any Women's and Gender Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course in which the primary subject matter is Africa or the Caribbean and Latin America, plus a senior research project in the form of a directed study that seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the senior research.

Courses

BLST 102 - Black Women's Lives: Autobiography As Protest (4 Credit Hours)
The purpose of this course is to explore personal narrative and autobiography as texts of resistance in Black women's lives. The course will use the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major autobiographical works to illustrate Black women's resistance to race, class, and gender subordination or other forms of marginalization and oppression in their lives and in society. These autobiographical texts will be paired with select readings from women's studies and black studies to provide students with the analytical tools to identify how these texts function as forms of personal, social, political or institutional protest.

BLST 115 - Gospel Piano (1 Credit Hour)

BLST 122 - African/Diasporan Dance I (2 Credit Hours)
African/Diasporan 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: Dance.

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

BLST 139 - Gospel Ensemble (1 Credit Hour)

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

BLST 154 - African Art and Visual Culture (4 Credit Hours)
This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts and practices from across the continent. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world arena.

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 121.

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 193 - African American History (4 Credit Hours)
This course will examine the history of African-Americans in the United States from 1619 to the present with an emphasis on the processes by which African-Americans adjusted to and resisted their conditions. Topics will include African heritage, slavery, Civil War and Reconstruction, Jim Crow, wartime experiences, the shift to urban life, the Civil Rights and Black Power Movements, the rise of Hip Hop, and contemporary issues.
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 212 - Race and Ethnicity (4 Credit Hours)
Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understood to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theoretical tools for interpreting life in an ethnically diverse world.

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 222 - Representing Africa on Film (4 Credit Hours)
An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa.

BLST 223 - African/Diasporan Dance II (2 Credit Hours)
African/Diasporan 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. Prior Dance experience required. Students are strongly encouraged to consult with the instructor prior to enrollment to determine their experience level.
Crosslisting: DANC 222.

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 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 235 - Introduction to Black Studies (4 Credit Hours)
An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America.

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 239 - Racialized Perspectives of Media (4 Credit Hours)
This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres.
Crosslisting: COMM 239.

BLST 246 - Intermediate Topics in Black Studies (2-4 Credit Hours)
This course provides a venue in which to explore chosen topics in Black 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.

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 - Studies in Literature: 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.

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 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 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, WGST 325.

BLST 327 - African/Diasporan Dance III (2 Credit Hours)
African/Diasporan Dance III 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, it is designed for students with significant experiences in African/Diasporan dance technique. This course approaches technique holistically and provides students with the rigorous practice required for performance. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and understanding or complex embodied rhythms. Because this course meets approximately 6 hours per week, little outside work is required.
Prerequisite(s): one year or two semesters of DANC 222 or consent of instructor.
Crosslisting: DANC 322.

BLST 332 - The Fourteenth Amendment and the Meanings of Equality (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 333 - The Civil Rights Movement (4 Credit Hours)
This seminar will examine the struggle for African-American equality from the 1930s to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments.

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 339 - Culture, Identity and Politics in Caribbean Society (4 Credit Hours)
This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today.
Prerequisite(s): ANSO 100 or consent.

BLST 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions that precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color,".
Prerequisite(s): ANSO 100 or consent.
Crosslisting: the Anthropology/Sociology Program.

BLST 343 - Demography of Africa (4 Credit Hours)
In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions.
Prerequisite(s): ANSO 100.

BLST 345 - Advanced Topics in Black Studies (4 Credit Hours)

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 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 235.

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

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

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

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

BLST 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.

BLST 367 - Black America's Legal Struggle for Educational Equality (4 Credit Hours)
This course examines U.S. Supreme Court cases that led to and followed the Brown v Board of Education decisions. It looks at the role of the Black community in challenging both de jure and de facto segregation in schooling and society. We begin by discussing the Plessy decision that Brown overturned and a few other Supreme Court cases that appeared to reduce the meaning of the 13th, 14th, and 15th Amendments to the US Constitution for Blacks and others. Next, we look at the efforts of individuals such as Charles Hamilton Houston who led the legal offensive of the National Association for the Advancement of Colored People (NAACP) to overturn Plessy. We will discuss the state of education in relation to Blacks and others prior to Brown and afterward.

BLST 369 - Studies in Early American Literature (4 Credit Hours)
Selected topics in the writings of colonial and early national America.

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

BLST 384 - 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.
Crosslisting: HIST 244.

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.
Crosslisting: HIST 365.

BLST 399 - Topics in Black Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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)

BLST 452 - Senior Research (4 Credit Hours)

Chemistry and Biochemistry

Departmental Guidelines

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. 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 to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements.

Associate Professor Michael M. Fuson, Chair

Professor Joseph J. Reczek; Associate Professors Annabel M. Edwards, Jordan L. Fantini, Michael M. Fuson, Jordan E. Katz, Peter Kuhlman, Sonya L. McKay, Rachel Mitton-Fry, Charles W. Sokolik, Kimberly Musa Specht; Visiting Professors Matthew D. Shannon, Timothy L. Troyer; Lab and Safety Manager Phil Waite; Instrument Specialist Kyle Tsai; Academic Administrative Assistant Cathy Romei

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 nine 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 four additional science courses:	
BIOL 210	Molecular Biology and Unicellular Life
MATH 135	Single Variable Calculus
MATH 145	Multi-variable Calculus
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 & Biochemestry Assessment II.

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 12 courses:

- The nine common courses listed above
- One additional 300-level intermediate course
- Two additional 300 or 400-level CHEM courses

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 nine common courses listed above	
CHEM 317	Intermediate Inorganic Chemistry
CHEM 331	Intermediate Analytical Chemistry
Four additional 400-level CHEM courses	
PHYS 122	General Physics II

Note: In order to complete the required courses for a B.S. in Chemistry, students must 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 17 courses:

Code	Title
The nine common courses listed above	
CHEM 331	Intermediate Analytical Chemistry
Five additional 300 and 400-level CHEM or BIOL courses: one of these must be a 300 or 400-level biology class, and one of these must be a 400-level chemistry/biochemistry class taken in the senior year (CHEM 451 or 452 will not satisfy this requirement) [1]	
BIOL 220	Multicellular Life
PHYS 122	General Physics II

[1] (All advanced courses in Biology have prerequisite courses that a student majoring in Biochemistry may not have completed. Students must either obtain the appropriate prerequisite courses or obtain the permission of the instructor before registering for these advanced Biology courses.)

The Minor in Chemistry

A student may graduate with a minor in chemistry on successful completion of the following 6 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 two semesters of Senior Research 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, two semesters of Senior Research and three additional 400-level CHEM courses 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 and as part of the Oak Ridge Science Semester (http://denison.edu/academics/oak-ridge).

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 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 212 - Environmental Chemistry (4 Credit Hours)
A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Three class periods and one laboratory weekly. This course can be used to satisfy a minor in chemistry. Safety glasses required.
Prerequisite(s): CHEM 131 and 132.

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 220, 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 331 - Intermediate Analytical Chemistry (4 Credit Hours)
A course of 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, chromatograhic, and electrochemical techniques for analysis. Three class periods and one laboratory period weekly. Offered fall semester only.
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 145 and PHYS 121, or consent.

CHEM 361 - Directed Study (1-4 Credit Hours)
Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. 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. Offered to juniors and seniors. Hours arranged. Safety glasses required.
Prerequisite(s): Consent of faculty mentor.

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

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

CHEM 399 - Advanced Topics in Chemistry (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CHEM 400 - Chemistry & Biochemestry 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 420 - Methods of Structural Biology (4 Credit Hours)
This course develops and explores the methods for determining biomolecular structures: NMR spectroscopy, molecular modelling and molecular dynamics simulations, and diffraction methods. This course thus reviews and builds on the topics presented in physical chemistry and will deepen knowledge of how physical methods and theories are used in solving (bio)chemical problems.
Prerequisite(s): CHEM 343 or consent.

CHEM 421 - 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 ind 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 425 - Chemical Biology (4 Credit Hours)
This course explores modern topics associated with the interface of chemistry and biology from the point of view of chemical biologists. Topics may include combinatorial chemistry, chemical genetics, chemical proteomics, high-throughput drug screening, micro-chip display of biological molecules (DNA, peptides, carbohydrates), cell-surface modification with chemical tags or other topics taken from the chemical biology literature.
Prerequisite(s): CHEM 258 and at least one 300 level CHEM or BIOL, 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 331 or CHEM 343 or consent of instructor.

CHEM 428 - 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. Three class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 317, or CHEM 331, or CHEM 343, or consent.

CHEM 430 - Special Topics in Chemistry (4 Credit Hours)
This advanced course in Chemistry and Biochemistry will explore current topics in the field.
Prerequisite(s): CHEM 258 and at least one 300-level CHEM course.

CHEM 442 - 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 331 or CHEM 343 or consent of instructor.

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 instructor's consent.

CHEM 444 - Bioorganic Chemistry (4 Credit Hours)
This course will explore the interface of organic chemistry and biology. The focus will be on how synthetic organic and physical organic techniques can be used to investigate, understand and harness the power of complex biological systems. Topics will vary, but may include synthetic analogs of natural biopolymers, expansion of the genetic code, biopolymer structural analysis via NMR, foldamers, bioorthogonal chemistry and other topics from the current scientific literature. Two class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or instructor's consent.

CHEM 446 - 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. Three class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 343 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 331 or CHEM 343 or consent.

CHEM 451 - Senior Research (4 Credit Hours)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Hours arranged. Safety glasses required.
Prerequisite(s): Staff approval.

CHEM 452 - Senior Research (4 Credit Hours)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Hours arranged. Safety glasses required.
Prerequisite(s): Staff approval.

Chinese

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Professor Xinda Lian; Academic Administrative Assistant 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, it 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. 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 zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector, which connects to a networked Mac computer, the Blu-ray player and document camera.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone language skills and to participate in special cultural events. Students who choose this residential option will live in close community with their peers who share enthusiasm for language and culture study. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

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 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 299 - Intermediate Topics in Chinese (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CHIN 305 - 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 texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

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 340 - Chinese Cinema in English: A Cultural and Literary Study (4 Credit Hours)
With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. The course will be conducted in English.

CHIN 345 - Special Topics in Advanced Chinese (4 Credit Hours)
Study of selected topics at the advanced level in Chinese.

CHIN 361 - Directed Study (1-4 Credit Hours)
Readings in Chinese texts.

CHIN 362 - Directed Study (1-4 Credit Hours)
Readings in Chinese texts.

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

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

Cinema

Departmental Guidelines

The major in Cinema is designed for the serious student who is interested in both the history and development of film and video as art forms and the creative process of producing cinematic works. The goals of the major are to provide students with a working knowledge of the principles of production in connection with an understanding of cinema as an art form. In this regard, an understanding of cinema theory, analysis and history is essential.

Faculty

Marc Wiskemann, Chair

Associate Professors Jonathan Walley, Marc Wiskemann, Jesse Schlotterbeck; Assistant Professor Jane M. Greene; Visiting Professor Sabrina Evans-Renkar; Equipment Manager Anthony Silvis

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 219	Elementary Cinema Production
CINE 310	Intermediate Cinema Production
CINE 326	History of Cinema
CINE 410	Advanced Cinema Production
CINE 412	Theory of Cinema
CINE 407	Jr./Sr. Film Production Seminar
or CINE 408	Jr./Sr. Film Studies Seminar
Two elective courses in Cinema	

Cinema Minor

Required Courses: 24 credits

Code	Title
CINE 104	Film Aesthetics and Analysis
CINE 219	Elementary Cinema Production
CINE 310	Intermediate Cinema Production
CINE 326	History of Cinema
CINE 410	Advanced Cinema Production
CINE 312	Cinema Seminar
or CINE 408	Jr./Sr. Film Studies Seminar

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 150 - Special Topics in Cinema (4 Credit Hours)
Selected topics in Cinema.

CINE 199 - Introductory Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 219 - 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 299 - Intermediate Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 308 - 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 310 - Intermediate Cinema Production (4 Credit Hours)
An introductory course in 16mm film examining this chemical-based medium in both theory and practice. Each student will complete a series of short film projects with an emphasis on film grammar, film aesthetics, and all facets of film production. Students are required to share in the expenses of their film productions. Required of Cinema majors.
Prerequisite(s): CINE 219.

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 326 - 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 326 by the end of their second year.

CINE 328 - 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

CINE 399 - Advanced Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 407 - Jr./Sr. Film Production Seminar (4 Credit Hours)
These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specific cinematic production topics. Repeatable.
Prerequisite(s): CINE 410 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 410 - 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. Working in the 16mm format, students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Students are required to share in the expenses of their productions. Required of Cinema majors.
Prerequisite(s): CINE 310.

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 419 - 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 410.

CINE 451 - Senior Research (4 Credit Hours)

CINE 452 - Senior Research (4 Credit Hours)

Classical Studies

Departmental Guidelines

Classical Studies offers courses in the languages and civilization of the multi-ethnic Greco-Roman world, from the Bronze Age of Greece to the Principate of Rome. Whether through courses in Ancient Greek and Latin, or through Classical Studies courses focusing on history, culture, literature, and the arts, the study of classical antiquity invites a valuable and critical examination of the foundations for western society, as it inculcates a lucidity of expression and a predilection for reason, as well as inspiring productive dialogue, ethical behavior, and global awareness. The curriculum of Classical Studies emphasizes interdisciplinary approaches to knowledge and the development of the critical skills that are the foundation of a liberal arts education.

Faculty

Professor, Timothy P. Hofmeister, Chair

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen; Associate Professor Rebecca Kennedy; Visiting Assistant Professors Max Goldman, Vicky Kostopoulou; Academic Administrative Assistant Deborah Riley

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

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 in 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 CLAS 451 - Senior Research or CLAS 452 - Senior Research.

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.

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 CLAS 201 - Ancient Greece and CLAS 211 - Ancient Greek Literature and Society or 8 credits.

Students may substitute another language course (GRK) for the CLAS 211 - Ancient Greek Literature and Society requirement.

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 CLAS 202 - Ancient Rome and CLAS 212 - Latin Literature and Society or 8 credits;

Students may substitute another language course (LAT) for the CLAS 212 - Latin Literature and Society 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 a member of the department as early as possible if they are interested in graduate school in Classics or related fields, such as Classical Archaeology.

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 two courses in either Ancient Greek or Latin, 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 (CLAS 451 - Senior Research and CLAS 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 CLAS 361 - Directed Study - CLAS 362 - Directed Study or CLAS 363 - Independent Study - CLAS 364 - 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 from the Registrar's Office.

Courses

CLAS 101 - Classical Culture (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.

CLAS 201 - Ancient Greece (4 Credit Hours)
An overview of Ancient Greek civilization from the Bronze Age to the period following the death of Alexander the Great. Greek culture was a Mediterranean phenomenon that spread in antiquity from the Aegean through Egypt and central Asia to India and became the core of education for European and American students during the 18th and 19th centuries. The course focuses on the major social and political institutions (such as the creation of the first democracy) as well as the intellectual and artistic achievements of the Greeks.

CLAS 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.

CLAS 211 - Ancient Greek Literature and Society (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.

CLAS 212 - Latin Literature and Society (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.

CLAS 221 - Classical Mythology (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.

CLAS 301 - Topics in Classical Studies (4 Credit Hours)
This is a seminar course on a particular historical, social or cultural topic related to classical antiquity.

CLAS 311 - Gender and Sexuality in Antiquity (4 Credit Hours)
This course explores how power and status worked in the family, in politics, in labor practices, and in religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

CLAS 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.

CLAS 321 - The Classical Tradition (4 Credit Hours)
This course focuses on the canon of ancient classical literature, both Greek and Roman, examining the tradition and reception of literary genres within classical antiquity, and considering what influences classical literature may have had on the development of later western thought and literature.

CLAS 322 - Classical Drama (4 Credit Hours)
This course focuses on the dramatic arts as practiced in Ancient Greece and Rome. Students will read selected plays, tragic or comic, by the major playwrights of classical antiquity, giving attention to dramaturgy, societal contexts, and influences on the development of western theater.

CLAS 331 - Alexander the Great (4 Credit Hours)
This course focuses on the study of the historical record of the life and times of Alexander the Great, examining primary and secondary sources, and placing the career and accomplishments of Alexander in the contemporary social and cultural context of Macedonia, Greece, and the Near East, as well as Alexander's influence on the Hellenistic era of classical antiquity.

CLAS 332 - Imperial Rome (4 Credit Hours)
This course focuses on the decline and fall of the Roman Republic and the establishment of the Roman Principate. Students will examine the political, social, and cultural contexts for the creation of an empire that dominated the Mediterranean world, encompassing an area stretching from Britain to Egypt.

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

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

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

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

CLAS 451 - Senior Research (4 Credit Hours)

CLAS 452 - Senior Research (4 Credit Hours)

GRK 111 - Elementary 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 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 - Greek Prose & Poetry (4 Credit Hours)
Readings from ancient Greek. Selections range from Homer to the New Testament.
Prerequisite(s): GRK 112 or consent of instructor.

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

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

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

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

LAT 111 - Elementary 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 - Latin Prose and Poetry (4 Credit Hours)
Readings from ancient and medieval Latin with attention given to the literature's relationship to cultural milieu.
Prerequisite(s): LAT 112 or consent.

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

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

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

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

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.

Faculty

Associate Professor Lisbeth Lipari, Chair

Professors Suzanne E. Condray, Jeffrey Kurtz, Lisbeth Lipari; Associate Professors Amanda M. Gunn, Hollis Griffin, Alina Haliliuc, Bill Kirkpatrick, Sangeet Kumar, Laura Russell; Assistant Professors Hsun-Yu (Sharon) Chuang, Omedi Ochieng; Instructors Phil Martin, Alan D. Miller; Academic Administrative Assistant Sally Scheiderer

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.
- Students from the class of 2021 or earlier must, in addition to completing these core requirements, complete one course at the 200 level, one course at the 300 level, one course at the 400 level, and one additional course at any level.
- Students from the class of 2022 and later must, in addition to completing these core requirements, 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.

COMM 108 - Introduction to Writing for Print and Online (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 111 - Ethics and Society (4 Credit Hours)
This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that revolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus.

COMM 115 - Special Topics in Communication (4 Credit Hours)
Special Topics in Communication provides a venue in which to explore in some depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics.

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 147 - Introduction to Media Literacy (4 Credit Hours)
While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have learned to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent.

COMM 199 - Introductory Topics in Communication (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

COMM 205 - Global Communication (4 Credit Hours)
The purpose of the course is to acquire an understanding of the key concepts and ideas about globalization and the role the mass media plays in the process. While the term "globalization" has been bandied about among the popular press, academic and the business community, this course will attempt to contextualize and ground the concept by developing a multiperspectival approach to some of the political, economic and social processes that have been associated with the development of a world communication system. Throughout the course, we will examine the growing centrality that the mass media and information technologies play in our daily lives and the ways in which they contribute to or hinder our daily practices of identity, community and culture in a global context.

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 215 - Special Topics in Communication (4 Credit Hours)
Special Topics in Communication provides a venue in which to explore in depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics.

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 225 - US Broadcast History and Theory (4 Credit Hours)
This class explores the history of radio and television broadcasting in the U.S. since the 1910s, analyzing radio and television programs within their social and industrial contexts and considering the ways that these texts are understood by audiences. We will pay particular attention to the political, economic, and cultural roles of the media in twentieth century U.S. history, drawing connections to radio and television's quickly changing present. We will also examine how history itself is researched and written, introducing you to theories and methods in historiography.

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 examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism.
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 239 - Racialized Perspectives of Media (4 Credit Hours)
This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres.
Crosslisting: BLST 239.

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 250 - Communication and Technology (4 Credit Hours)
This course is designed to examine the impact of the Internet and information technology on our daily lives. Advanced technology becomes a normal part of life and creates new contexts for communication. This class goes beyond technical and how-to-issues to investigate how new media affects our communication practices with others. Over the semester we will focus on issues relating to mediated communication and advanced communication technology. Particular topics discussed include media effects, relationships, identity, agency, distinction, and genesis. This course is designed for students who already have basic experience with computers and the Internet.

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 311 - Ethics and the Public Sphere (4 Credit Hours)
This course explores the intersection between communication ethics and political communication in the context of democratic pluralism. After being introduced to the central themes, questions, and literatures of discourse ethics and dialogic philosophy, students then explore the relationships between response and responsibility, and ethics and politics, in deliberative public spheres.
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 315 - Special Topics in Communication (4 Credit Hours)
These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course.
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 325 - Narrative Ethics (4 Credit Hours)
This course will examine how narrative and storytelling shape meanings and perceived values for personhood. We will explore an array of philosophical perspectives such as those of Paul Ricoeur, Jerome Bruner, and Arthur Frank. Concurrently, we will examine storytelling in multiple contexts including children's books, court cases, health incidents, media anecdotes, and everyday conversations. Through investigating these various contexts, we will develop different approaches to defining and applying narrative communication. Specifically, we will practice reflexive methodology by cross-examining our personal lives in the context various ethical perspectives and dilemmas. In doing so, we will address questions such as: Are stories lived before or after they are told? What is the relationship between narrative and reality? What role does narrative serve in developing moral understandings and guiding ethical practices? These questions will be addressed during class discussions, as well as in written assignments entailing personal narratives, co-authored standpoints, and creative projects that respond to the ethical issues surfaced throughout the course.
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 329 - Gender and Communication (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self-expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics.
Prerequisite(s): COMM 280 and COMM 290, or WGST major.
Crosslisting: WGST 329 and QS 329.

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 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. 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 sexuality, disability, gender roles, body size, and more.
Prerequisite(s): COMM 280 and COMM 290; or QS 101 and "Queer Theory"; or consent.
Crosslisting: QS 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)

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

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

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

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 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.
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 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 406 - Rhetoric and Social Movements (4 Credit Hours)
This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy.
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 408 - Critical Perspectives in Communication (4 Credit Hours)
This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply various methods in the writing of essays analyzing various kinds of communication texts - both discursive and non-discursive. Public communication via public speaking, broadcast, film and print media as well as art, architecture and music will be among the texts examined over the course of the term.
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 COMM course, or have the consent of the instructor.

COMM 413 - Rhetoric and the American Experience (4 Credit Hours)
This course explores the American rhetorical tradition and some of the speakers, ideas, and movements that have given American rhetorical tradition its voice and texture. We will read broadly and deeply key oratorical texts from the nineteenth century to the present and examine the scholarship that has attempted to explain these acts of symbolic influence. Our work will culminate in the drafting and thorough revising of article-length research essays. Students will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars.
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 415 - Conflict and Communication (4 Credit Hours)
A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in peace, reconciliation, conflict and communication theory.
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)

COMM 452 - Senior Research (4 Credit Hours)

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.

Code	Title
The Computational Science concentration consists of four core courses —	
MATH 145	Multi-variable Calculus
MATH 213	Linear Algebra and Differential Equations
CS 173	Intermediate Computer Science
One of	
CS 109	Discovering Computer Science
CS 110	Discovering Computer Science: Digital Media and Games
CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
And an additional course at the 200-level or above. This additional course, which may be in another department, must have a strong and persistent mathematical modeling or computing component and must be approved in advance by the Mathematics and Computer Science Department.	

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 Mathematics and Computer Science Department prior to enrollment in the elective course. In particular, the elective course and cognate requirements 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 a computer science course as their elective course. Any computer science major who wishes to complete this concentration must choose a mathematics course for their elective course. 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 110, CS 111, and CS 112. Absolutely no prior experience is necessary.

CS 110 - Discovering Computer Science: Digital Media and Games (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 manipulate digital images and sounds. These skills will prove applicable not only in subsequent computer science courses but in numerous other fields. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112. 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 110, CS 111, and CS 112. 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. Absolutely no prior experience is necessary. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112.

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 110 or CS 111 or CS 112.

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 110 or CS 111 or CS 112.
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 135 or MATH 145, and CS 109 or CS 110 or CS 111 or CS 112.

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 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 309 - Computational Biology (4 Credit Hours)
Computation has gained a strong foothold in modern biology. For example, DNA and peptide sequences are now routinely analyzed using computational methods to determine both function and phylogenetic relationships. In addition, computational molecular dynamics simulations are used to study protein folding and why proteins sometimes misfold, leading to disease. And ecological simulations are used to better understand the effects of environmental damage. This interdisciplinary course will explore this broad area, examining the biology and the computational methods behind problems like these. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed capstone project at the end of the term. 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. Students are also encouraged to take one or more courses in the Biology core (BIOL 210, BIOL 220, BIOL 230).
Prerequisite(s): CS 173 and either CS 271 or MATH 213.
Crosslisting: BIOL 309.

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 334 - Theory of Computation (4 Credit Hours)
This course will continue from where CS 234 left off in studying computers as mathematical abstractions in order 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 its variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving 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 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 242 or MATH 220 or DA 220 and MATH 210 or MATH 300 CS 109 or CS 110 or CS 111 or CS 112.
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 include: Modeling, Linear Programming and the Simplex Method, the Karush-Kuhn Tucker conditions for optimality, Duality, Network Optimization, and Nonlinear Programming. 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 MATH 213.
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 345 - Parallel Systems and Programming (4 Credit Hours)
This course examines the fundamental programming and principles involved in parallel computing systems. Issues of concurrency, synchronization, and communication involved in many such systems will be explored, from multicore desktop systems to using high-threaded general-purpose graphics processors to large scale clusters involving hundreds of computing elements. Multiple programming paradigms will likewise be explored, including shared memory systems, message passing systems, and data parallel systems like those used in the processing of "big data." 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 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)

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

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

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

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 present three talks during the semester on substantive, well-researched themes appropriate to their status in their major. Corequisite a 200-level mathematics or computer science course.
Prerequisite(s): MATH 210 or MATH 300, or CS 271.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CS 401 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 403 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

CS 452 - Senior Research (4 Credit Hours)

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 - Multi-variable Calculus (4 Credit Hours)
A continuation of the study of single variable calculus, together with an introduction to linear algebra and the calculus of multivariable functions. Topics include: an introduction to infinite sequences and series, vectors, partial derivatives, gradient, optimization of functions of several variable, integration techniques, double integrals, elementary linear algebra, and differential equations with applications to the physical and social sciences.
Prerequisite(s): AP Calculus AB or BC score of 4 or 5 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:

- an introductory course (CS 109 - Discovering Computer Science, CS 110 - Discovering Computer Science: Digital Media and Games, CS 111 - Discovering Computer Science: Scientific Data and Dynamics, or 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 - Mathematical Foundations of Computer Science and MATH 135 - Single Variable Calculus during their first year.

Faculty

Associate Professor R. Matthew Kretchmar, Chair Professor, Michael D. Westmoreland, Associate Chair
Professor Jessen Havill; Associate Professors Thomas C. Bressoud, Ashwin Lall; Assistant Professors Nat Kell, Jaimie Kelley, David White; Visiting Assistant Professor Aise Zulal Sevkli; Academic Administrative Assistant Dee Ghiloni

View faculty profiles and contact information (https://denison.edu/academics/computer-science/contacts)

Computer Science Major

The core courses in Computer Science are:

Code	Title
An introductory course	
CS 109	Discovering Computer Science
or CS 110	Discovering Computer Science: Digital Media and Games
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
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

All Computer Science majors must complete these courses.

Each 300-level Computer Science course is designated as Applied, Systems, or Theory.

Code	Title
The Applied courses are	
CS 309	Computational Biology
CS 314	Game Design
CS 337	Operations Research
CS 339	Artificial Intelligence
CS 349	Software Engineering
CS 391	Robotics
The Systems courses are	
CS 345	Parallel Systems and Programming
CS 372	Operating Systems
CS 373	Programming Languages
CS 374	Compilers
CS 375	Computer Networks
CS 377	Database Systems
The Theory courses are	

CS 334	Theory of Computation
CS 335	Probability, Computing and Graph Theory

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.

We have partitioned our 300-level electives, based on their primary focus, into the categories of 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.

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 strongly recommend that Bachelor of Science candidates also take MATH 145 - Multi-variable 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. A yearlong senior research project may count as one elective toward the major.

Students majoring in Math or Computer Science may take up to two cross-listed math or computer science courses to count as requirements in the intended major. These cross listed courses typically satisfy electives in the major. Current cross-listed courses, Math/CS 334 Theory of Computation, Math 415/CS 337 Operations Research, and Math 427/CS 335 Probability, Computing, and Graph Theory, are pre-approved for this policy. Math 220 (Applied Statistics) is preapproved for the computer science BS major. Other math and computer science courses must be approved by the department prior to enrollment.

Computer Science Minor

A minor in computer science consists of:

Code	Title
An introductory course	
CS 109	Discovering Computer Science
CS 110	Discovering Computer Science: Digital Media and Games
CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
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 - MATH 145, 213, CS 173 and one of CS 109, 110, 111, or 112, and an additional course at the 200 level or above. This additional course, which may be in another department, must have a strong and persistent mathematical modeling or computing component and must be approved in advance by the Mathematics and Computer Science Department. In addition, the student 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 Mathematics and Computer Science Department prior to enrollment in the elective course. In particular, the elective course and cognate requirements above must be chosen in consistence 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 a computer science course as an elective course. Any computer science major who wishes to complete this concentration must choose a mathematics course as an elective course. 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 the Oak Ridge Science Semester (on hiatus fall 2019) described at http://denison.edu/academics/oak-ridge or 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 Mathematics and 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. Math and 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 110, CS 111, and CS 112. Absolutely no prior experience is necessary.

CS 110 - Discovering Computer Science: Digital Media and Games (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 manipulate digital images and sounds. These skills will prove applicable not only in subsequent computer science courses but in numerous other fields. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112. 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 110, CS 111, and CS 112. 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. Absolutely no prior experience is necessary. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112.

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 110 or CS 111 or CS 112.

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 110 or CS 111 or CS 112.
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 135 or MATH 145, and CS 109 or CS 110 or CS 111 or CS 112.

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 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 309 - Computational Biology (4 Credit Hours)
Computation has gained a strong foothold in modern biology. For example, DNA and peptide sequences are now routinely analyzed using computational methods to determine both function and phylogenetic relationships. In addition, computational molecular dynamics simulations are used to study protein folding and why proteins sometimes misfold, leading to disease. And ecological simulations are used to better understand the effects of environmental damage. This interdisciplinary course will explore this broad area, examining the biology and the computational methods behind problems like these. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed capstone project at the end of the term. 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. Students are also encouraged to take one or more courses in the Biology core (BIOL 210, BIOL 220, BIOL 230).
Prerequisite(s): CS 173 and either CS 271 or MATH 213.
Crosslisting: BIOL 309.

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 334 - Theory of Computation (4 Credit Hours)
This course will continue from where CS 234 left off in studying computers as mathematical abstractions in order 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 its variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving 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 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 242 or MATH 220 or DA 220 and MATH 210 or MATH 300 CS 109 or CS 110 or CS 111 or CS 112.
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 include: Modeling, Linear Programming and the Simplex Method, the Karush-Kuhn Tucker conditions for optimality, Duality, Network Optimization, and Nonlinear Programming. 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 MATH 213.
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 345 - Parallel Systems and Programming (4 Credit Hours)
This course examines the fundamental programming and principles involved in parallel computing systems. Issues of concurrency, synchronization, and communication involved in many such systems will be explored, from multicore desktop systems to using high-threaded general-purpose graphics processors to large scale clusters involving hundreds of computing elements. Multiple programming paradigms will likewise be explored, including shared memory systems, message passing systems, and data parallel systems like those used in the processing of "big data." 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 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)

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

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

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

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 present three talks during the semester on substantive, well-researched themes appropriate to their status in their major. Corequisite a 200-level mathematics or computer science course.
Prerequisite(s): MATH 210 or MATH 300, or CS 271.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CS 401 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 403 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

CS 452 - Senior Research (4 Credit Hours)

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 Modern/Postmodern Dance and African/African-Diasporan forms, shifting the paradigm of dance education away from a ballet-centered model. 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 and Professor, Professor Gill Wright Miller (PhD)

Professor Sandra Mathern-Smith (MFA); Associate Professor Ojeya Cruz-Banks (PhD); Assistant Professor Molly Shanahan (PhD); Visiting Assistant Professor Michael J. Morris (PhD); Resident Musician and Composer Matthew Dixon (BA); Academic Administrative and Production Assistant Beth White (BA)

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

Requirements for the Major in Dance (B.A. Degree)

36 credits minimum 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 Practices" 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 modern/postmodern 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 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. Denison University works to make study abroad possible for all students. Studying dance abroad allows students to experience another culture and way of life through the lens of movement and dance studies. These 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 Off-Campus Study office to explore their options.

Movement Practices

All dance majors must take a minimum 12 credits in Movement Practices, combining coursework in any combination. Possibilities include:

- African/Diasporan Level II or III, 2 credits (DANC 222 - African/Diasporan Dance II, DANC 322 - African/Diasporan Dance III) or Performance, .5-1 credit (DANC 422 - Performance: African/Diasporan/DANC 424 - Performance: African/Diasporan (Student))
- Modern/Postmodern Level II or III, 2 credits (DANC 232 - Modern/Postmodern Dance II, DANC 322 - African/Diasporan Dance III) or Performance, .5-1 credit (DANC 432 - Performance: Modern/Postmodern/DANC 434 - Performance: Modern/Postmodern (Student)

Dance Studies

All dance majors must take at least one course in three separate areas of inquiry, comprising a minimum of 12 credits (4 credits per course) in Dance Studies. Our dance curriculum offers four areas of inquiry. Possibilities include:

- Critical Historical and Cultural Inquires - Recent examples include: Dancing Gender and Sexuality; The Body in Performance; The African/African American Aesthetics.
- Compositional Studies: Choreographic Investigations; African Movement Aesthetics; Improvisation and Performance; Site-Based Work; Text/Voice-Based Work

- Human Movement Investigations: Somatics I; Somatics II
- Movement Analysis: Labanotation; Labananalysis; Reconstruction

Advanced Studies

All dance majors must also enroll in a minimum of 12 additional credit hours. These 12 credits shall be comprised of three requirements:

- Any 4 credit hours that deepen a student's experience/knowledge in a chosen area of interest. This may include:
  - A series of Movement Practices courses (at the 200-level or above) that total 4 credit hours
  - An additional course in Dance Studies (at the 200-level or above)
- DANC 451 - Senior Research (Proposal: Thesis and Methodology) (4 credits)
- DANC 452 - Senior Research (Execution: Investigation and Presentation) (4 credits)

Requirements for the Minor in Dance (B.A. Degree)

24 credits minimum The Dance minor is designed to accomplish two objectives:

a. encourage those new to dance to access this course of study, and
b. avail those interested in a narrow study of dance to design a minor that suits their interests.

Beyond a reduced number of credit hours, the main differences between the major and minor are these:

- Majors may not include any 100-level courses in the fulfillment of the requirements; Minors may include any 100-level courses for fulfillment of the requirements.
- Majors must include at least three of the four categories of inquiry; Minors may select any course regardless of distribution.
- Majors must complete a senior research project; 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, 2 credits (DANC 122 - African/Diasporan Dance I, DANC 222 - African/Diasporan Dance II, DANC 322 - African/Diasporan Dance III) or Performance, .5-1 credit (DANC 422 - Performance: African/Diasporan/DANC 424 - Performance: African/Diasporan (Student))
- Modern/Postmodern Level I, II or III, 2 credits (DANC 132 - Modern/Postmodern Dance I, DANC 232 - Modern/Postmodern Dance II, DANC 332 - Modern/Postmodern Dance III) or Performance, .5-1 credit (DANC 432 - Performance: Modern/Postmodern/DANC 434 - Performance: Modern/Postmodern (Student))

Dance Studies

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; Dancing Gender and Sexuality; The Body in Performance; The African/African American Aesthetics
- Compositional Studies; Choreographic Investigations; African Movement Aesthetics; Improvisation and Performance; Site-Based Work; Text/Voice-Based Work
- Human Movement Investigations: Somatics I; Somatics II
- Movement Analysis: Labanotation; Labananalysis; Reconstruction

Additional Points of Interest

The General Education requirements include two, 4 credit-hour courses, in two departments in the Fine Arts Division. All Movement Practices courses, except "Performance-Student" (DANC 424 - Performance: African/Diasporan (Student), DANC 434 - Performance: Modern/Postmodern (Student), DANC 444 - Performance: Ballet (Student)) may accumulate credit toward 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 significant 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 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/Diasporan Dance I (2 Credit Hours)
African/Diasporan 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: Black Studies.

DANC 132 - Modern/Postmodern Dance I (2 Credit Hours)
Modern/Postmodern Dance I is designed for students with no dance experience. Offering an introduction to basic movement ideas, classes are structured with initial floor warmup sequences, followed by standing exercises and phrase work. Students will be challenged with self awareness while moving and to develop a basic understanding of and sensitivity to dynamics, phrasing, gravity and weight, and to become attentive to their own movement potential. Exercises emphasizing placement, flexibility and strength are taught. Attention to the body, breath, momentum and the use of gravity for efficiency is emphasized and improvisation is introduced. In addition to movement work, class time may include video viewings of moments in modern dance history, short readings, creative movement projects and quizzes. Concert attendance, short written critical responses, and short composition assignments are examples of outside work that is required.

DANC 174 - Dance as an Art Form (4 Credit Hours)
Dance as an Art Form 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 thinking. No previous dance experience is necessary. This course fulfills a Fine Arts general education requirement.

DANC 194 - Special Topics in Dance (2-4 Credit Hours)
This is a multi-level course intended for students with any amount of experience with yoga, from beginners to advanced practitioners. Primarily a physical practice course, we will develop familiarity with asana (postures), pranayama (breath), and meditation as modes of cultivating consciousness of our bodies and our relationship to the world around us. Students will develop focus, balance, flexibility, strength, and coordination as ways of actualizing their individual potential and as activities through which to expand awareness of and appreciation for their own bodies. The physical practice will be supported by an introduction to various aspects of yogic philosophy and theories of embodiment.

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-0n real-life learning. Limited readings are assigned. A portfolio of completed work is required.

DANC 211 - Performance Workshop (0.5-2 Credit Hours)
The technical aspects of producing a concert are applied through practical experience. Performance space preparation, generally termed the "load-in" (hanging lights, laying the floor and building audience space) and the designing of lights, costumes, and publicity are taught or deepened by means of application. Students are awarded credit based on the number of hours of involvement. Students with Seminar in Production (DANC 210) or similar appropriate training or experience will be given preference in this course.

DANC 222 - African/Diasporan Dance II (2 Credit Hours)
African/Diasporan 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.
Crosslisting: BLST 223.

DANC 232 - Modern/Postmodern Dance II (2 Credit Hours)
Modern/Postmodern Dance II is designed for students with a sound background in dance training and a general understanding of placement and basic dance movements. Classes are structured with initial floor warm-up sequences, followed by standing exercises and phrase work. Students will be challenged with self-awareness while moving and to develop a basic understanding of and sensitivity to focus, dynamics, phrasing, gravity and weight, and distinct movement qualities, and to become attentive to their own movement potential. A focus on flow, spherical space and the ability to move in and out of the floor will be integral to this class, as will clarity and efficiency of movement. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural 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.

DANC 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. Course may crosslist with: WGST, BLST, ENVS, QS.

DANC 284 - Choreographic Investigations (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.
Prerequisite(s): 100 level movement course.

DANC 285 - African Movement Aesthetics (4 Credit Hours)
This course engages characteristics and values of African movement to investigate compositional structure. Through various exercises and assignments, students examine concepts such as: balance, walking, masking, rhythm, repetition, improvisation, standing and sitting as tools for composing. Students investigate the manipulation of space, time and energy, and create source material from personal movement exploration, structured improvisation, master classes, and guided exercises. Other course tools include videos, journals, art and community feedback. Ultimately, the course aims to resource the aesthetics of African movement (kinesthetic, philosophical, linear and nonlinear) as methods for composing solo, duet, and group work.
Prerequisite(s): Any 100 level or above movement course or permission of instructor.

DANC 286 - Improvisation in Performance (4 Credit Hours)
Improvisation in Performance focuses on the act of spontaneous choreography and composition though solo and ensemble work with the goal of understanding and experiencing improvisation in performance work. Students learn Ensemble Thinking techniques and are exposed to Contact Improvisation. Texts include performances in theatre and dance both here and in Columbus, as well as selected readings. Students discover, through these, what artists and scholars consider to be the perimeters of performance, the definition of improvisation, and the unique potential of movement. Through a consistent practice, students fine-tune their own ideas about these and work to discover their own movement preferences and capabilities. Students risk the act of moving, revealing, performing, and improvising. The semester culminates in an improvised performance work developed by the class.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 287 - Site-Based Composition (4 Credit Hours)
In this course, students study and research composition for the human body in relation to its environment, placing and shaping the body in juxtaposition or in relation to specific and chosen spaces. We study site-based performance works by contemporary artists and learn about the issues surrounding this kind of work. The underlying principles of this course are the formal elements that inform the aesthetics of composition, noticing how these basic compositional elements create tension, drama and meaning and can point to content that is inherent in the form and in relation to the environment. The final project is the creation of a site-based movement/performance work in a chosen site in the Denison Community/Granville Village area that is presented at the end of the semester. An interest in and curiosity about the body as the subject of creative work is essential.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 288 - Text/Voice-based Composition (4 Credit Hours)
This course engages text, voice, and theatrical material to investigate dance making and performance. Students explore words, poetry, music and sound to craft and support movement. Through various exercises and assignments, the course examines motifs such as: speaking while moving; chanting while moving; words into movement; and words as music as methods for composing. Work outside the classroom is required. Examples include concert attendance, creative writing, weekly journal writing, and video essays. Ultimately, the course aims to overlap the boundaries of theatre and dance to explore movement composition.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 294 - Special Topics in Dance (2-4 Credit Hours)
From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study are arranged and offered. This course can be taken more than once for credit. Courses recently offered are Writing about Dance, Dance/Draw, Contact Improvisation, Music for Dance, Creative Collaboration in the Arts, Modernism Re-Composed, and “Music/Movement/Interaction.” Whether this course substitutes in the major or minor for an “area study,” and if so for which one, depends on the topic. Generally, these courses will fulfill a major or minor requirement.

DANC 299 - Intermediate Topics in Dance (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

DANC 322 - African/Diasporan Dance III (2 Credit Hours)
African/Diasporan Dance III 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, it is designed for students with significant experiences in African/Diasporan dance technique. This course approaches technique holistically and provides students with the rigorous practice required for performance. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and understanding or complex embodied rhythms. Because this course meets approximately 6 hours per week, little outside work is required.
Prerequisite(s): One year or two semesters of DANC 222 or consent.
Crosslisting: BLST 327.

DANC 332 - Modern/Postmodern Dance III (2 Credit Hours)
Modern/Postmodern 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.

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 the 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)

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

DANC 374 - Somatics I (4 Credit Hours)
Through various approaches to learning (memorizing factual information, sharing personal 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 a series of personal bodywork sessions for themselves to illustrate their command of anatomical and kinesiological terminology and reasoning based on the principles of basic neurological patterns.

DANC 375 - Somatics II (4 Credit Hours)
This course will guide students on an extended journey deep into their own somatic experiences. The course materials are designed each time this course is offered to employ various somatic practices centered on individual movement challenges. Students are required to keep weekly journals, work in semi-private explorations both in and out of class, and create a series of personal bodywork sessions for themselves to illustrate their progress.
Prerequisite(s): DANC 374.

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 385 - Labanotation (4 Credit Hours)
Students explore various approaches to the analysis of movement—including but not limited to Laban Movement Analysis—with a focus on aspects of Effort, Shape, Space, and Body as defined in the Laban tradition. Materials focus on observing, analyzing, and recording human movement. All students should expect to create movement studies and to record their work using notation systems 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 not necessarily perform, but will be responsible for the reconstruction of the choreography. They 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 168 hours (56 contact hours with the advisor, 56 out-of-class hours, and 56 hours with peer rehearsing) will also be "loaded" into Weeks #2-#10 of the semester, allowing the course to end before the semester concludes. The work can be performed publicly only with permission of the copyright holder of the dance.

DANC 394 - Special Topics in Dance (2-4 Credit Hours)
From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. Courses recently offered are Contact Improvisation, Music for Dance and Creative Collaboration in the Arts.

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/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: BLST 422.

DANC 424 - Performance: African/Diasporan (Student) (0.5 Credit Hours)
Participation as a cast member in the choreographic research process of new and reconstructed works in African/Diasporan 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 432 - Performance: Modern/Postmodern (0.5-1 Credit Hours)
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: Modern/Postmodern (Student) (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 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) (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.

Faculty

Associate Professor Laura Boyd (Economics), Director

Assistant Professors Anthony Bonifonte, Sarah Supp; Visiting Assistant Professor Cantay Caliskan; Associate Director Michael C. Brady; Academic Administrative Assistant Mary Lucas-Miller

Additional Committee Members: Sam Cowling (Philosophy), Fareeda Griffith (Anthropology and Sociology), Sarah L. Hutson-Comeaux, (Psychology), Daniel Homan (Physics and Astronomy), Matthew Jungers (Geosciences), Ashwin Lall (Computer Science), Andrew C. McCall (Biology), Ali Miller (Mathematics), and Matthew Neal (Mathematics)

Affiliated Faculty: Jessica Bean (Economics), Thomas C. Bressoud (Computer Science), Paul A. Djupe (Political Science), David Goodwin (Geosciences), Jessen Havill (Computer Science), Erin Henshaw (Psychology), Zarrina Juraqulova (Economics), Matt Kretchmar (Computer Science), Sangeet Kumar (Communication), Nausica Marcos Miguel (Modern Languages), Nestor Matthews (Psychology), David White (Mathematics), and Lina Yoo (Biology).

View faculty profiles and contact information (https://denison.edu/academics/data-analytics/contacts)

Data Analytics Major

The major in Data Analytics (DA) requires a minimum of 46 credits of coursework and an approved summer experience. The detailed requirements are organized in three parts, as follows.

(a) First, students must complete the following 34 credits of core coursework:

Code	Title
DA 101	Introduction to Data Analytics
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
MATH 135	Single Variable Calculus
or MATH 145	Multi-variable Calculus
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
DA 350	Advanced Methods for Data Analytics
DA 401	Seminar in Data Analytics

(b) Second, students must complete a DA summer experience (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.

(c) Third, students 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. First, they may choose to take the designated set of courses from one of the following departments.

Code	Title
Anthropology and Sociology (3 courses)	
ANSO 100	People, Culture and Society
ANSO 343	Demography of Africa
or ANSO 347	Power in Society
ANSO 351	Survey Research Methods
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 309	Computational Biology
BIOL 345	Eukaryotic Cell Biology (Dr. Yoo only)
BIOL 356	Special Topics (Biostatistics)
Economics (4 courses)	
ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics
ECON 302	Intermediate Microeconomic Analysis
ECON 467	Econometrics II (requires ECON 307 or DA 220/ MATH 220)
Philosophy (3 courses)	
PHIL 121	Ethics: Philosophical Considerations of Morality
or PHIL 126	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	Principles of Physics I: Quarks to Cosmos and Principles of Physics II and Principles of Physics III
PHYS 312	Experimental Physics
Political Science (3 courses)	
POSC 201	Analyzing Politics
and any two of the following:	
POSC 213	Doing Political Science: American Political Behavior
POSC 307	The Politics of Congress
POSC 309	Campaigns and Elections
POSC 311	Political Organizations in the U.S
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)

Alternatively, a student 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 prior to the end of the sophomore year.

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 350 - 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.

We recommend that students who wish to acquire deeper technical skills in data analytics and/or prepare for graduate work in data science, take additional courses in Mathematics and Computer Science. In Mathematics, students should begin by taking MATH 145 - Multi-variable Calculus and MATH 213 - Linear Algebra and Differential Equations. In Computer Science, students may take CS 173 - Intermediate Computer Science, CS 234 - Mathematical Foundations of Computer Science, and CS 271 - Data Structures. Beyond these, students may pursue additional advanced courses such as

Code	Title
CS 337/MATH 415	Operations Research
CS 339	Artificial Intelligence
CS 345	Parallel Systems and Programming
CS 377	Database Systems
MATH 425	Applied Probability
MATH 435	Mathematical Modeling

Students may also pursue a minor or second major in Computer Science or Mathematics. Due to some course overlaps, these options require only 6-7 additional courses.

Courses

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 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 110 or CS 111 or CS 112.
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 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 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

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.
Prerequisite(s): DA 301, DA 350, a disciplinary research methods course, and senior status.

DA 451 - Senior Research (4 Credit Hours)

DA 452 - Senior Research (4 Credit Hours)

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 $800 for a course with a travel component outside of North America, and $500 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 contacting the instructor. Students pay all costs unless they are determined to have very significant need by the Financial Aid Office. Those with very significant need will pay a deposit fee, normally $500, 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.

Additional Points of Interest

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.

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.

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, Korea, and Vietnam). 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 from two disciplines.

Faculty

Xinda Lian, Chair

John Cort (Religion), John Davis, (Anthropology and Sociology), Xinda Lian (Chinese), Catherine Stuer (Art History), Taku Suzuki (International Studies), Michael Tangeman (Japanese), Shao-Yun Yang (History), Yumiko Tashiro (Japanese)

Academic Administrative Assistant, 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 two disciplines to a research topic normally focusing on China, Japan, or their interaction. The major requires:

1. two semesters of intermediate Chinese or Japanese,
2. two core survey courses, one from II.a. and one from II.b.,
3. five area studies courses with a maximum of two from III.b and c combined, and
4. a senior research project, that 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 course work, 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

Code	Title
EAST/HIST 141	Traditional East Asian Civilization (normally offered in the spring)
EAST/CHIN 206	Dream and Fantasy in East Asian Literature (normally offered in the fall)
EAST/AHVC 231	Art of Japan
or 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 (III.A.) 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 Asian Civilization

Code	Title
EAST/HIST 142	Modern East Asian Civilization (normally offered in the fall)

EAST 219	Voices from the Dark Valley: East Asians Under Japanese Fascism (1910-1945)
EAST/JAPN 235	Introduction to Modern Chinese and Japanese Literature (normally offered in the spring)

3. Five East Asian area studies courses, which may include the following:
   i. East Asian Area Studies

Code	Title
EAST/AHVC 131	Asian Art and Visual Culture
EAST/AHVC 232	Art of China
EAST/AHVC 231	Art of Japan
EAST/AHVC 333	Art and Revolution in 20th Century China
EAST/CHIN 206	Dream and Fantasy in East Asian Literature
EAST/JAPN 239	Introduction to Japanese Genre Fiction
EAST/CHIN 305	Spontaneity: Taoism and Chinese Literature
EAST/JAPN 309	Japan's Modern Canon
CHIN 340	Chinese Cinema in English: A Cultural and Literary Study
EAST/JAPN 273	Modern Japan in Film and Literature
HIST 211	Modern East Asia at War
HIST 312	China's Golden Age? The Tang Dynasty
EAST/JAPN 235	Introduction to Modern Chinese and Japanese Literature
EAST/REL 216	Religions of China

   ii. Independent and Directed Study (maximum of two from B and C 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 B and C combined):

Code	Title
East Asia in comparison with another region of the world	
EAST/AHVC 131	Asian Art and Visual Culture
ECON 412	Economics of the Developing World
ECON 423	International Trade
POSC 332	Politics in Latin America, Africa, and Asia
POSC 355	International Political Economy
EAST/REL 105	Buddhism

4. Senior Research Project
   EAST 451 - Senior Research or EAST 452 - Senior Research: Selecting two disciplines, students choose a topic in East Asian Studies and utilize the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members in those disciplines. This research project culminates the major and can be proposed for either semester of the senior year. The student must have signatures from the two advisors in the course registration period preceding the semester when the project will be written. Only students completing a yearlong research project are eligible for special recognition.

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 III (see below). 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 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 Gilpatrick 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 the student stipend is $3,700. 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.

The Language and Culture Program

This is an exciting residential option that gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for foreign languages and cultures. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and languages assistants from the Department of Modern Languages.

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.

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.

EAST 141 - Traditional East Asian Civilization (4 Credit Hours)
The civilization of China, Japan and Korea from classical times to 1600 C.E. Themes include: the earliest Chinese schools of social and political thought; the genius of political and economic organization which contributed to the unusual longevity of Chinese dynastic institutions; the Japanese adaptation of Confucian and Buddhist practices in different eras; the unique development of Japan's unified feudalism; the Korean development of Neo-Confucianism.

EAST 142 - Modern East Asian Civilization (4 Credit Hours)
Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the colonization of Vietnam and Korea.

EAST 199 - Elementary Topics in East Asian Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

EAST 200 - International Problems (4 Credit Hours)

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.

EAST 211 - Modern East Asia at War (4 Credit Hours)
This seminar covers in depth the history of East Asia (including Vietnam) in 1937–1954, 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 and Vietnam in the grip of Communist revolutions, 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 five conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, the French Indochina 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.

EAST 216 - Religions of China (4 Credit Hours)
This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion.

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.

EAST 221 - Contemporary Japan: In Search of the "Real" 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: ANSO 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.

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 a ritual, gender, imperial patronage, literati ideals, and political icons.
Crosslisting: AHVC 232.

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 240 - Chinese Economy (4 Credit Hours)

EAST 241 - The Mandate of Heaven in Classical China (4 Credit Hours)
Classical China left two legacies of lasting importance: a political system that maintained the same tradition for the next two thousand years, and the Confucian ethical system that spread to Korea, Japan, and Vietnam. The course begins with the origins of Chinese history and moves through the first Empire from 220 B.C.E. to 220 C.E.

EAST 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)
This course explores visual modes employed in the expression of time and space in the construction of narratives in Asian Art. A variety of pictorial formats including: Wall Painting, Hand-Scrolls, Film, and anime; from southeast Asia, China, and Japan will be examined as case studies to explore and analyze narrative structure.

EAST 264 - Special Topics (4 Credit Hours)

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.

EAST 305 - 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.

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.

EAST 333 - Art and Revolution in 20th Century China (4 Credit Hours)
This advanced-level course examines the complicated relationship between art and politics in China through key debates and developments in Chinese visual culture during the 20th century. The class explores competing narratives that negotiate the tensions between "tradition and modernity," "East and West," "local and global" and their implications for revolutions in art. Particular attention will be paid to interrogating the ideological underpinnings of artistic mediums and formats, the historiographical stakes of modernity, and the assertion of cultural memory in art and text.
Crosslisting: AHVC 333.

EAST 341 - The Confucian Classics (4 Credit Hours)
An examination of the basic Confucian texts of the East Asian cultural tradition that define the distinctive traits of what makes us human, and what norms define healthy and happy human relations. We shall read the Four Books of the Neo-Confucian tradition. In plumbing the subtleties of these texts we shall replicate the learning techniques employed in classical Confucian academies. Research essays concluding the course may focus on a Confucian thinker or concept in the Chinese, Korean, Japanese, or Vietnamese cultural traditions of East Asia.

EAST 342 - China's Golden Age (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.

EAST 345 - Studies in Contemporary East Asian Studies (4 Credit Hours)

EAST 348 - Cold War in East Asia (4 Credit Hours)
Japan's military occupation of most of Pacific Asia halted with Japan's unconditional surrender in 1945. Indigenous nationalism naturally emerged in each country or region Japan had occupied: China, Korea, Vietnam, Indonesia, and the Philippines. In many countries the post-colonial hatred of outside domination was the greatest force at play. The freezing winds of the Cold War generated by the United States and the USSR had to find support within this nationalist anger. The course will end with a look at today's post-Cold War trade networks in East Asia that are less dependent on Japan and its inseparable ally, the United States.

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

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

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

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

EAST 408 - Art History Senior Seminar: Research (4 Credit Hours)
In this required course, senior majors will research and prepare the senior thesis.

EAST 451 - Senior Research (4 Credit Hours)

EAST 452 - Senior Research (4 Credit Hours)

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 correctly 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.

Faculty

Associate Professor Quentin M. Duroy, Chair

Professors Sohrab Behdad, Theodore Burczak, Timothy Miller; Associate Professors Jessica Bean, Laura Boyd, Quentin Duroy, Xiao Jiang, Fadhel Kaboub, Andrea Ziegert; Assistant Professors Pedro Cadenas, Zarrina Juraqulova, Hyun Woong Park, Luis Villanueva; Visiting Associate Professor David Boyd; Visiting Assistant Professor Katherine Snipes; Visiting Instructor Patrick McGonagle; Academic Administrative Assistant Judy Thompson

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
ECON 301	Intermediate Macroeconomic Analysis
ECON 302	Intermediate Microeconomic Analysis
One of the following three courses:	
ECON 307	Introductory Econometrics
ECON 401	History of Economic Thought I
ECON 402	History of Economic Thought II
and one additional course from the Economics 201-440, or 460-470 sequence.	

Additional Points of Interest

Philosophy, Politics and Economics

The Economics Department participates in the PPE (p. 154) 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 - Accounting Survey (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 socio-economic 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 the concept of 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 not only takes into account the environmental, social and economic needs of the present generation, but also those of future ones.
Prerequisite(s): ECON 101 and ECON 102.

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 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 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 124or 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)

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

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

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

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 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.
Prerequisite(s): ECON 301.

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 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 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/minors.
Prerequisite(s): ECON 301.
Crosslisting: WGST 416.

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 121 or 130 or MATH 123 or 135 or MATH 124 or 145.

ECON 421 - Public Finance (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 or 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 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 in order to understand those factors which may mitigate against economic solutions. Crosslisted with ENVS 427.
Prerequisite(s): ECON 302.

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 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.
Prerequisite(s): ECON 301 and/or ECON 302.

ECON 445 - Advanced Theory Seminars (4 Credit Hours)

ECON 451 - Senior Research (4 Credit Hours)
Research in selected topics in Economics.

ECON 452 - Senior Research (4 Credit Hours)
Research in selected topics in Economics.

ECON 461 - Growth, Distribution, and Instability (4 Credit Hours)
This course explores what 18-19th century classical political economists – Adam Smith, Thomas Malthus, David Ricardo and Karl Marx had to say about economic growth, income distribution and macroeconomic instability in a market economy. The unique aspect of this course is that these ideas are presented and analyzed using modern economic tools such as mathematical modeling, computational simulations and statistical analysis. By doing so, we are able to develop new insights on a set of modern economic phenomena such as uneven development, income inequality, business cycles and financial crisis.
Prerequisite(s): ECON 301 and ECON 302.

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 the field. 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, and to address diverse audiences through course assignments. 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 a collection of essays they have produced in previous courses through a capstone, portfolio 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, New Zealand, South Africa, and The Philadelphia Center. In addition, students can take advantage of applying for our recently launched collaborative learning initiative with Turku University, Finland. Please contact an Educational Studies faculty member for more details.

Faculty

Professor Karen Graves, Chair

Professor Karen Graves; Assistant Professor Emily Nemeth; Instructor Suzanne Baker; Academic Administrative Assistant Brenda Franks.

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
EDUC 312	Literacy and Learning: Theory and Practice
EDUC 390	Critical Pedagogy: 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: PSYC 100 - Introduction to Psychology for PSYC 200 - Research Methods and Statistics; EDUC 213 - The U.S. Education System for EDUC 390 - Critical Pedagogy: Gender, Race and Class in U.S. Education; EDUC 249 - The Learner and the Teacher: Childhood or EDUC 250 - The Learner and the Teacher: Adolescence for EDUC 312 - Literacy and Learning: Theory and Practice; and senior standing for EDUC 421 - Senior Seminar.

Students should complete a course trajectory plan, educational philosophy, 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;
- and EDUC 390 - Critical Pedagogy: 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 historical 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.

EDUC 220 - Approaches to Environmental Education (4 Credit Hours)
Environmental education is a broad term, encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. Approaches to Environmental Education will address the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class.

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-teaching process in middle and high school environments. Topics draw from neuroscience research on learning, multiple intelligence theory, and scholarship on issues regarding identity development, peer socialization, physical and mental health, motivation, and active participation strategies pertinent to this age. This course includes a 30-hour service learning commitment each week to an area school classroom or community agency. The student will complete a variety of activities that focus on the learner, the teacher, and the learning-teaching process, using the school or agency experience as a "laboratory" to gather primary sources of information. 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 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.

EDUC 312 - Literacy and Learning: Theory and Practice (4 Credit Hours)
The purpose of this course is to explore reading and writing in schools, communities, and families. Emphasis is placed on theories of literacy and learning as a way to think about classroom instruction, variation in reading and writing as social practices, and the role literacy plays in mediating the human experience within and beyond the classroom. The course includes a 30-hour service-learning commitment in an area school or community organization. Course is a curricular service learning course.
Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 330 - Gay and Lesbian Issues in Education (4 Credit Hours)
In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in American culture. We will begin with an introduction to the study of sexuality, and read critical texts that allow us to explore gender and sexuality in education across time and spaces.

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 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.

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

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

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

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

EDUC 367 - Black America's Legal Struggle for Educational Equality (4 Credit Hours)
This course examines U.S. Supreme Court cases that led to and followed the Brown v Board of Education decisions. It looks at the role of the Black community in challenging both de jure and de facto segregation in schooling and society. We begin by discussing the Plessy decision that Brown overturned and a few other Supreme Court cases that appeared to reduce the meaning of the 13th, 14th, and 15th Amendments to the US Constitution for Blacks and others. Next, we look at the efforts of individuals such as Charles Hamilton Houston who led the legal offensive of the National Association of the Advancement of Colored People (NAACP) to overturn Plessy. We will discuss the state of education in relation to Blacks and others prior to Brown and afterward.

EDUC 390 - Critical Pedagogy: Gender, Race and Class in U.S. Education (4 Credit Hours)
In its examination of current pressing issues in U.S. education, 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 25-30-hour service-learning commitment in an area school or community organization. Course is a Curricular Service Learning course.
Prerequisite(s): EDUC 213.
Crosslisting: WGST 391.

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)

EDUC 452 - Senior Research (4 Credit Hours)

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, creative writing, or narrative nonfiction 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, philosophic, 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 General Education Program, the Writing Program, Women's and Gender Studies, Black Studies, Queer Studies, International Studies, Environmental Studies, and service learning opportunities.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Susan Orlean, Ted Kooser, Alice Walker, Bill Bryson, Maxine Hong Kingston, Adrienne Rich, Louise Erdrich, and Antonya Nelson for visits or residencies each year. 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. ARTICULĀTE (a forum for cultural and literary criticism) and EXILE (a journal of creative writing) are among the publications associated with students in English.

Faculty

Associate Professor James Weaver, Chair

Professors David Baker, Brenda Boyle, Kirk Combe, Linda Krumholz, Margot Singer, Ann Townsend; Associate Professors Peter Grandbois, Diana Mafe, Regina Martin, Lisa J. McDonnell, Fred Porcheddu-Engel, Sandra Runzo, Jack Shuler, James Weaver; Assistant Professor Yen Loh; Visiting Assistant Professors Paul Barickman, Sylvia Brown, Michael Croley, Michael Mayne, Jessica Hendry Nelson, Doug Swift; Academic Administrative Assistant Anneliese Deimel Davis

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

English Major

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, excluding W 101 - First-Year Writing Workshop. 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

Students who major in English with the Literature emphasis must take ten courses. Four courses are chosen from among the five core courses: four of those courses are historical survey courses that cover a variety of periods in English and American literature; the fifth course introduces students to literary theory and critical methods. Critical methods and literary theory are taught in many courses in the major, but ENGL 202 - Literary Theory and Critical Methods provides an overview of literary theoretical debates, familiarity with some primary theoretical texts, and attention to research and critical practices in literary studies. This course is recommended for all students, particularly those who want to take advanced courses in literary theory or plan to pursue graduate studies in English.

All students with the Literature emphasis are strongly urged to begin their coursework with the required "four-of-five" courses that provide useful historical and theoretical contexts for subsequent, more focused study in the seminars. However, because specific 300-level seminars are probably not offered every semester, students are encouraged to take seminars, even before they have completed the required surveys, if they are interested in the topic. ENGL 400 - Senior Seminar is the English capstone course offered every semester on a variety of topics. Students who major in English with the 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 replace one 300-level seminar requirement. Students can transfer only two courses to the Major from off-campus.

English majors with the Literature emphasis must take four of the following five core courses:

- ENGL 202 - Literary Theory and Critical Methods
- ENGL 213 - Early British Literature
- ENGL 214 - 18th and 19th-Century British Literature
- ENGL 230 - American Literature Before 1900
- One 200-level 20th-century survey course (either ENGL 219 - 20th-Century Poetry, ENGL 220 - 20th-Century Fiction, ENGL 221 - Literary Nonfiction, ENGL 240 - 20th-Century Drama, or ENGL 250 - Special Topics in 20th-Century Literature)

English majors with the Literature emphasis are also required to take the following:

- Four 300-level English seminar courses (or three with a year-long senior research project)

- One elective at any level
- ENGL 400 - Senior Seminar

Creative Writing Emphasis

Students who major in English with the 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 courses is the workshop. Writing students take a series of increasingly advanced workshops to culminate, in the senior year, in a year-long writing project conducted on campus. The senior capstone is ENGL 453 - Senior Writing Project - ENGL 454 - Senior Writing Project in which students complete a collection of their work (poetry, stories, drama, and/or nonfiction) by year's end.

English majors with the Creative Writing emphasis must take three of the following five core courses:

- ENGL 202 - Literary Theory and Critical Methods
- ENGL 213 - Early British Literature
- ENGL 214 - 18th and 19th-Century British Literature
- ENGL 230 - American Literature Before 1900
- One 200 level 20th-century survey course (either ENGL 219 - 20th-Century Poetry, ENGL 220 - 20th-Century Fiction, ENGL 221 - Literary Nonfiction, ENGL 240 - 20th-Century Drama, or ENGL 250 - Special Topics in 20th-Century Literature)

English majors with the Creative Writing emphasis must take three 300-level English seminars. ENGL 400 - Senior Seminar can count as one of these advanced seminars.

English majors with the Creative Writing emphasis must take four courses in the series of Creative Writing workshops:

- ENGL 237 - Introduction to Creative Writing
- ENGL 383 - Fiction Writing, ENGL 384 - Creative Nonfiction Writing, or ENGL 385 - Poetry Writing: students choose either Fiction Writing, Nonfiction Writing, or Poetry Writing. (Students may, if their schedules permit, take more than one of these advanced workshops.) Students may not take any of these courses concurrent with the Senior Writing Project.
- ENGL 453 - Senior Writing Project and ENGL 454 - Senior Writing Project

English 453-454 serves as the capstone experience for English majors with the Creative Writing emphasis; this 8-credit course consists of weekly group workshops, individual tutorials, a monthly colloquium and practicum, as well as a series of master classes and workshops with visiting writers. Students must submit a writing sample and show reasonable progress in creative writing courses at the end of their junior year to get permission to take the year-long senior project to complete the major with a Creative Writing emphasis.

English Minor

The English minor consists of six courses:

To minor in English with a Literature emphasis, students must take three of the five required core 200 level courses (see above) and three courses at the 300-level (one may be at the 400 level). A year-long senior research project may replace one 300-level course.

To minor in English with a Creative Writing emphasis, students must take ENGL 237 - Introduction to Creative Writing, one advanced writing workshop (ENGL 383 - Fiction Writing, ENGL 384 - Creative Nonfiction Writing, or ENGL 385 - Poetry Writing), two of the five required core 200-level courses, and two courses at the 300-level. ENGL 400 - Senior Seminar can count as one of these advanced seminars.

Courses

ENGL 199 - Introductory Topics in English (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENGL 200 - Introduction to Literature (4 Credit Hours)
An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and drama.

ENGL 201 - Academic Writing (4 Credit Hours)
Theory and practice in essay and other academic writing, allowing students to concentrate on mastering styles appropriate to their own academic or personal needs.

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 - 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 213 - 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 214 - 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 and writing skills, while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts.

ENGL 215 - 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 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 Nonfiction (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.

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 230 - 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 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 - Human Diversity Through Literature (4 Credit Hours)
A study of selected works by and about bisexual, gay, lesbian and transgender people.
Crosslisting: QS 250.

ENGL 250 - Special Topics in 20th-Century Literature (4 Credit Hours)
The survey will explore 20th-century literature in a range of genres and in relation to the historical and cultural movements of the century. Each section will focus on a specific topic or tradition in 20th-century literature, such as British, American, postcolonial Anglophone, Asian American, Jewish American, or African American literature.

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.

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.

ENGL 291 - Nature and the Literary Imagination (4 Credit Hours)
A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science.
Crosslisting: ENVS 291.

ENGL 298 - The Literature of Place (4 Credit Hours)
An exploration of the ways in which literature and locale inform each other, this course focuses on a specific site or community. Through readings of literature "about" that place, the class investigates how cultural, social, historical, and/or institutional realities interrelate—as both cause and effect—with text. An optional trip to the place in question follows the semester.

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 311 - Studies in Composition and Rhetoric (4 Credit Hours)
An intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in composition and rhetoric.

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, 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 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 gay and lesbian 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 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.

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.

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.

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 credits may be used to count toward an English major, but 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 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.

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, technique and aesthetics.
Prerequisite(s): ENGL 237.

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: ENVS 391.

ENGL 399 - Advanced Topics in English (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENGL 400 - Senior Seminar (4 Credit Hours)
A required course for senior English literature majors that offers students the chance to engage in intensive study of a particular theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a seminar presentation. While the senior seminar is required for senior English literature majors, all senior English majors and minors (including both literature and creative writing students) may take the course and count it toward their 300-level major requirement. May be take more than once for credit.

ENGL 451 - Senior Research (4 Credit Hours)
Senior students may work on an individually designed project for as much as two full semesters.

ENGL 452 - Senior Research (4 Credit Hours)
Senior students may work on an individually designed project for as much as two full semesters.

ENGL 453 - Senior Writing Project (4 Credit Hours)
This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work.

ENGL 454 - Senior Writing Project (4 Credit Hours)
This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work.

Environmental Studies

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 an 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, geographic analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology, political ecology, environmental photography, sustainable agriculture and environmental ethics, among many others.

Faculty

Professor Douglas Spieles, Director (Fall 2019)

Associate Professor Abram Kaplan, Director (Spring 2020)

Environmental Studies Faculty:

Olivia Aguilar (Environmental Studies), John Cort (Religion), Can Dalyan (International Studies), Quentin Duroy (Economics), Anabel Edwards (Chemistry), David Goodwin (Geosciences), David Greene (Geosciences), Amanda Gunn (Communication), Tom Henshaw (Environmental Studies), Rebecca Homan (Biology), Matt Jungers (Geosciences), Abram Kaplan (Environmental Studies), Jordan Katz (Chemistry), Rebecca Kennedy (Classics), Erik Klemetti (Geosciences), Jonathan Maskit (Philosophy), Sandra Mathern-Smith (Dance), Andrew McCall (Biology), Michael Morris (Dance), Trey Proctor (History), Joe Reczek (Chemistry), Jessica Rettig (Biology), Karl Sandin (Art History and Visual Culture), Geoff Smith (Biology), Ahmed Soliman (Environmental Studies), Keith Spencer (Studio Art), Douglas Spieles (Environmental Studies), Catherine Stuer (Art History and Visual Culture), Steve Vogel (Philosophy), James Weaver (English), 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 courses plus a thematic concentration as part of a three-pronged program:

1. *Four required core courses*:
   a. ENVS 100 - Integrated Environmental Studies;
   b. ENVS 200 - Environmental Analysis;
   c. ENVS 301 - Environmental Practicum;
   d. ENVS Senior Experience (either ENVS 401 - Environmental Senior Project or ENVS 451 - Senior Research-ENVS 452 - Senior Research)
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. See the ENVS website for updates to the list of courses that may be used to fulfill these categories. Also note that some of these courses have prerequisites.
   a. One environmental methods course from the Humanities or the Arts. Examples include:

Code	Title
AHVC 263	World Views: Spatial Imagination in East Asia
AHVC 302	Medieval Art and Architecture
CLAS 312	Ancient Identities
ENGL 291	Nature and the Literary Imagination
ENGL 391	Nature's Nation
ENVS 256	Farmscape: Visual Immersion in the Food System
HIST 240	Advanced Studies in Latin American History (when taught as "Environmental History of Latin America")
PHIL 260	Environmental Philosophy
REL 205	Religion and Nature
See the ENVS website for a complete and current list.	

   b. One environmental course from the Social Sciences. Examples include

Code	Title
ECON 202	Economic Growth and Environmental Sustainability
ECON 427	Environmental Economics
COMM 215	Special Topics in Communication (when taught as "Environmental Communication")
ENVS 220	Approaches to Environmental Education
ENVS 240	Environmental Politics and Decision Making
ENVS 262	Environmental Dispute Resolution
ENVS 265	Human Rights, Indigenous Rights, Environmental Rights
ENVS 284	Environmental Planning and Design
ENVS 334	Sustainable Agriculture
See the ENVS website for a complete and current list.	

   c. A two-course sequence in the Natural Sciences. Examples include:

Code	Title
BIOL 230	Ecology and Evolution (BIOL 210 & 220 prerequisites)
ENVS 215	Renewable Energy Systems (any 100 or 200 level science course prerequisite)

ENVS 274	Ecosystem Management (any 100 or 200 level science course prerequisite)
GEOS 200	Environmental Geology (GEOS 111 prerequisite)
GEOS 240	Earth Resources (GEOS 111 prerequisite)

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. Approved concentrations are given on the ENVS website. Examples include: Ecosystem Conservation, Environmental Decision Making, Environmental Education, Environmental Geoscience, Global Environmental Justice, Narrative Journalism, Sustainable Agriculture, Sustainable Design, and Sustainable Development. Students may also design their own thematic concentration, pending program approval. ENVS majors declare their concentration in the sophomore year.

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. See the ENVS website for updates to the list of courses that may be used to fulfill these categories. Also note that some of these courses have prerequisites.

1. One environmental course from the Humanities or the Arts. Examples include:

Code	Title
AHVC 263	World Views: Spatial Imagination in East Asia
AHVC 302	Medieval Art and Architecture
CLAS 312	Ancient Identities
ENGL 291	Nature and the Literary Imagination
ENGL 391	Nature's Nation
ENVS 256	Farmscape: Visual Immersion in the Food System
HIST 240	Advanced Studies in Latin American History (when taught as "Environmental History of Latin America")
PHIL 260	Environmental Philosophy
REL 205	Religion and Nature

2. One environmental course from the Social Sciences. Examples include:

Code	Title
ECON 202	Economic Growth and Environmental Sustainability
ECON 427	Environmental Economics
COMM 215	Special Topics in Communication ((when taught as "Environmental Communication")
ENVS 220	Approaches to Environmental Education
ENVS 240	Environmental Politics and Decision Making
ENVS 262	Environmental Dispute Resolution
ENVS 265	Human Rights, Indigenous Rights, Environmental Rights
ENVS 284	Environmental Planning and Design
ENVS 334	Sustainable Agriculture

3. A two-course sequence in the Natural Sciences. Examples include

Code	Title
BIOL 230	Ecology and Evolution (BIOL 210 & 220 prerequisites)
ENVS 215	Renewable Energy Systems (any 100 or 200 level science course prerequisite)
ENVS 274	Ecosystem Management (any 100 or 200 level science course prerequisite)
GEOS 200	Environmental Geology (GEOS 111 prerequisite)
GEOS 240	Earth Resources (GEOS 111 prerequisite)

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.

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.

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.

Courses

ENVS 100 - Integrated Environmental Studies (4 Credit Hours)
In this course the student will 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 encourage the student to seek synergistic solutions. The course focuses on three major realms of environmental studies. In the first, students will consider the human relationship with the non-human world, including problems of ethics, social and psychological connections with nature, ecological services, biodiversity, aesthetics and utility. The second section addresses agriculture and aquaculture in the context of ecological limits, economics and policy. The third section explores the global aspects of energy use and climate change, with special emphasis on technology, disparity and human rights. The laboratory component of the course will expose the student to local and regional environmental problems and solutions. Field trips, guest speakers, analysis and discussion will emphasize the necessity of multidisciplinary integration in the design of sustainable environmental systems. Students will apply concepts of quantitative, qualitative and representative analysis to evaluate environmental questions and will learn to convey these concepts in writing. Course fulfills Interdivisional (I) GE requirement.

ENVS 102 - Science and the Environment (4 Credit Hours)
This course provides an introduction to the biogeochemical aspects of environmental problems. Students will gain an understanding of the structure and function of ecological communities, as well as the non-living factors that regulate ecological change. Global chemical cycles are presented as a unifying theme for human interactions with nature and are the basis for discussion of environmental problems associated with agriculture, water use, global climate change, energy source, atmospheric change, land and resource use, and waste disposal. The laboratory component of the course exposes students to methods of measuring and monitoring environmental quality. Labs include experiential introductions to ecological relationships, toxicology, water and soil analysis, and geographic information systems. Students will apply concepts of experimental design, statistical sampling, and data analysis to evaluate environmental questions. A score of 4 or 5 on the AP Environmental Science exam may substitute for this course as a prerequisite for some ENVS natural Science courses; see ENVS Director for details. Course fulfills the Quantitative Reasoning (Q) and Science (Y) GE requirements.

ENVS 115 - Energy and Environment (4 Credit Hours)
Energy, Environment and Climate is an introductory course that provides a comprehensive overview of the current energy systems that are in use today; including fossil, nuclear and renewable. The course introduces the basic scientific and physical concepts associated with the origins, the use and the environmental/climate impact of these energy systems. Emphasis is placed on real world examples through the introduction of several related case studies including oil exploration and hydrofracking. Course can be used as a prerequisite for ENVS 215 or ENVS 274, and fulfills Quantitative Reasoning (Q) GE requirement.

ENVS 190 - Special Topics Environmental Studies (4 Credit Hours)

ENVS 199 - Topics in Environmental Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENVS 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. Course fulfills Quantitative (Q) and Writing (W) GE requirements, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 100.

ENVS 202 - Economic Growth and Environmental Sustainability (4 Credit Hours)
Economic growth is traditionally perceived as the solution to the socio-economic 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 the concept of 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 not only takes into account the environmental, social and economic needs of the present generation, but also those of future ones. Course fulfills the ENVS Social Science requirement.
Prerequisite(s): ECON 101 and ECON 102.
Crosslisting: ECON 202.

ENVS 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. Course fulfills the ENVS Humanities requirement.
Crosslisting: REL 205.

ENVS 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 to 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 path, and redefine where it starts and ends. Group readings, presentations, and discussions compliment the studio workshop environment by helping to contextualize an art practice to the broader world.
Crosslisting: ARTS 311.

ENVS 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. Course fulfills the ENVS Natural Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior. Prerequisite(s): Any 100 or 200 level science course.
Prerequisite(s): Any 100 or 200 level science course.

ENVS 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.".

ENVS 220 - Approaches to Environmental Education (4 Credit Hours)
Environmental education is a broad term encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. This course addresses the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement forclass of 2021 and prior.
Crosslisting: EDUC 220.

ENVS 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 ENVS/GEOS 223.
Crosslisting: GEOS 222.

ENVS 223 - Geographic Information Systems II (2 Credit Hours)
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 environment issues. Completion of 222 & 223 satisfies ENVS Methods requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 222 or GEOS 222.
Crosslisting: GEOS 223.

ENVS 230 - Ecology and Evolution (4 Credit Hours)
This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Course fulfills the ENVS Natural Science requirement.
Prerequisite(s): BIOL 210 and BIOL 220, or consent of instructor.
Crosslisting: BIOL 230.

ENVS 236 - Political Ecology (4 Credit Hours)
What really causes deforestation? How is a fish 'cultural?' Why do Americans spend so much time and money on their lawns? Should we be saving people or endangered species? Why are ecosystem services so hard to privatize? Is obesity truly just a question of consuming too many calories? These are all questions that political ecology can help us to answer. Political ecology is an interdisciplinary field that situates environmental change within broader networks of political, economic, and social relations. It differs from other environmental approaches in that it views power, material nature, everyday struggles and practices, social justice, and discourse to be critical components of human-environment interactions. In this course, we will: (a) study the theoretical foundations of political ecology, (b) evaluate some of the theses it puts forward, and (c) apply political ecology insights to contemporary environmental issues. Course fulfills the Writing (W) GE and ENVS Social Science requirement.

ENVS 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 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. Course fulfills the Oracl Communication (R) requirement and the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 100.

ENVS 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 the ways in which our food system connects us all together. Course fulfills the ENVS Humanities/Arts requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Prerequisite(s): One previous course in Philosophy or Environmental Studies or consent of instructor.
Crosslisting: PHIL 260.

ENVS 262 - Environmental Dispute 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. Fulfills University's Oral Communication (R) general education requirement. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: AHVC 263.

ENVS 265 - Human Rights, Indigenous Rights, Environmental Rights (4 Credit Hours)
This course explores two ongoing 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? Course fulfills the ENVS Social Science requirement.

ENVS 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 give the students an opportunity to construct a computer-based simulation of an ecosystem and to apply ecological modeling as a management tool in both lab and field settings. Course fulfills the ENVS Natural Science requirement, and can be fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): Any 100 or 200 level science course.

ENVS 284 - 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 in order 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. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 290 - Special Topics in Environmental Studies (4 Credit Hours)
This course provides students with an opportunity to investigate particular environmental issues from diverse perspectives within the discipline. Students may enroll in this course more than once. Courses may fulfill different ENVS requirements depending on content; please consult course pre-registration materials for the particular semester when offered.

ENVS 291 - Nature and the Literary Imagination (4 Credit Hours)
A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: ENGL 291.

ENVS 301 - Environmental Practicum (4 Credit Hours)
This keystone course is primarily for ENVS 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 managements, reuse/recycling programs, agriculture preservation, and environmental education. Should be taken during the junior year. Core course in the major.
Prerequisite(s): ENVS 200; ENVS major or minor.

ENVS 310 - Wetland Ecology (4 Credit Hours)
This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with 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. Course fulfills the Quantitative and Natural Science (QY) general education requirements and the ENVS Natural Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): Biology core or consent.
Crosslisting: BIOL 310.

ENVS 328 - Politics of the Global Environment (4 Credit Hours)
This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Course fulfills the ENVS Social Science requirement.
Crosslisting: POSC 328.

ENVS 334 - Sustainable Agriculture (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 actual 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. Course fulfills the Writing (W) GE, and the ENVS Social Science requirement, and the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

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

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

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

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

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: ENGL 391.

ENVS 399 - Advanced Topics in Environmental Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENVS 401 - Environmental Senior Project (4 Credit Hours)
This course is required for ENVS majors with senior standing unless they are pursuing senior research (ENVS 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. Course fulfills the Writing (W) GE.
Prerequisite(s): ENVS core and ENVS 301, or consent of instructor.

ENVS 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 in order to understand those factors which may mitigate against economic solutions. Course fulfills the ENVS Social Science requirement.
Prerequisite(s): ECON 302.
Crosslisting: ECON 427.

ENVS 451 - Senior Research (4 Credit Hours)
Independent research arranged with a faculty advisor.

ENVS 452 - Senior Research (4 Credit Hours)
Senior. ENVS 452 is the continuation of ENVS 451; see information above.

First-Year Program

The Office of First-Year Programs coordinates academic and co-curricular programs and services for first-year students, including:

- AC 101 - Advising Circles,
- academic advising,
- academic and adjustment counseling, and
- the summer orientation programs, among others.

The advising relationship is an important place for conversations that connect the dots between learning that happens inside and outside the classroom. Advising Circles provide an opportunity for small groups of first-year students to come together with their Academic Advisors to talk about curricular and co-curricular opportunities and what it means to be a member of the Denison community. Participating in a Circle allows a student to explore how the Denison community is shaped by a diversity of perspectives and to begin planning for four years of meaningful, educational experiences.

Students who have participated in Advising Circles have been overwhelmingly positive about their experience — "I got to know my advisor so well, I wish our group had continued meeting weekly throughout the spring." Ninety percent of students who have taken an Advising Circle would strongly recommend it to entering students. Faculty are equally enthusiastic about their experience — "This is by far the best I have gotten to know my advisees. It was a very rich and rewarding experience." Advising Circles meet weekly in the fall and monthly in the spring.

More on the First-Year Program (https://denison.edu/campus/first-year), orientation programs, and information for incoming students is available.

Faculty

Associate Professor Mark Moller, Dean of First Year Students and Director of Advising

Moriah Ellenbogen, Academic Transitions Coordinator

Kate Tull, Pre-Orientation Coordinator

French

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). Students who have taken FREN 214 - What Makes the French French? may also enroll in the intensive summer program in Martinique (contact Dr. Armstrong, Dr. Choquet or Dr. Mokam for more information). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Associate Professor Christine Armstrong; Assistant Professors Isabelle Choquet, Yvonne-Marie Mokam; Visiting Assistant Professors Anna Navrotskaya, Paige Piper; Academic Administrative Assistant 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	Intermediate French Readings and Grammar
or FREN 305	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	Intermediate French Readings and Grammar
or FREN 305	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, it 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. 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 zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and document camera.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in close community with their peers who share their enthusiasm for languages and cultures. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

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.
Prerequisite(s): FREN 211 or placement.

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 331 - Texts in French: Genres (4 Credit Hours)
In this course, students will discuss and analyze texts of French expression (taken in the broad definition, including the written text, film, music) through the common thread of genre such as Novels, Theatre, Film, Short Stories. 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)

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

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

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

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)

FREN 452 - Senior Research (4 Credit Hours)

Geosciences

Departmental Guidelines

In the Department of Geosciences we investigate the Earth in the broadest sense: how it formed, how it evolved and continues to evolve, how Earth systems interact to produce the environment in which we live, and how present and future changes may affect 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 human populations.

An understanding of the Earth is an important component of global citizenship. Many critical environmental issues face humanity, including global climate change, water shortages, loss of arable land, natural hazards such as earthquakes and flooding, and the availability of petroleum and other energy resources. Citizens and professionals with training in the geosciences will contribute to addressing these and other problems, while increasing opportunities for humans to live sustainably on the Earth.

The department provides non-majors with a basic knowledge of the Earth and Earth processes that will serve their needs as future citizens and community leaders. Geoscience majors and minors develop a strong background in the geosciences in preparation for employment opportunities in fields such as environmental science, geotechnical engineering, exploration for natural resources, geologic research, environmental law, and earth science teaching. Many geoscience graduates continue their training in graduate school; others enter the work force directly.

Faculty

Associate Professor Erik W. Klemetti, Chair

Professor David C. Greene; Associate Professor David H. Goodwin; Assistant Professor Matthew C. Jungers; Assistant Professor Anjali M. Fernandes; Academic Administrative Assistant Ann Caldwell

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

Geosciences Major

There are two possible paths to the bachelor's degree in Geoscience: a Bachelor of Science in anticipation of advanced study in the Geosciences, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in the Geosciences, although admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a **B.S. degree** by taking

Code	Title
One 100 level introductory geoscience course e.g.:	
GEOS 111	Planet Earth
GEOS 112	Special Topics in the Geosciences
GEOS 114	Special Topics in the Geosciences
two foundation courses:	
GEOS 210	Historical Geology
and	
GEOS 211	Rocks & Minerals
six elective GEOS courses, at least three of which must be at the 300 level;	
GEOS 380	Geoscience Senior Seminar
and a geoscience field course	
GEOS 400	Field Course
Required additional science courses are four courses from:	
CHEM 131	Atoms and Molecules: Structure and Dynamics
CHEM 132	Organic Structure and Reactivity
CS 111	Discovering Computer Science: Scientific Data and Dynamics
BIOL 210	Molecular Biology and Unicellular Life
BIOL 220	Multicellular Life
BIOL 230	Ecology and Evolution

MATH 135	Single Variable Calculus
MATH 145	Multi-variable Calculus
MATH 220	Applied Statistics
and	
PHYS 121	General Physics I
PHYS 122	General Physics II
or	
PHYS 125	Principles of Physics I: Quarks to Cosmos
PHYS 126	Principles of Physics II

Students who want to pursue graduate study in the geosciences are strongly encouraged to take additional math and science courses beyond this minimum requirement.

Students seeking a **B.A. degree** must take one 100 level introductory geoscience course (see above); two foundation courses (see above); six elective GEOS courses, at least three of which must be at the 300 level; and GEOS 380 - Geoscience Senior Seminar. One cognate science course may be substituted for a 200 level elective GEOS course.

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 geoscience courses are offered in alternate years. Therefore careful schedule planning is important, especially if one pursues a semester of off-campus study.

Geosciences Minor

To minor in the Geosciences, a student must take one 100 level introductory geoscience course, GEOS 210 - Historical Geology,GEOS 211 - Rocks & Minerals and three additional Geosciences courses at the 200 or 300 level.

Additional Points of Interest

Geosciences 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

GEOS 111 - Planet Earth (4 Credit Hours)
An introduction to the study of the Earth: how it formed, how it evolved, how Earth systems interact to produce the environment in which we live, how geologists interpret rocks and how humans use earth resources. Laboratory exercises include learning to identify and interpret minerals and rocks, using topographic maps to understand landscapes and landscape processes, and examining volcanic and earthquake hazard and mitigation. This course is designed as an introductory course in the geosciences for both science and non-science majors. Fulfills the Q (Quantitative Reasoning) GE requirement.

GEOS 112 - Special Topics in the Geosciences (4 Credit Hours)
Current topics include: Rare Earth - Building a Habitable Planet. 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 geosciences for both science and non-science majors. Fulfills the R (Oral Communication) GE requirement.

GEOS 114 - Special Topics in the Geosciences (4 Credit Hours)
Current Topics include: Climate Change - 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 geosciences for both science and non-science majors and to fulfill the Q (Quantitative Reasoning) GE requirement.

GEOS 115 - Special Topics in Geosciences (4 Credit Hours)
This course provides a venue to explore different topics in Geosciences at the introductory level.

GEOS 199 - Introductory Topics in Geosciences (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 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, with emphasis on climate change and global warming. This course fulfills the W overlay requirement.
Prerequisite(s): A 100-level course taught by GEOS faculty.

GEOS 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 course taught by GEOS faculty.

GEOS 211 - Rocks & Minerals (4 Credit Hours)
An introduction to the minerals and rocks that make up the Earth, and how those materials influence the processes that operate within and on the surface of the planet. The framework of the course is the geological, chemical and physical basis for understanding the composition and physical properties of minerals, magmas and rocks, and the processes by which these materials form. An emphasis is placed on examining the interplay between earth materials, society and the environment.
Prerequisite(s): A 100-level course taught by GEOS faculty.

GEOS 215 - Special Topics in Geosciences (4 Credit Hours)
This course provides a venue to explore different topics in Geosciences at the intermediate level".

GEOS 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 ENVS/GEOS 223.
Crosslisting: ENVS 222.

GEOS 223 - Geographic Information Systems II (2 Credit Hours)
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 environment issues.
Prerequisite(s): GEOS 222 or ENVS 222.
Crosslisting: ENVS 223.

GEOS 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 course taught by GEOS faculty or consent of instructor.

GEOS 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.

GEOS 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 taught by GEOS faculty.

GEOS 299 - Intermediate Topics in Geosciences (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 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): Any 100-level course taught by GEOS faculty or consent of instructor.

GEOS 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): GEOS 210 or BIOL 230.

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 312 - Igneous and Metamorphic Petrology (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): GEOS 211 or consent of instructor.

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 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 process operating at or near Earth's surface. This course will focus on how stable isotope systems can been used to study (paleo)climatology and (paleo)oceanography, hydrology, pollution, biogeochemical cycling, metabolism, photosynthesis, and (paleo)ecology.
Prerequisite(s): GEOS 210 or GEOS 211.

GEOS 340 - Special Topics in Geosciences (4 Credit Hours)

GEOS 361 - Directed Study (1-4 Credit Hours)
Individual readings and laboratory work in a student's field of interest within the Geosciences.

GEOS 362 - Directed Study (1-4 Credit Hours)
Individual readings and laboratory work in a student's field of interest within the Geosciences.

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

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

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 380 - Geoscience 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. Geoscience majors with senior standing or permission of instructor.

GEOS 399 - Advanced Topics in Geoscience (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 400 - Field Course (4-8 Credit Hours)
A B.S. major in Geosciences 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.

GEOS 401 - Selected Topics in Geoscience (2-4 Credit Hours)
An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as field techniques in geosciences, advanced structural geology, geochemistry, or geomorphology.

GEOS 402 - Selected Topic in Geography (2-4 Credit Hours)
An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs.
Prerequisite(s): A 200-level course or permission of instructor.

GEOS 451 - Senior Research (4 Credit Hours)

GEOS 452 - Senior Research (4 Credit Hours)

German

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Professor Gary Baker, Associate Professor Gabriele Dillmann; Visiting Assistant Professor Eva Revesz; Academic Administrative Assistant 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 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 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 (recommended; or another German Literature course)
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. Seniors complete one major project in the context of a 300 level course taken in the senior year.

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 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

Students planning 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.

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 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.

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, it provides the Denison community with a space for a wide range of activities such as receptions, classes, and informal gatherings. This area has a small kitchenette with a table and chairs for sharing lunch or a coffee with our faculty. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV that is connected to a zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector, which connects to a networked Mac computer, the Blu-ray player, and document camera.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone language skills and to participate in special cultural events. Students who choose this residential option will live in close community with their peers who share enthusiasm for language and culture study. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages

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 Berlin, national identity, love in literature of the 90s, creative poetry writing, suicide in German literature, 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 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. 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 315 - German for Commerce (4 Credit Hours)
Advanced language course with emphasis on commercial practices, business culture and economic sphere of German-speaking countries. Focus on interpersonal communication, employment opportunities using the German language, and training in the correspondence and vocabulary of commerce.
Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 321 - The Romantic Period in German (4 Credit Hours)
A study of the works of Novalis, Tieck, Brentano, Günderrode, Eichendorff, Hoffmann, and Heine.
Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 322 - German Drama: "Enduring Themes in German Theater" (4 Credit Hours)
An introduction to German, Swiss, and Austrian of the 19th and 20th century covering literary periods and drama theory with authors including, but not limited to: Lessing, Schiller, Goethe, Lenz, Kleist, Büchner, Hebbel, Grillparzer, Hauptmann, Wedekind, Frisch, Brecht, Durrenmatt.
Prerequisite(s): Two semesters of intermediate level German or consent.

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

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

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

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

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)

GERM 452 - Senior Research (4 Credit Hours)

Global Commerce

Program Guidelines

The Global Commerce major explores the globalized nature of modern commerce—the exchange of goods, services, information, and currency, both for-profit and non-profit. The major provides an interdisciplinary examination of globalization and its relationship to markets, exchange, and organizational cultures.

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: 5 "Commerce Core" courses that are unique to Denison as well as ECON 101 - Introductory Macroeconomics, ECON 102 - Introductory Microeconomics, and MATH 120 - Elements of Statistics. 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 - Elements of Commerce, which 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. Junior majors take GC 301 - Global 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 addition to working with experienced and dedicated Denison faculty, 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.

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 the economy and trade are connected to culture, social movements, 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 fluency skills, including intermediate-level facility with at least one foreign language; the development of a sound understanding of the elements of commerce, including familiarity with basic aspects of financial accounting, spreadsheet proficiency, business language and etiquette, and business ethics; the development of student creativity and autonomy in creating a meaningful and coherent global focus or transregional option; the integration of a significant off-campus experience with the curricular study of commerce and cultural context; and the development of a supportive and engaged student cohort in the major.

Faculty

Director: Karen Spierling

Assistant Director: Jane Palmer

Professor Theodore Burczak; Associate Professors Jessica Bean, Regina Martin, Karen Spierling; Assistant Professors Jessica Burch, John McHugh, Mariana Saavedra Espinosa, Visiting Assistant Professor Julie Mujic; 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: 5 GC Commerce Core, 2 Econ, 1 Math (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
MATH 120	Elements of Statistics
GC 101	Commerce and Society
GC 200	Global Focus Proposal for Global Commerce (prerequisite GC 101)
GC 201	Elements of Commerce (prerequisite GC 101, co-requisite GC 200)
GC 301	Global Financial Markets (prerequisites ECON 101, ECON 102, GC 101, & GC 201)
GC 401	Global Commerce Senior Seminar (prerequisites GC 101, GC 201, GC 301)

Language Courses

Significant language study is essential to understanding the dynamics of a global society, to competing with international candidates for jobs, and to operating to full effect in global businesses and organizations. 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 (see list of qualifying courses 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 and/or international issues 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 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. 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.
Corequisite(s): GC 201.

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. The course features three main components: an introduction to the language and forms of business, an overview of accounting fundamentals, and discussion of business ethics. Throughout the course, students will gain significant facility in spreadsheet development and manipulation. GC 201 is required for all Global Commerce majors and is a prerequisite for GC 301 and GC 401.
Prerequisite(s): GC 101.
Corequisite(s): GC 200.

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 Financial Markets (4 Credit Hours)
This course explores the determination of exchange rates and global interest rates and how they can be affected by national monetary policies. The historical and institutional development of the global financial system is investigated with an emphasis on the differential effects of international finance on developed and developing countries. GC 301 is required for all Global Commerce majors and is a prerequisite for GC 401.
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)

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

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

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

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. Work during the semester 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' language 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. GC 401 is required for all Global Commerce majors.
Prerequisite(s): GC 101, GC 201 and GC 301.

GC 451 - Senior Research (4 Credit Hours)

GC 452 - Senior Research (4 Credit Hours)

Health, Exercise, and Sport Studies

Departmental Guidelines

Liberal-arts colleges such as Denison University strive to cultivate an atmosphere in which individuals gain an appreciation and capacity for sustained personal growth. This self-disciplined approach to personal growth will result in autonomous thought, moral discernment, and contributions to a democratic society. Our department offers the community an extensive environment in which individuals pursue these shared values.

While tradition dictates the department have three aspects - Athletics, Recreation, and Academic Curriculum - the philosophy of the three areas need not be segmented. Put simply, the department pursues the advancement of the individual through the instructional medium of the physical body. We believe that study of the body and its complexity deepens comprehension. Physical exercise improves physical capacity. Performance guides self-referential thought. Competition yields a drive for improvement. And that striving for success within a team enlightens the ties that shape community. At each level, there is agreement that individuals must exercise autonomous thought, act individually within

the context of their moral structure, and contribute to the shared environment.

Experiences within this department will facilitate the desire to: achieve personal insight, clarify values, orient action, refine effort, and encounter success.

Faculty

Administration

Nan Carney-DeBord, Associate Vice President; Director of Athletics & Recreation; Chair & Professor of Health, Exercise, and Sport Studies

Sara Lee, Associate Athletics Director and Senior Woman Administrator

Gregory Lott, Assistant Athletics Director

Eric Winters, Chair of Health, Exercise, and Sport Studies Curriculum Committee

Marti Halm, Administrative Assistant to Health, Exercise, and Sport Studies

Faculty

Professors: Nan Carney-DeBord, Sara Lee, Gregg Parini; Associate Professors: Michael Caravana, Bob Ghiloni, Tiffany Ozbun, Eric Winters; Assistant Professors: Jason Badecki, Amanda Daniels, Michael Deegan, Mark FitzPatrick, Jack Hatem, Gregory Lott, Gail Murphy, Rob Russo; Instructor: Carter Cassell; Visiting Assistant Professor: Robert Bennett III

View faculty profiles and contact information (https://denison.edu/academics/health-exercise-sport-studies/contacts)

Health, Exercise, and Sport Studies Major

Within our department, the study of health is within the tradition of physical medicine and rehabilitation, as well as community and individual well-being. The study of physical exercise is an exploration of 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.

Graduation Requirements

1. Complete the following HESS 200-level courses: HESS 200 - History and Philosophy of Health and Sport, HESS 201 - Fundamentals Health & Exercise, HESS 202 - Applied Anatomy.
2. Complete four courses within the HESS 300's (Excluding HESS 350-91).
3. Complete three courses within the HESS 400's.
   a. Students may choose to complete BIOL 334 - Comparative Physiology: Human and non-human animals as one course within this category.
   b. Students who complete both HESS 451 - Senior Research and HESS 452 - Senior Research will satisfy one course within this category.
4. Complete three credit hours during the senior year within HESS 350-91.

Physical Education Activity

All PHED 100-level offerings are activity classes/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, unless such credits in excess of four are required for the student's major or minor. 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.

Courses

HESS 100 - 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.

HESS 101 - Women in Sport (4 Credit Hours)
This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women within sporting culture. Each topic will be examined through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives.
Crosslisting: WGST 320.

HESS 102 - Contemporary Issues in Physical Education, Health and Sport (3 Credit Hours)
An overview of the current, primary issues in the world of sport. Most primary issues impacting sports are covered, but include topics such as gender equity, race and ethnicity, media involvement, economics of sport.

HESS 103 - Coaching Methods (4 Credit Hours)
An introduction to the practice of coaching. Students will explore different coaching philosophies and the methods by which these philosophies are incorporated into practice. Students will read about various leading coaches in order to compare their methods. Current issues and trends at all age levels within the field will be discussed.

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 Philosophy of Health and Sport (4 Credit Hours)
This course will examine the historical foundations of physical education, health and athletics through a study of the development of each area. Students are introduced to the different philosophical theories that have influenced the field and will start to develop their own philosophy. Students will discuss moral reasoning and ways to develop principles that will help preserve ethical values in sport. The psychological, sociological and cultural aspects of sport will be reviewed.

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' 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.

HESS 290 - Special Topics Introductory (2-4 Credit Hours)
Temporary courses that are intended to augment specific areas of interest within health, exercise, and sport studies. Courses will provide students with the opportunity to explore the fundamental knowledge and principles commonly utilized within the field.

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 (3 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.

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 302 - Nutrition (4 Credit Hours)
This course is designed to present the foundation of nutrition as it relates to healthful living and athletics. Student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm.
Prerequisite(s): HESS 300.

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.

HESS 304 - Kinesiology (3 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.
Prerequisite(s): HESS 202.

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 350 - Practicum (0.5-3 Credit Hours)
This course provides students with the opportunity to design, implement, and present the results of their senior year experience.

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 390 - Special Topics Advanced (4 Credit Hours)
Temporary courses that are intended to augment specific areas of interest within health, exercise, and sport studies. Courses will provide students with the opportunity to apply the fundamental knowledge and principles instructed within fundamental courses.

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 (3 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 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.

Physical Education Activity

All PHED 100-level offerings are activity classes/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.

PHED 100 - Special Topics in Physical Education. (1-2 Credit Hours)
Special topics in Physical Education.

PHED 103 - Basic Football for Beginners (0.5 Credit Hours)
An introduction to the techniques and rules required for participation in the sport of football.

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 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 151 - Soccer (0.5 Credit Hours)
For players on every level. Students will learn basic skills, rules and strategy and apply them during game situations.

PHED 152 - Co-Ed Volleyball (0.5-1 Credit Hours)
This course introduces students to the fundamentals of the game of power volleyball and strives to promote basic skill development, team play and strategy of the sport.

PHED 154 - Basketball (0.5 Credit Hours)
For players on every level. Students will learn the basic skills, rules and strategy and apply them during game situations.

PHED 158 - Floor Hockey (0.5 Credit Hours)
Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary.

PHED 159 - Speed and Agility Training (0.5 Credit Hours)
This course is intended for any intercollegiate, intramural, or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The course will address four major areas to improve athletic speed and agility including but not limited to: general physical preparedness and work capacity, core stabilization and extremity proprioception, muscular force production, and neurological/biomechanical efficiency. At the conclusion of the course, the student should be able to give examples of and effectively perform the following activities: dynamic flexibility; warm-up routine; rapid, short, and long response drills for vertical, linear, lateral, and multi-planar movements; upper and lower body plyometric and ballistic movements; linear, lateral, change of direction; and acceleration speed enhancement drills; and static proprioceptive neuromuscular facilitation (PNF) stretching.

PHED 160 - Lifetime Fitness (1 Credit Hour)
This course will provide the students with exposure to various means by which to become aerobically fit. Some examples include Tae Bo, Windsor Pilates, and aerobics. Aerobic exercise and aerobic fitness, as well as nutrition and basic health and fitness concepts will also be introduced as they relate to "Lifetime Fitness."

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 course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives.
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. Fee: $55.00 for equipment.

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. Fee: $255 which includes 2 testings, instructor fee, and gear. (Offered fall and spring semesters)

PHED 168 - Strength Training for Athletic Performance (0.5 Credit Hours)
This course is designed to accommodate experienced lifters with the desire to learn and apply advanced training methodologies. Students will be able to apply a variety of effective resistance training principles to their personal strength training program. The student will become efficient at predominantly free weight and bodyweight exercises including Olympic style weightlifting, traditional power lifting, and strongman event type training. This course is intended for any intercollegiate, intramural or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The first objective is to increase the student's chances of having success on the field or court.

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 174 - Recreational Sports (1 Credit Hour)
For players on every level. Students will learn and practice the basic skills, rules and strategies of a variety of indoor/outdoor sports.

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 178 - Varsity Golf (Women) (1 Credit Hour)

PHED 179 - Varsity Cross Country (Women's) (1 Credit Hour)

PHED 180 - Varsity Baseball (Men) (1 Credit Hour)

PHED 181 - Varsity Basketball (Men) (1 Credit Hour)

PHED 182 - Varsity Cross Country (Men) (1 Credit Hour)

PHED 183 - Varsity Football (Men) (1 Credit Hour)

PHED 184 - Varsity Golf (Men) (1 Credit Hour)

PHED 185 - Varsity Lacrosse (Men) (1 Credit Hour)

PHED 186 - Varsity Soccer (Men) (1 Credit Hour)

PHED 187 - Varsity Swimming & Diving (Men) (1 Credit Hour)

PHED 188 - Varsity Tennis (Men) (1 Credit Hour)

PHED 189 - Varsity Indoor/Outdoor Track (Men) (1 Credit Hour)

PHED 190 - Varsity Basketball (Women) (1 Credit Hour)

PHED 191 - Varsity Softball (Women) (1 Credit Hour)

PHED 192 - Varsity Field Hockey (1 Credit Hour)

PHED 193 - Varsity Lacrosse (Women) (1 Credit Hour)

PHED 194 - Varsity Swimming and Diving (Women) (1 Credit Hour)

PHED 195 - Varsity Tennis (Women) (1 Credit Hour)

PHED 196 - Varsity Indoor/Outdoor Track (Women's) (1 Credit Hour)

PHED 197 - Varsity Volleyball (Women) (1 Credit Hour)

PHED 198 - Varsity Soccer (Women) (1 Credit Hour)

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. Fee: $235, 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.

History

Departmental Guidelines

Mission

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

Associate Professor Lauren Araiza, Chair

Professors Adam J. Davis, Frank T. Proctor III, Mitchell Snay; Associate Professors Lauren Araiza, Catherine L. Dollard, Karen Spierling, Joanna Tague, Megan Threlkeld; Assistant Professors Shao-yun Yang, Adrian Young, Hoda Yousef; Visiting Assistant Professors Leslie Hempson, Miranda Sachs; Academic Administrative Assistant Deborah Riley

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, 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 (prior to 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 (prior to 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 Require- ments 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

Students 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 the history of East Asia from the first century CE to the end of the sixteenth century, tracing the interactions between China, Korea, and Japan that created a distinct cultural region connected by the Chinese writing system, Confucianism and Buddhism, active diplomatic and trading relations, and (on occasion) warfare. 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.

HIST 112 - Modern East Asian Civilization (4 Credit Hours)
A survey of the history of China, Korea, and Japan since 1600. A major theme is how the East Asian world was dramatically transformed by its responses to new ("modern") technologies, ideologies, and military threats from the Western world in the nineteenth and early twentieth centuries. This transformation's far-reaching consequences include Japan's occupation of Korea and invasion of China, the Pacific War, China's turn to Communism (except in Taiwan), and Korea's division into two rival states. Other topics include: post-war East Asia's "economic miracles"; movements for democracy in China, Taiwan, and South Korea; and the ideological foundations of North Korea's isolationist totalitarian regime.
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 History before 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 Modern Middle East (4 Credit Hours)
This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict.
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 184 - A History of the Nineteenth-Centure American South (4 Credit Hours)
This course will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history.

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 191 - The United States Since 1865 (4 Credit Hours)
A survey of U.S. history from Reconstruction to the present day.

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 (4 Credit Hours)
This course will examine the history of African Americans in the United States from colonization to the present. We will study 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 negotiated race relations and resisted racial discrimination in the U.S.
Crosslisting: BLST 193.

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 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 (including Vietnam) in 1937–1954, 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 and Vietnam in the grip of Communist revolutions, 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 five conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, the French Indochina 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. 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 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 243 - Sex and Sexuality in Latin America (4 Credit Hours)
This course critically examines gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time.
Crosslisting: WGST 383.

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.
Crosslisting: BLST 384.

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. Students may take either HIST 251 or HIST 351, but not both, for credit.

HIST 253 - The Renaissance and Reformation of the 12th Century (4 Credit Hours)
A seminar that considers both the ecclesiastical reforms and cultural and intellectual revival that marked the "long twelfth century" in Western Europe. Topics include ecclesiastical reform, medieval humanism, theologians and philosophers, mysticism, the discovery of the individual, the reception of Aristotle, the revival of Roman law, Gothic architecture, and the rise of the universities. Students may take either HIST 253 or HIST 353, but not both, for credit.

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. Students may take either HIST 255 or HIST 355, but not both, for credit.

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 258 - Witches, Saints & Skeptics (4 Credit Hours)
A seminar that examines ideas and practices regarding the divine, the demonic, and the supernatural in early modern Europe, with a particular focus 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. Students may take either HIST 258 or HIST 358, but not both, for credit.

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 265 - 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. Students may take either HIST 265 or HIST 365, but not both, for credit.
Crosslisting: BLST 391 and LACS 300.

HIST 266 - Women, Sex, and Power in the Modern World (4 Credit Hours)
This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion.
Crosslisting: WGST 396.

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 273 - Origins and History of World War I (4 Credit Hours)
An examination of the causes and conduct of The Great War. The course addresses diplomatic and political events that led to the war and studies the military evolution of the war. The course also focuses extensively on the cultural mood before, during, and after the war. Students may take either HIST 273 or HIST 373, but not both, for credit.

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 281 - Colonial America (4 Credit Hours)
A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. Students may take either HIST 281 or HIST 381, but not both, for credit.

HIST 282 - The Revolutionary Transformation of America: 1763-1800 (4 Credit Hours)
A comprehensive study of the political philosophy, constitutional development, revolutionary excitement and military events of the American Revolution. Students may take either HIST 282 or HIST 382, but not both, for credit.

HIST 283 - The Age of Jefferson: The United States, 1800-1828 (4 Credit Hours)
The United States as both a nation and a political state was forged during the two decades following the American Revolution. The foundations of the federal government were established during the 1790's and under the Republican administrations of Jefferson and Madison. Facing serious diplomatic challenges, the United States began to establish itself in the international community. The era also witnessed fundamental changes in racial, ethnic, and gender relations within American society. The course will offer a close examination of this pivotal period in American history. Students may take either HIST 283 or HIST 383, but not both, for credit.

HIST 284 - The Age of Jefferson: The United States, 1828-1848 (4 Credit Hours)
The early decades of the 19th century witnessed fundamental structural changes in the economy, society, and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. Students may take either HIST 284 or HIST 384, but not both, for credit.

HIST 285 - The Civil War and Reconstruction: The United States, 1848-1877 (4 Credit Hours)
An exploration of the causes and consequences of the Civil War. The course will examine such topics as the breakdown of the political process in the 1850's, the secession crisis, the transformation of Northern and Southern societies during wartime, and the African-American experience of emancipation. Students may take either HIST 285 or HIST 385, but not both, for credit.

HIST 286 - American Intellectual History (4 Credit Hours)
An exploration of American philosophy, literature, religion, and social and political theory from the seventeenth century through World War I. The course examines the underlying themes manifested throughout these different expressions of culture. Attention will be given to several themes such as the split between the genteel and vernacular traditions. Students may take either HIST 286 or HIST 386, but not both, for credit.

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 295 - 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. Students may take either HIST 295 or HIST 395, but not both, for credit.

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 - Research Seminar in East Asian History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in East Asian History. May be taken more than once.

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.

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.

HIST 324 - Latin Amer & the United States (4 Credit Hours)
The early decades of the 19th century witnessed fundamental structural changes in the economy, society, and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity.

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 340 - Research Seminar in Latin American History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in Latin America 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 351 - The Crusades (4 Credit Hours)
This course covers the largely the same material as HIST 251 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 251 or HIST 351, but not both, for credit.

HIST 353 - The Renaissance and Reformation of the 12th Century (4 Credit Hours)
This course covers largely the same material as HIST 253 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 253 or HIST 353, but not both, for credit.

HIST 355 - Jews and Christians in the Middle Ages (4 Credit Hours)
This course covers largely the same material as HIST 255 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 255 or HIST 355, but not both, for credit.

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 course covers largely the same material as HIST 258 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 258 or HIST 358, but not both, for credit.

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)

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

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

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

HIST 365 - Comparative Slavery in the Americas (4 Credit Hours)
This course covers the largely the same material as HIST 265 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 265 or HIST 365, but not both, for credit.
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 373 - The Origins and History of World War I (4 Credit Hours)
This course covers the largely the same material as HIST 273 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 273 or HIST 373, but not both, for credit.

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 380 - Research Seminar in Early United States History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in the early history of the United States. May be taken more than once.

HIST 381 - Colonial America (4 Credit Hours)
This course covers the largely the same material as HIST 281 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 281 or HIST 381, but not both, for credit.

HIST 382 - The Revolutionary Transformation of America: 1763-1800 (4 Credit Hours)
This course covers the largely the same material as HIST 282 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 282 or HIST 382, but not both, for credit.

HIST 383 - The Age of Jefferson: The United States, 1800-1828 (4 Credit Hours)
This course covers the largely the same material as HIST 283 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 283 or HIST 383, but not both, for credit.

HIST 384 - The Age of Jackson: The United States, 1828-1848 (4 Credit Hours)
This course covers the largely the same material as HIST 284 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 284 or HIST 384, but not both, for credit.

HIST 385 - The Civil War and Reconstruction: The United States, 1848-1877 (4 Credit Hours)
This course covers the largely the same material as HIST 285 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 285 or HIST 385, but not both, for credit.

HIST 386 - American Intellectual History (4 Credit Hours)
This course covers the largely the same material as HIST 286 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 286 or HIST 386, but not both, for credit.

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 and the Meanings of Equality (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 395 - Dancing in the Street: African-American Urban History (4 Credit Hours)
This course covers largely the same material as HIST 295 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 295 or HIST 395, but not both, for credit.

HIST 396 - The Civil Rights Movement (4 Credit Hours)
This seminar will examine the struggle for African-American equality from the 1930's to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments.

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. These courses are capstone integrative seminars that involve the preparation of an academic autobiography and the revision of a paper written in an earlier history course.

HIST 451 - Senior Research (4 Credit Hours)
Research in selected topics of History.

HIST 452 - Senior Research (4 Credit Hours)
Research in selected topics in History.

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, 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 biweekly with peers and Licking Memorial Health 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.
Prerequisite(s): INTD 100.

INTD 150 - Special Topics (0.5-4 Credit Hours)

INTD 201 - Internship Seminar: Orientation (0 Credit Hours)
This course is designed to complement and enhance the learning that students build during summer internship experiences. This course is taken in the spring semester and must be paired with successful completion of INTD 202 in the subsequent fall semester.

INTD 202 - Internship Seminar: Integration & Reflection (1 Credit Hour)
This course is designed to complement and enhance the learning that students build during summer internship experiences. This course is taken in the fall semester and must be paired with successful completion of INTD 201 in the prior spring semester.
Prerequisite(s): INTD 201.

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 (0.5-1 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 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 it 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 299 - Intermediate Topics in Interdepartmental (1-4 Credit Hours)

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

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

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

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

INTD 451 - Senior Research (4 Credit Hours)

INTD 452 - Senior Research (4 Credit Hours)

International Studies

Departmental Guidelines

The International Studies major asks students to inquire broadly into social, political, economic, 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 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 lives of peoples living in their unique sociocultural and political-economic situations.

Committee

Taku Suzuki, Director

Hanada Al-Masri (Modern Languages), Gary Baker (International Studies, Modern Languages), Sharon Chuang (Communication), John Cort (Religion), Katy Crossley-Frolick (Political Science, Off-Campus Study), Can Dalyan (International Studies), John Davis (Anthropology and Sociology), Quentin Duroy (Economics), Fareeda Griffith (Anthropology and Sociology), Alina Haliliuc (Communication), Leslie Hempson (History), Dane Imerman (Political Science), Fadhel Kaboub (Economics), Sangeet Kumar (Communication), Veerendra Lele (Anthropology and Sociology), Francisco Lopez-Martin (Modern Languages), Diana Mafe (English), Özden Ocak (International Studies), Mariana Saavedra Espinosa (Global Commerce), Martha Smith-Roberts (Religion), 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:

- 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 - Major Proposal for International Studies (1-credit proposal writing course, taken Spring semester sophomore year)
- INTL 400 - Senior Capstone Seminar (offered in the Fall semester for International Studies seniors),
- Two INTL 250 electives "Global and Local Flows and Frictions" (several elective courses offered each semester),
- Four courses organized into a thematic concentration ("concentration courses"),
- Two semesters of non-English language study beyond the Denison GE requirement
- Relevant off-campus study (OCS) experience.

1. Majors must take INTL 100 - Introduction to International Studies: The Making of the Modern World, INTL 200 - Themes and Approaches in International Studies, and INTL 201 - Major Proposal for International Studies by the end of the sophomore year.
2. In the INTL 201 - Major Proposal for International Studies course students will propose four courses they will use as their "concentration courses" to fulfill their specific concentration area within International Studies. Up to three courses from their OCS program may count towards their concentration.
3. 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. Students who enter Denison as multilingual students may have already fulfilled the INTL language requirement.
4. All majors in International Studies must take INTL 400 - Senior Capstone Seminar in the Fall semester of their senior year.

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 concentrations in the major. 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 develop 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 topical concentrations within the interdisciplinary scheme of International Studies, and be equipped with academic research skills to pursue their concentrations in the major.
Prerequisite(s): INTL 100.

INTL 201 - Major Proposal for International Studies (1 Credit Hour)
The required mid-level course is for all International Studies majors. The goals of this one-credit course are to create a vibrant intellectual community of students, in which they collaboratively formulate individual interests in the field of International Studies through discussion and peer-reviews in class, and consultation with the course coordinator (International Studies Program Director) and faculty advisor assigned by the coordinator. Through these processes, the students are expected to not only develop strong camaraderie among them as the new INTL majors, but also formulate comprehensive plans for how they will pursue their interests in International Studies during their final two years at Denison. This involves charting out their courses in International Studies for the next two years-including coursework from off-campus study programs that they wish to count towards the International Studies major. By the end of the course, students submit the major proposal, in which they synthesize coursework, off-campus study (or an internship), and language training in a way that allows them to develop a coherent area of expertise within International Studies, and they will share their goals and plans with their cohort and a wider International Studies community. The proposals will be evaluated by the course coordinator, who consults with the entire International Studies Program Committee.

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 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)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent.

INTL 362 - Directed Study (1-4 Credit Hours)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent.

INTL 363 - Independent Study (1-4 Credit Hours)
Written consent.

INTL 364 - Independent Study (1-4 Credit Hours)
Written consent.

INTL 400 - Senior Capstone Seminar (4 Credit Hours)
This seminar integrates the three core courses, the four concentration courses, 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)

INTL 452 - Senior Research (4 Credit Hours)

Japanese

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Associate Professor Michael Tangeman; Visiting Assistant Professor Yumiko Tashiro; Academic Administrative Assistant 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, it 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. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector, which connects to a networked Mac computer, the Blu-ray player and document camera.

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.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in community with their peers who share enthusiasm for language and culture study. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

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 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 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.

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 312 - 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 311 or equivalent.

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

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

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

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

JAPN 400 - Special Topics in Advanced Japanese (4 Credit Hours)

JAPN 451 - Senior Research (4 Credit Hours)

JAPN 452 - Senior Research (4 Credit Hours)

Latin American and Caribbean Studies (Concentration)

Program Guidelines

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: Monica Ayala-Martínez (Spanish and Portuguese)

Christine Armstrong (French), Monica Ayala-Martínez (Spanish and Portuguese), Isabelle Choquet (French), Dosinda García-Alvite (Spanish), Melissa Huerta (Spanish), Francisco López-Martín (Spanish), Shiri Noy (Anthropology/Sociology), Frank Proctor (History), Seth Rogers (Music), Mariana Saaverda-Espinosa (Global Commerce), Charles St-Georges (Spanish), Gayatri Thampy (Anthropology/Sociology), Luis Villanueva (Economics), Micaela Vivero (Art Studio)

Academic Administrative Assistant: 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:

- 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 - 8 credits;
- LACS 201 - Introduction to Latin American Caribbean Study (taught in English), or SPAN 230 - Introduction to Hispanic Cultures (taught in Spanish). It will count as an I GE course as well - 4 credits;
- Senior Research, one semester of senior research. The research project can be submitted in English and where possible this could be done in conjunction with the student's major - 4 credits.

Electives

Latin American and Caribbean Studies students will also take three elective courses from different departments. These courses are cross-listed by different programs.

Code	Title
History	
HIST 140	Studies in Latin American History
HIST 141	Colonial Latin America
HIST 142	Modern Latin America
HIST 240	Advanced Studies in Latin American History
HIST 243	Sex and Sexuality in Latin America
HIST 244	Race and Ethnicity in Latin America

HIST 265/365	Comparative Slavery in the Americas
HIST 266	Women, Sex, and Power in the Modern World
HIST 340	Research Seminar in Latin American History
Fine Arts/Language and Culture	
ARTS 141	Introduction to Sculpture
SPAN 220	Introduction to Hispanic Literature
SPAN 325	Survey of Latin American Literature
SPAN 425	Seminar in Latin American Literature
Society and Culture	
ANSO 339	Culture, Identity and Politics in Caribbean Society
SPAN 230	Introduction to Hispanic Cultures
SPAN 330	Cultures of Spain
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 100 - Special Topics in Latin American & Caribbean Studies (4 Credit Hours)

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 mesticagem 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 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 200 - Special Topics in Latin American and Caribbean Studies (4 Credit Hours)
Studies in Latin American and Caribbean Studies.

LACS 201 - Introduction to Latin American Caribbean Study (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 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 220 - Introduction to Hispanic Literature (4 Credit Hours)
Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. Conducted in Spanish.
Prerequisite(s): SPAN 215.

LACS 230 - Introduction to Hispanic Culture (4 Credit Hours)
An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. Conducted in Spanish.
Prerequisite(s): SPAN 215 or consent.

LACS 300 - Special Topics in Latin American & Caribbean Studies (4 Credit Hours)

LACS 325 - Survey of Latin American Literature (4 Credit Hours)
Survey of literary genres, periods and movements in Latin American from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. Conducted in Spanish.
Prerequisite(s): LACS 220 or SPAN 220 and LACS 230 or SPAN 230.
Crosslisting: SPAN 325.

LACS 451 - Senior Research (4 Credit Hours)

LACS 452 - Senior Research (4 Credit Hours)

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 Lugar Program is open to students of all majors and partisan preference. International students are welcome to enroll.

The Lugar Program features two tracks. Track One focuses on American politics and public policy. It combines coursework in these areas with a

congressional internship. Students must complete a total of four courses in American politics and foreign policy, including POSC 307 - The Politics of Congress and either POSC 214 - Doing Political Science: Foreign Policy Formulation or POSC 341 - The Conduct of American Foreign Policy. The other two Track One course requirements may be fulfilled by completing any of the Political Science class offerings in the subfields of American Politics. Students must earn a grade of C or better in each Lugar Program course. Completion of all four Lugar Program courses is required before beginning the congressional internship. Students may intern in any congressional office during the summer following either their sophomore or junior year. The Lugar Program will endeavor to place interns in the office of a member of the House or Senate. Alternatively, students may opt to participate in an approved off-campus program and intern for an entire semester under the auspices of their Washington program.

The Lugar Program will only sponsor students for congressional internships who have a record unblemished by serious disciplinary or academic infractions as reported by the Office of Student Development and the Provost's Office.

Track Two has been designed for students with an interest in international affairs and foreign policy, especially with an aptitude for the study of foreign languages and a desire to pursue a career in such fields as national security, homeland defense, weapons proliferation and foreign affairs. In particular, Track Two provides a foundation for graduate study at the Graduate School of International Policy Studies at the Monterey Institute in California, or at similar graduate programs that also require extensive language training. To complete the Track Two program at Denison, students must take two years (four semesters) of coursework in a foreign language. Although French, German, and Spanish are acceptable, students interested in the Monterey option are encouraged to study Arabic, Chinese or Japanese. Some coursework in a language could be undertaken at Monterey or another institution, most likely during the summer. Students must take four courses selected from the Political Science Department offerings in the subfields of Comparative Politics or International Politics. The minimum grade in each of these courses and in every semester of foreign language instruction is a C. Track Two contains an experiential/internship component that must be completed while participating in an approved off-campus program.

For both tracks, with the approval of the Director, one off-campus course may be used to fulfill Lugar course requirements.

How To Apply

Please complete an application form found either in the Political Science Department office, or linked to the Lugar Program Homepage (http://denison.edu/academics/lugar). For additional information, contact the program director: Dr. Andrew Z. Katz, Political Science Department, Denison University, Granville, Ohio 43023, Telephone: 740-587-6405 Fax: 740-587-6601.

Faculty

Professor Andrew Z. Katz, Director

Associate Professors: Paul Djupe, Katy Crossley-Frolick, Heather Pool; Visiting Assistant Professors: Dane Imerman, Thomas Kelly, Brian Norris, Matthew Slaboch

View faculty profiles and contact information (http://denison.edu/academics/lugar/contacts)

Mathematics

Departmental Guidelines

Mathematics is an essential part of a liberal arts education with numerous connections to a variety of disciplines. The study of mathematics is a challenging and exciting activity that sharpens logical reasoning skills and improves problem solving ability. The curriculum is designed so students can apply these skills to analyze both real-world questions and explore sophisticated mathematical theory.

Students interested in the Mathematics major should take MATH 135 - Single Variable Calculus and MATH 145 - Multi-variable Calculus followed by MATH 213 - Linear Algebra and Differential Equations and MATH 300 - Introduction to Proofs by the end of their sophomore year. It is strongly recommended that Mathematics students take CS 109 - Discovering Computer Science, CS 110 - Discovering Computer Science: Digital Media and Games, CS 111 - Discovering Computer Science: Scientific Data and Dynamics or CS 112 - Discovering Computer Science: Markets, Polls, and Social Networks by the end of their sophomore year.

Most upper level mathematics electives fall into two categories: Foundations and Modeling.

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. Currently these courses are:

Code	Title
MATH 400	Combinatorics
MATH 410	Abstract Algebra
MATH 413	Advanced Linear Algebra
MATH 440	Advanced Analysis
MATH 445	Topology
MATH 447	Vector Calculus and Complex Analysis

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. Currently modeling courses include:

Code	Title
MATH 415	Operations Research
MATH 425	Applied Probability
MATH 427	Probability Computing and Graph Theory
MATH 430	Fourier Analysis
MATH 435	Mathematical Modeling

Other courses, such as MATH 361 - Directed Study - MATH 362 - Directed StudyorMATH 363 - Independent Study - MATH 364 - Independent Study include various additional topics.

Non-major/minor students interested in taking a mathematics course should consider MATH 115 - Mathematical Methods for the Physical and Social Sciences or MATH 120 - Elements of Statistics.

Students who did not receive a 4 or 5 on the Calculus AB Advanced Placement exam will usually take MATH 135 before MATH 145.

Faculty

Associate Professor R. Matthew Kretchmar, Chair Professor Michael D. Westmoreland, Associate Chair
Professors Lewis D. Ludwig, Matthew P. Neal, Michael D. Westmoreland; Associate Professors May Mei, Sarah Rundell; Assistant Professors David White, Sarah Wolff; Visiting Instructors Laura Dolph Bosley, Joshua Edge, Alice Miller; Academic Administrative Assistant, Dee Ghiloni

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

Mathematics Majors

The CORE courses consist of:

Code	Title
MATH 145	Multi-variable 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 110	Discovering Computer Science: Digital Media and Games
or CS 111	Discovering Computer Science: Scientific Data and Dynamics
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks

The FOUNDATION courses consist of:

Code	Title
MATH 400	Combinatorics
MATH 410	Abstract Algebra
MATH 413	Advanced Linear Algebra
MATH 440	Advanced Analysis
MATH 445	Topology
MATH 447	Vector Calculus and Complex Analysis
MATH 334	Theory of Computation

The MODELING courses consist of:

Code	Title
MATH 415	Operations Research
MATH 425	Applied Probability
MATH 427	Probability Computing and Graph Theory
MATH 430	Fourier Analysis
MATH 435	Mathematical Modeling

Bachelor of Arts Degree

The minimum requirement for the Bachelor of Arts in Mathematics are the six CORE courses plus four courses; two modeling courses and two foundations courses.

Bachelor of Science Degree

The minimum requirement for the Bachelor of Science in Mathematics are:

Code	Title
The six CORE courses plus six courses; three of	
MATH 410	Abstract Algebra
MATH 440	Advanced Analysis
MATH 445	Topology
and	
MATH 447	Vector Calculus and Complex Analysis
plus three other 400-level courses.	

Students majoring in Math or Computer Science may take up to two cross-listed math or computer science courses to count as requirements in the intended major. These cross listed courses typically satisfy electives in the major.

Code	Title
Current cross listed courses	
MATH 334	Theory of Computation
MATH 415	Operations Research
MATH 427	Probability Computing and Graph Theory
are pre-approved for this policy.	
MATH 220	Applied Statistics
is preapproved for the computer science BS major. Other math and computer science courses must be approved by the department prior to enrollment.	

Mathematics Minor

The minimum requirements for a mathematics minor are:

Code	Title
MATH 145	Multi-variable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 220	Applied Statistics
MATH 300	Introduction to Proofs
and one of	
CS 109	Discovering Computer Science
CS 110	Discovering Computer Science: Digital Media and Games
CS 111	Discovering Computer Science: Scientific Data and Dynamics
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks

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	Multi-variable Calculus
MATH 213	Linear Algebra and Differential Equations
CS 173	Intermediate Computer Science
and one of	
CS 109	Discovering Computer Science
CS 110	Discovering Computer Science: Digital Media and Games
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or	
CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
and an additional course at the 200-level or above.	

This additional course, which may be in another department, must have a strong and persistent mathematical modeling or computing component and must be approved in advance by the Mathematics and Computer Science Department. In addition, the student 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 Mathematics and Computer Science Department prior to enrollment in the elective course. In particular, the elective course and cognate requirements above must be chosen in consistence with a valid educational plan for the student of Computational Science (as defined above). Any mathematics major who wishes to complete this concentration must choose a computer science course as an elective course. Any computer science major who wished to complete this concentration must choose a mathematics course as an elective course. A double mathematics and computer science major is not eligible for this concentration.

Additional Points of Interest

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 Oak Ridge Science Semester (https://denison.edu/academics/oak-ridge) or 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 and 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 second summer abroad. Denison offers a wide range of opportunities to study off-campus that are highly relevant to the Denison experience.

Going abroad allows students to enhance their knowledge while experiencing another culture and way of life. Students gain valuable international experience that will benefit future career goals and/or graduate school opportunities. Math and 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

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. Not open for credit to students who have taken Psychology 370.

MATH 130 - Essentials of Calculus (4 Credit Hours)
A one-semester introduction to single-variable calculus focused on functions, graphs, limits, exponential and logarithmic functions, differentiation, integration, techniques and applications of integration, and optimization. Emphasis is given to applications from the natural and social sciences.

MATH 135 - Single Variable Calculus (4 Credit Hours)
An accelerated introduction to the calculus of single variable functions with early transcendentals. Topics include limits, derivatives, integrals, and applications of calculus to the natural and social sciences including optimization, differential equations, probability, volume, and Fundamental Theorem of Calculus.
Prerequisite(s): Placement or MATH 130.

MATH 145 - Multi-variable Calculus (4 Credit Hours)
A continuation of the study of single variable calculus, together with an introduction to linear algebra and the calculus of multivariable functions. Topics include: an introduction to infinite sequences and series, vectors, partial derivatives, gradient, optimization of functions of several variable, integration techniques, double integrals, elementary linear algebra, and differential equations with applications to the physical and social sciences.
Prerequisite(s): AP Calculus AB or BC score of 4 or 5 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 200 - Topics in Mathematics (4 Credit Hours)
A course used to introduce new intermediate-level courses into the curriculum. (Also listed under Computer Science offerings.)

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 is the study of computers as mathematical abstractions in order 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 decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes.This course is a study of formal languages and their related automata, Turing machines, unsolvable problems and NP-complete problems.
Prerequisite(s): CS 109, 110, CS 111, or 112, and MATH 300 or CS 234.
Crosslisting: CS 334.

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

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

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

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

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 a number of presentations during the semester on substantive, well-researched themes appropriate to their status in their major.
Prerequisite(s): MATH 210 or MATH 300, or CS 271.
Corequisite(s): a 200-level mathematics or computer science course.

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 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, or consent.

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): MATH 213.
Crosslisting: CS 337.

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): MATH 213.

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. As there have been many randomized algorithms designed to solve problems on graphs, the course introduces numerous topics from graph theory of independent mathematical interest. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social network 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.
Prerequisite(s): CS 271 or MATH 435 or MATH 242 or MATH 220 or DA 220, and MATH 300 and one from CS 109, CS 110, CS 111, or CS 112.
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 (which also uses Calculus). 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 essentially use the power of changing (orthogonal) bases 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): MATH 213.

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 110, CS 111, or CS 112, and MATH 213.

MATH 440 - Advanced 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 440 or consent.

MATH 447 - Vector Calculus and Complex Analysis (4 Credit Hours)
Study of Vector Calculus including vector valued functions, curves, Kepler's laws, curvature, torsion, multiple integrals, iterated integrals, Fubini's theorem, polar, cylindrical, spherical coordinates, center of mass, moments of inertia, determinants and n-dimensional volume, change of variables, differential forms, line integrals, Green's Theorem, surface integrals, flux, curl, divergence, Stoke's Theorem, Divergence Theorem, Gauss's law, Maxwell's equations and applications to Topology. The lens is then narrowed to study functions of a complex variable, including an introduction to complex numbers, analytic functions, derivatives, singularities, integrals, Taylor series, Laurent Series, conformal mappings, residue theory, analytic continuation. Cauchy-Riemann Equations, Cauchy's Theorem, Cauchy Integral Formula, Big and Little Picard Theorems, Riemann Mapping Theorem, and Rouche's Theorem.
Prerequisite(s): MATH 213 and MATH 300.

MATH 451 - Senior Research (4 Credit Hours)

MATH 452 - Senior Research (4 Credit Hours)

MATH 470 - Advanced Mathematical Topics (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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

This concentration integrates coursework from the social sciences and humanities, allowing students to gain a broad and wide knowledge of the region of the Middle East and North Africa. Building on Denison's commitment to internationalizing the curriculum, this concentration engages students with a deeper understanding of the region both theoretically and experientially. It draws on the interdisciplinary strength of Denison's community by including courses from Anthropology and Sociology, 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 MENA region.

Faculty

MENA Committee Members

Hanada Al-Masri (Modern Languages /Arabic), Sohrab Behdad (Economics), Jason Busic (Modern Languages /Spanish), Fadhel Kaboub (Economics), Andrew Katz (Political Science), Isis Nusair (Women's Studies and International Studies), Hosna Sheikholeslami (Anthropology and Sociology), Hoda Yousef (History)

Academic Administrative Assistant: Liz Barringer-Smith

View faculty profiles and contact information

Requirements for the Concentration

MENA students are required to take a total of six course, as follows:

a. Four courses from the MENA course list (see table below)

- No more than 2 of the 4 courses may come from a single department;
- Two of the 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.

b. Arabic language requirement (two courses beyond ARAB 112 - Beginning Arabic II).

c. MENA experience is required from MENA students. This could be fulfilled in one of the following forms:

- 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 of the MENA region;
- All forms of fulfilling this requirement are subject to the approval of the MENA committee.

Summary of Course Distribution

I. Language Requirement (2 courses)

Code	Title
ARAB 211	Intermediate Arabic I (Prerequisite ARAB 112)
ARAB 212	Intermediate Arabic II (Prerequisite ARAB 211)

II. Elective Requirements (4 courses selected from:)

Code	Title
ARAB 315	Culture of the Arab World
ANSO 345	Special Topics (when taught as "Anthropology of Islam")
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 Modern Middle East
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")
POSC 347	The Middle East in World Affairs
REL 218	Islam
SPAN 420	Seminar in Peninsular Literature (course taught in Spanish; Prerequisite - any two SPAN 300-level courses)
SPAN 430	Seminar in Spanish Culture (course taught in Spanish; Prerequisite - any two SPAN 300-level courses)

III. MENA Experience Requirement

- An Off-campus experience is required from MENA students. This could be fulfilled in one of the following forms:
- 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;
- All forms of fulfilling this requirement are subject to the approval of the MENA committee.

IV. A Note on Prerequisites

Of the twelve MENA elective courses, only four courses have a prerequisite requirement, as follows:

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.)
SPAN 420	Seminar in Peninsular Literature (Prerequisites are any two 300-level SPAN courses, which in turn require SPAN 215, SPAN 220 and SPAN 230; course is offered in Spanish.)

SPAN 430	Seminar in Spanish Culture (Prerequisites are any two 300-level SPAN courses, which in turn require SPAN 215, SPAN 220 and SPAN 230; course is offered in Spanish.)
ARAB 211	Intermediate Arabic I (This course entails covering two semesters of Beginning Arabic, ARAB 111 and ARAB 112, or consent of instructor.)

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.

MENA 121 - Islamic History before 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 Modern Middle East (4 Credit Hours)
This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict.
Crosslisting: HIST 122.

MENA 150 - Introductory Special topics in Middle East and North Africa Studies (4 Credit Hours)
Introductory special topics with Middle East and North African focus.

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 250 - Intermediate Special Topics in Middle East and North Africa Studies (4 Credit Hours)

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 347 - The Middle East in World Affairs (4 Credit Hours)
The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future.

MENA 350 - Advanced Special Topics in MENA (4 Credit Hours)
Advanced special topics with Middle East and North African Studies focus.

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

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

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

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

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 450 - Advanced Special Topics in MENA (4 Credit Hours)
Advanced special topics with Middle East and North African Studies focus.

MENA 451 - Senior Research (1-4 Credit Hours)

MENA 452 - Senior Research (4 Credit Hours)

Music

Departmental Guidelines

The music department serves the whole Denison community, offering courses and concerts that allow students to develop their artistic, creative, and intellectual potential. We believe that performance and intellectual study of music mutually deepen and strengthen one another. Our music majors and minors attain fluency in music through rigorous study of music history, theory, and technique, and apply this knowledge in performance and analysis. In accordance with the ideals of a liberal arts education, our department offers a broad exposure to musics across time and place. We open music classes, lessons, and ensembles to the entire campus, forming 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

Professor Ching-chu Hu, Chair

Professor Ching-chu Hu; Associate Professor HyeKyung Lee; Assistant Professors: Dan Blim, Hanna Hurwitz, Harris Ipock, Philip Rudd, Christopher Westover; Visiting Assistant Professor Sun Min Kim; Full-Time Instructors: Assistant Professor Belinda Andrews-Smith, Brett Burleson, Pete Mills, Seth Rogers, Adam Schlenker, Kevin Wines; Affiliated Studio Instructors: Tom Atha, Tim Carpenter, Whitney Davis, Ryan Hamilton, Cora Kuyvenhoven, Richard Lopez, Evan Lynch, Leslie Maaser, David Nesmith, Matt Opachick, Emily Patronik, Deborah Price,

Gary Puckett, Sarah Ramsey, Carolyn Redman, Doug Richeson, Steven Rosenberg, James Van Reeth, Ni Yan; Academic Administrative Assistant, Pam Hughes

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 five 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 $530 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. 305) 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 bluegrass majors, Composition Seminar and Bluegrass 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

Five Core Courses

Code	Title
MUS 104	Music Theory I - Musical Materials
MUS 105	Music Theory II - Harmonic Systems
MUS 204	Music Theory III - Methods of Analysis
MUS 201	Music History I
MUS 202	Music History II

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 five core courses and a demonstration of keyboard proficiency, the following courses are required in each music emphasis option.

Composition

- MUSP 129 - Composition Seminar (minimum 6 semesters)
- MUS 206 - Conducting and Orchestration
- MUS 329 - 20th Century Music (Majors/Minors)
- MUS 217 - Computer Music
- One music elective at the 300-level
- Private Composition Lessons (minimum 6)
- and MUS 402 - Senior Project or MUS 401 - 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

Bluegrass

- MUS 330 - The History of American Folk and Country Music (Majors/Minors)
- MUS 337 - History of Bluegrass Music (Majors/Minors)
- MUSP 135 - Bluegrass Ensemble each semester, minimum 6 semesters
- MUSP 126 - Bluegrass Seminar, minimum 4 semesters
- MUSP 129 - Composition Seminar, two semesters
- MUS 301 - Junior Recital and MUS 401 - Senior Recital
- Private Lessons at the 100 level, minimum 6 semesters
- Core Ensembles, minimum 6 semesters
- Keyboard Proficiency and Performance Skills Exam or MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II

Music Minor

Performance Minor

- Performance Audition
- Private Lessons, 2 credit hours each semester, minimum 6 semesters
- MUS 104 - Music Theory I - Musical Materials, MUS 201 - Music History I or MUS 202 - Music History II
- 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 Minor

- MUS 104 - Music Theory I - Musical Materials, MUS 201 - Music History I or MUS 202 - Music History II
- 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

- MUS 104 - Music Theory I - Musical Materials
- MUS 105 - Music Theory II - Harmonic Systems
- MUS 217 - Computer Music
- MUS 329 - 20th Century Music (Majors/Minors)
- MUSP 129 - Composition Seminar, minimum 4 semesters
- Private Composition Lessons, minimum 4 semesters
- Keyboard Proficiency and Performance Skills Exam
- MUS 402 - Senior Project

Bluegrass Minor

- MUS 104 - Music Theory I - Musical Materials
- MUS 330 - The History of American Folk and Country Music (Majors/Minors)
- MUS 337 - History of Bluegrass Music (Majors/Minors)
- MUSP 135 - Bluegrass Ensemble, minimum 4 semesters
- Private Lessons, minimum 4 semesters at the 100 level (voice, violin*, mandolin, banjo, bluegrass guitar, bass)
- Two semesters of MUSP 126 - Bluegrass Seminar
- Keyboard Proficiency and Performance Skills Exam or MUSP 127 - Keyboard Skills I and MUSP 128 - Keyboard Skills II
- Performance Juries each term

*Violin students pursuing the Bluegrass 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
MUS 224	Computer Music II
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 326	Classical Era: Mozart, Haydn, Beethoven (Majors/Minors)
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 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 (including World/Country, World/Bluegrass) (4 Credit Hours)
(Including World/Country, World/Bluegrass). This course explores different approaches to music-making through 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. 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 104 - Music Theory I - Musical Materials (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.
Prerequisite(s): Successful completion of Music Theory Fundamentals (MUS 244) or Music Theory Placement exam or consent.

MUS 105 - Music Theory II - Harmonic Systems (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 104.

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)
As seen through the eyes of men and women who composed, performed, taught and patronized the instrument, this course surveys the major works for the piano and its precursors, and it explores the important role keyboard instruments had and continue to have in the social fabric of Western society. The course approaches matters of musical style, analysis and performance. It also discusses gender issues and the changing social position of the keyboardist during the past 300 years. No ability at the keyboard is required.

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 125 - Alexander Technique (2 Credit Hours)

MUS 199 - General Topics in Music (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 104.

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 204 - Music Theory III - Methods of Analysis (4 Credit Hours)
A survey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte and others.
Prerequisite(s): MUS 105.

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 105.

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 (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 224 - Computer Music II (4 Credit Hours)
An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others.
Prerequisite(s): MUS 217.

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 226 - Classical Era: Mozart, Haydn, Beethoven (4 Credit Hours)
This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart, and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. 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 Music (4 Credit Hours)
Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required.

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 is 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 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 243 - Special Topics in Music Composition (4 Credit Hours)
Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition.

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 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 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 sows through lenses of gender, race, exocitism, 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 326 - Classical Era: Mozart, Haydn, Beethoven (Majors/Minors) (4 Credit Hours)
This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. 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?

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 began 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 Music (Majors/Minors) (4 Credit Hours)
Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required.

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 is 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 343 - Special Topics in Music Composition (4 Credit Hours)
Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition.

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 345 - 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

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)

MUS 452 - Senior Research (4 Credit Hours)

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.
Prerequisite(s): Piano Class I or instructor permission.

MUSP 115 - Gospel Piano (1 Credit Hour)

MUSP 118 - Class Woodwinds (1 Credit Hour)

MUSP 119 - Class Brass (1 Credit Hour)

MUSP 120 - Jazz Improvisation (1 Credit Hour)

MUSP 125 - Private Lesson (Alexander Technique) (1 Credit Hour)

MUSP 126 - Bluegrass Seminar (1 Credit Hour)
Bluegrass Seminar is a required course for students seeking a Bachelor of Arts degree in music with an emphasis in bluegrass. Students will develop skills in rhythm, timing, part-singing, transcription, and improvisation in a workshop setting.

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)

MUSP 131 - Concert Choir(Ensemble) (1 Credit Hour)

MUSP 132 - Singers' Theatre Workshop (Ensemble) (1 Credit Hour)

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

MUSP 134 - Jazz Ensemble (1 Credit Hour)

MUSP 135 - Bluegrass Ensemble (1 Credit Hour)

MUSP 136 - Chamber Singers (Ensemble) (1 Credit Hour)

MUSP 137 - Women's Choir (Ensemble) (1 Credit Hour)

MUSP 138 - Gamelan Ensemble (1 Credit Hour)

MUSP 139 - Gospel Ensemble (1 Credit Hour)

MUSP 140 - Jazz Combo (1 Credit Hour)

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)
Includes Trumpet Ensemble, French Horn Ensemble, and Brass Ensemble.

MUSP 143 - Latin Jazz Percussion (Ensemble) (1 Credit Hour)

MUSP 144 - Piano Chamber Music (1 Credit Hour)

MUSP 145 - Class Strings Ensemble (1 Credit Hour)
An introduction to string techniques and pedagogy.

MUSP 146 - Guitar Ensemble (1 Credit Hour)

MUSP 147 - String Chamber Music (1 Credit Hour)

MUSP 148 - Class Percussion Ensemble (1 Credit Hour)
An introduction to percussion techniques and pedagogy.

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)

MUSP 152 - Private Lesson (Viola) (1 Credit Hour)

MUSP 153 - Private Lesson (Cello) (1 Credit Hour)

MUSP 154 - Private Lesson (Guitar) (1 Credit Hour)

MUSP 155 - Private Lesson (String Bass) (1 Credit Hour)

MUSP 156 - Private Lesson (Electric Bass) (1 Credit Hour)

MUSP 157 - Private Lesson (Harp) (1 Credit Hour)

MUSP 158 - Private Lesson (Bluegrass Guitar) (1 Credit Hour)

MUSP 160 - Jazz Improvisation (2 Credit Hours)
This class covers the basics of jazz improvisation and will include the study of modal forms and chord/scale applications, ii-VII-I progression (in the framework of standard jazz compositions) and a transcription project.

MUSP 161 - Private Lesson (Clarinet) (1 Credit Hour)

MUSP 162 - Private Lesson (Flute) (1 Credit Hour)

MUSP 163 - Private Lesson (Oboe) (1 Credit Hour)

MUSP 164 - Private Lesson (Bassoon) (1 Credit Hour)

MUSP 165 - Private Lesson (Saxophone) (1 Credit Hour)

MUSP 171 - Private Lesson (Trombone) (1 Credit Hour)

MUSP 172 - Private Lesson (French Horn) (1 Credit Hour)

MUSP 173 - Private Lesson (Trumpet) (1 Credit Hour)

MUSP 174 - Private Lesson (Euphonium) (1 Credit Hour)

MUSP 175 - Private Lesson (Tuba) (1 Credit Hour)

MUSP 181 - Private Lesson (Piano) (1 Credit Hour)

MUSP 182 - Private Lesson (Jazz Piano) (1 Credit Hour)

MUSP 183 - Private Lesson (Gospel Piano) (1 Credit Hour)

MUSP 190 - Private Lesson (Percussion) (1 Credit Hour)

MUSP 195 - Private Lesson (Voice) (1 Credit Hour)

MUSP 197 - Private Lesson (Composition) (1 Credit Hour)

MUSP 225 - Private Lesson (Alexander Technique) (2 Credit Hours)

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 244 - 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 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)

MUSP 252 - Private Lesson (Viola) (2 Credit Hours)

MUSP 253 - Private Lesson (Cello) (2 Credit Hours)

MUSP 254 - Private Lesson (Guitar) (2 Credit Hours)

MUSP 255 - Private Lesson (String Bass) (2 Credit Hours)

MUSP 256 - Private Lesson (Electric Bass) (2 Credit Hours)

MUSP 257 - Private Lesson (Harp) (2 Credit Hours)

MUSP 258 - Private Lesson (Bluegrass Guitar) (2 Credit Hours)

MUSP 261 - Private Lesson (Clarinet) (2 Credit Hours)

MUSP 262 - Private Lesson (Flute) (2 Credit Hours)

MUSP 263 - Private Lesson (Oboe) (2 Credit Hours)

MUSP 264 - Private Lesson (Bassoon) (2 Credit Hours)

MUSP 265 - Private Lesson (Saxophone) (2 Credit Hours)

MUSP 271 - Private Lesson (Trombone) (2 Credit Hours)

MUSP 272 - Private Lesson (French Horn) (2 Credit Hours)

MUSP 273 - Private Lesson (Trumpet) (2 Credit Hours)

MUSP 274 - Private Lesson (Euphonium) (2 Credit Hours)

MUSP 275 - Private Lesson (Tuba) (2 Credit Hours)

MUSP 281 - Private Lesson (Piano) (2 Credit Hours)

MUSP 282 - Private Lesson (Jazz Piano) (2 Credit Hours)

MUSP 283 - Private Lesson (Gospel Piano) (2 Credit Hours)

MUSP 290 - Private Lesson (Percussion) (2 Credit Hours)

MUSP 295 - Private Lesson (Voice) (2 Credit Hours)

MUSP 297 - Private Lesson (Composition) (2 Credit Hours)

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.

Narrative Journalism (Concentration)

Program Guidelines

The concentration in Narrative Journalism—prose that combines literary attention to storytelling with sound, fact-based research, offers students from all majors a structured opportunity to gain writing experience and exposure to potential career paths in this exciting field. This concentration will prepare students to write for a wide readership across a variety of media platforms. It is firmly grounded in the liberal arts, bringing together existing courses in narrative writing and research methods, independent semester and/or summer research projects, and real world experiences, including internships and campus writing

opportunities. The concentration supplements existing courses in expository and creative writing to help students from a wide range of majors integrate their academic coursework with their extracurricular and work experiences. It aims to provide the structure and faculty mentorship that will help students make those connections in a thoughtful and intentional way. In addition to coursework, students in the concentration have access to many unique opportunities including workshops, reporting trips, seminars, and internships.

Faculty

Jack Shuler, Chair

Ron Abram, Michael Croley, Peter Grandbois, Hollis Griffin, Erik Klemetti, Sangeet Kumar, Andrew McCall, Jessica Hendry Nelson, Jesse Schlotterbeck, Margot Singer, Doug Swift, James Weaver

View faculty profiles and contact information (https://denison.edu/academics/narrative-journalism/contacts)

Narrative Journalism Concentration

Core Course Requirements

Required courses for the completion of the concentration are:

- ENGL 221 - Literary Nonfiction
- ENGL 237 - Introduction to Creative Writing
- ENGL 384 - Creative Nonfiction Writing
- One to three approved electives
- At least one summer or semester-long research or internship
- Group colloquia
- At least one semester of senior research

Electives

Elective courses shall be approved by the Narrative Journalism Writing Committee. Elective courses must provide either substantial narrative writing experience in a variety of forms or exposure to key disciplinary research methods.

Courses that are not explicitly designated as electives may be counted toward the concentration on a case-by-case basis with permission of the Narrative Journalism Writing Concentration Committee. Elective courses that are restricted to departmental majors will not be open to non-major narrative journalism writing concentrators without instructor permission.

English majors must take at least three non-English course electives and English minors must take at least two non-English course electives. Non-English majors must take at least one elective.

Elective courses include the following (as well as those accepted via petition to concentration chair):

Code	Title
ARTS 117	Introduction to Photography
ARTS 222	Contemporary Comics
ANSO 350	Field Research Methods
ANSO 351	Survey Research Methods
CINE 104	Film Aesthetics and Analysis
CINE 328	Screenwriting
COMM 108	Introduction to Writing for Print and Online
COMM 227	New Literacy Lab
COMM 328	Communication Law
COMM 350	Advanced Journalism
DA 101	Introduction to Data Analytics
ENGL 310	Studies in Literature
ENGL 383	Fiction Writing
ENVS 236	Political Ecology
ENVS 256	Farmscape: Visual Immersion in the Food System
ENVS 334	Sustainable Agriculture
HIST 310	Research Seminar in East Asian History
or HIST 320	Research Seminar in Middle Eastern History
or HIST 330	Research Seminar in African History
or HIST 340	Research Seminar in Latin American History
or HIST 350	Research Seminar in Pre-Modern European History
or HIST 360	Research Seminar Comparative History
NJ 310	Special Topics in Narrative Journalism
POSC 201	Analyzing Politics
THTR 290	Playwriting: Form, Structure, Narrative

Additional Points of Interest

Summer or Semester-long Research or Internship Experience

NNW concentrators must complete an on- or off-campus internship that engages with narrative journalism. For example, concentrators may pursue internships with University Communications, Denison Magazine, a local news organization, or a media-oriented nonprofit organization. Alternatively, concentrators may undertake a summer research project focused on producing a significant work of narrative journalism. If summer projects or internships are not feasible, concentrators may undertake semester-long directed research and/or internships instead.

All internships and research projects must be approved by the Narrative Journalism Writing Concentration Committee. Students requiring funding support from Denison for internships must demonstrate need, submit competitive proposal requests, and meet Career Exploration standards for ensuring high quality internships or alternative field experiences.

Colloquia

Once or twice per semester, the narrative journalism concentration will sponsor colloquia designed to explore the professional world of narrative journalism. These sessions will focus on a variety of topics, such as: journalistic ethics, types of narrative journalism publications, writing careers and internships, how to develop a portfolio, how to build a social media platform, the role of editors and agents, etc. There will also be opportunities to meet with recent graduates, attend talks and readings given by professional writers, and go on field trips. Colloquia are mandatory for seniors (and optional for all other students) in the concentration.

Senior Research

Students participating in the narrative journalism concentration must complete at least one semester of senior research. Research may be conducted in any relevant department, depending on the project.

Alternatively, an independent study undertaken during the senior year may replace senior research in cases where departmental senior research requirements preclude significant work in narrative journalism.

English majors with a creative writing emphasis must complete the required yearlong senior creative writing project with at least one semester devoted to nonfiction.

Advising

All concentrators will have a designated advisor chosen from the members of the Narrative Journalism Writing Committee.

Courses

NJ 100 - Senior Coloquium (0 Credit Hours)
Once or twice per semester, the narrative journalism concentration will sponsor colloquia designed to explore the professional world of narrative journalism. These sessions will focus on a variety of topics, such as: journalistic ethics, types of narrative journalism publications, writing careers and internships, how to develop a portfolio, how to build a social media platform, the role of editors and agents, etc. There will also be opportunities to meet with recent graduates, attend talks and readings given by professional writers, and go on field trips. Colloquia are mandatory for seniors (and optional for all other students) in the concentration.

NJ 199 - Introductory Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 299 - Intermediate Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 310 - Special Topics in Narrative Journalism (4 Credit Hours)
Narrowly-focused courses exploring specific genres, mediums, topics, or journalistic skills. These courses are frequently cross-listed with other departments and/or programs.

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

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

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

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

NJ 399 - Advanced Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 451 - Senior Research (4 Credit Hours)
Individually designed projects on selected topics in Narrative Journalism.

NJ 452 - Senior Research (4 Credit Hours)
Individually designed projects on selected topics in Narrative Journalism.

ENGL 221 - Literary Nonfiction (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.

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 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.

Neuroscience (Concentration)

Program Guidelines

Neuroscience is the interdisciplinary study of the brain and nervous system, with a scope that ranges from molecules and cells to behavior, cognition, and emotion. Denison's Neuroscience Concentration achieves this interdisciplinary perspective via courses in Biology, Computational Science, Philosophy, and Psychology. These courses are intended to complement the student's major. Students who want to pursue the Neuroscience Concentration are required to have either a primary or secondary academic advisor who is a member of the Neuroscience Faculty.

Faculty

Heather Rhodes (Biology), Neuroscience Program Director

Faculty: Seth Chin-Parker (Psychology), Barbara Fultner (Philosophy), Jessen Havill (Computer Science), Susan Kennedy (Psychology), Eric Liebl (Biology), Nestor Matthews (Psychology), 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 - Neuroscience Assessment.

Four Foundational Courses

May be taken in any order, beginning as early as the first semester at Denison. Foundational courses in Biology and Psychology serve as prerequisites for the 200 and 300-level Biology and Psychology courses required of Neuroscience concentrators.

Code	Title
BIOL 210	Molecular Biology and Unicellular Life
CS 111	Discovering Computer Science: Scientific Data and Dynamics
or DA 101	Introduction to Data Analytics
or CS 109	Discovering Computer Science
or CS 110	Discovering Computer Science: Digital Media and Games
or CS 112	Discovering Computer Science: Markets, Polls, and Social Networks
PHIL 210	Philosophy of Science
PSYC 100	Introduction to Psychology

Two Intermediate Courses in Biology and Psychology

These courses have prerequisites and are, in turn, prerequisites for the advanced courses.

BIOL 220 - Multicellular Life (Prerequisite for BIOL 334 and BIOL 349)

PSYC 200 - Research Methods and Statistics (Prerequisite for PSYC 351 and prerequisite for any of the following: PSYC 311, PSYC 331, PSYC 341)

Three Advanced Courses in Biology and Psychology

These courses may be taken in any order, except that PSYC 350 - Biological Psychology and PSYC 351 - Research in Biological Psychology must be taken concurrently.

Code	Title
Biology:	
BIOL 349	Neurophysiology
or BIOL 334	Comparative Physiology: Human and non-human animals
Psychology:	
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 Senior Capstone Seminar

This course must be taken in the spring of the senior year. NEUR 412 - Neuroscience Senior Capstone Seminar The prerequisites for NEUR 412 include the advanced biology and psychology courses.

Neuroscience Assessment

Satisfactory completion of NEUR 401 - Neuroscience Assessment is required of all senior Neuroscience concentrators during the final weeks of NEUR 412 - Neuroscience Senior Capstone Seminar. NEUR 401 - Neuroscience Assessment is a zero credit course.

Courses

NEUR 299 - Introductory Topics in Neuroscience (1-4 Credit Hours)
A general category used only the evaluation of transfer credit.

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

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

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

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

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 412 - Neuroscience Senior Capstone Seminar (4 Credit Hours)
Neuroscience Senior Capstone Seminar – This course is the culminating experience for the Neuroscience concentration, taken in the spring of the senior year. 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 and critically evaluate primary neuroscience literature, and develop oral and writing skills for communicating neuroscience research to different audiences. Students will also integrate knowledge and skills from other courses they have taken as part of the concentration, their major, or as part of the General Education requirements. Students not completing the concentration but who have completed the prerequisites are also welcome in the course.
Prerequisite(s): BIOL 334 OR 349, PSYC 350, or consent of the instructor.

NEUR 450 - Special Advanced Topics in Neuroscience (1-4 Credit Hours)
This course provides a venue in which to explore chosen topics in neuroscience at the advanced level. Topics vary according to the interests of students and faculty.

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 and CHEM 132 (or concurrently) or consent, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 131 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 110, CS 111, and CS 112. 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 310.

PSYC 330 - Cognitive Psychology (4-8 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.
Corequisite(s): PSYC 330.

PSYC 340 - Sensation and Perception (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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 (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

Off-Campus Study

Overview

Learning through global experiences is integral to a Denison education. The Office of Off-Campus Study (OCS) provides individualized mentoring to help students craft their off-campus experience and take advantage of learning opportunities that foster global competencies essential in today's world. With more than 200 Denison-accepted off-campus

study programs to choose from, students have many opportunities to realize the full potential of their education, hone a language, develop workplace skills, and maximize the learning of global competencies. Denison maintains a list of carefully vetted and accepted off-campus programs that meet the pedagogical and academic standards associated with a Denison liberal arts education. The current list can be found in Global Tools (https://globaltools.denison.edu/index.cfm?FuseAction=Programs.MapSearch). Students who withdraw from the university to attend a program that is not on Denison's list of approved programs are not eligible to receive transfer credit.

In addition to semester, or year-long study abroad, shorter term opportunities are also possible. Denison Seminars (p. 78), semester-long credit bearing courses with an off-campus travel component, are another way students can develop global competencies. Students can also participate in summer, short-term, faculty-led credit bearing seminars.

There are many other opportunities for students to apply and extend their off-campus learning. These include independent research, internships, and lectures that connect students to international educators and peers around the world. OCS works closely with the Knowlton Center and Lisska Center to share information about the many global learning opportunities and resources available to Denison students.

Planning for Off-Campus Study Program

The first step in planning for off-campus study is to attend a Study Abroad 101 session led by student returnees. Next, students schedule an appointment with an OCS advisor. Working with OCS and their academic advisors, students articulate learning goals for an off-campus study experience, explore a range of options among the Denison-accepted programs, and carefully consider the timing of participation and integration with degree requirements.

Proposing Off-Campus Study

Students normally seek approval for one semester and/or a summer of off-campus study during their Denison career, though approval for an academic year of off-campus study is also possible. (Note that institutional financial aid may be applied to a maximum of one semester of study – see Financing Off-Campus Study.)

To pursue off-campus study for academic credit, students must first select an approved program found in Global Tools (https://globaltools.denison.edu/index.cfm?FuseAction=Programs.MapSearch), develop an academic plan around the program, and obtain OCS approval for such study. Once approved by OCS, the student is then responsible for completing an application with the program provider. Students approved for off-campus study must attend a mandatory orientation session facilitated by OCS. Failure to do so may result in revocation of approval. OCS staff assists and advises students with both steps in the process.

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 individual student's academic program.
- The student's academic record demonstrates clear evidence of curricular preparation and academic achievement appropriate to the proposed off-campus study program and the specific learning goals associated with the student's proposal.
- The student has completed a minimum of forty-eight credits prior to participation on an off-campus program. Transfer students must complete one year of study at Denison prior to participation on an off-campus program. These residency requirements do not apply to summer study.
- The student is enrolled at Denison the semester preceding off-campus study participation. A student who applies institutional aid to a program must also enroll at Denison the semester following the program. Failure to do so will result in the student charged for the institutional aid that was awarded for off-campus study.
- The student must be in good academic standing the semester preceding participation on a program. Denison also reserves the right to withdraw approval if there is a problematic shift in a student's academic performance before the start of a program, even if a student is technically in good standing. See Academic Regulations for Off-Campus Study.

Balancing Participation

Denison strives to accommodate the off-campus study proposals of all qualified students. There are, however, two related points that impact this policy. First, OCS establishes limits on the number of participants in some programs in order to facilitate optimal integration into the range of experiential learning contexts and communities. Second, to facilitate the sustainable management of Denison's on-campus housing resources, slots for off-campus study in the fall semester are awarded on a *first come, first served* basis based on the date of the student's required OCS appointment, and completion of program-specific interview with an OCS staff member. There are four exceptions to this policy:

- the student is proposing a program that is only offered during the fall semester;
- the student will be studying abroad during the senior year;
- the student has a conflict with a specific course offering in her/his major program, as documented by the Academic Planning Form and confirmed by the appropriate department chair;
- the student is on the team roster for a spring semester sport, as confirmed by the appropriate coach.

If studying off-campus in the fall semester is not covered by one of these exceptions, the student should schedule the required advising appointment to start the OCS Proposal process in the second semester of the First-Year (no later than April 1st), or at the very beginning of the fall semester of the sophomore year. The student should carefully review all deadlines and work diligently to complete the planning meetings and forms required for that appointment.

Financing Off-Campus Study

To determine whether a given program is affordable, students should consider out-of-pocket expenses as well as the invoiced program fees. A comprehensive cost estimate for any given program on the Denison accepted list is available from the program provider.

To promote off-campus study, Denison does not require students to pay its tuition or room/board fees during their term off-campus. An administrative fee of $285 for a summer program, $920 for a semester program, and $1,025 for an academic year of study with a single program or provider is charged to cover the administrative support associated with off-campus study.

Denison students may pursue one semester of off-campus study with institutional aid eligibility if they submit their Free Application for Federal Student Aid (FAFSA) by March 1 and provide the required verification of tax data to the Denison Financial Aid Office by April 1. Estimated Financial Aid Awards are made available to students by June 1 (for fall study), and August 1 (for spring study). While Denison does not provide institutional merit-based aid for off-campus study, institutional need-based aid is available for eligible students.

A student's eligibility is based on the comprehensive estimated cost of participation for the proposed off-campus study program and the estimated family contribution from the FAFSA. Federal grants, State grants, and Federal loans, as well as any other external sources of aid, are the initial sources for meeting financial need for eligible students. If a student's need is not fully met by those funding sources, Denison grant funding is available to assist in meeting a portion of remaining need. For students with unmet need after the Denison financial packaging process, OCS works with program providers to award additional grants to help bridge this gap. OCS collaborates with the Lisska Center to identify and share information about national scholarships for study abroad, and supports students in the application process.

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, including required language and area studies courses. Failure to do so will result in a grade of U (Unsatisfactory) for the off-campus study placeholder course listed on the Denison academic record for the term abroad.

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 of 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 20 U.S. semester credits per semester. Students are limited to one course on an S/U grade base per semester. The arrangements for such a choice must be made with the program provider at the time of final registration. Students should notify the Registrar's Office of the arrangement 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 academic advisors to obtain pre-approval for their courses through the OCS course approval process. Students should meet with a representative of the Registrar's Office no later than December 1st for spring semester study away, and May 1st for fall semester study away. *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 major, minor, or concentration requirements must receive approval directly from the relevant department/program. Other coursework will be evaluated for its relevance to the Denison curriculum through the combined efforts of the Registrar, OCS, 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, even though credit will not be awarded. 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, OCS routinely consults with the Office of Community Values and Conflict Resolution 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 disciplinary 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 must be on campus and cleared of any disciplinary sanctions during the semester prior to study away.

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.

The program provider may request information from the student about their disciplinary record as part of the admission process. In these cases, the student will be asked to sign a waiver allowing Denison to provide this information to the program. If you have concerns about how your disciplinary history may affect your eligibility for study away, please convey these during the advising process in OCS.

Educational Enrichment Leave of Absence

Students may apply for an Educational Enrichment Leave of Absence (EEL) to pursue experiential learning opportunities that are not credit bearing or structured educational opportunities whose coursework is not applicable to a Denison Baccalaureate degree. Examples of structured educational opportunities whose coursework is not applicable include the National Outdoor Leadership School (NOLS), Outward Bound, Semester at Sea, specialized technical or training programs, religious education, or culinary institutes.

Students wishing to pursue an EEL are required to meet with and an advisor in OCS, as well as their academic advisor, and then to submit a written rationale to OCS. The rationale must articulate a clear connection between the student's broader educational goals and the proposed enrichment program. A student may opt to pursue study at a local institution as an adjunct activity as part

of an EEL. However, this coursework may not exceed eight credits and must be approved in advance through the normal transfer credit evaluation process. The written rationale should address the plan to obtain credit elsewhere. Please note that there are two deadlines for EELs: the last day of registration in the Fall for the following Spring; and the last day of registration in the Spring for the following Fall. Students should carefully refer to the EEL guidelines described in Global Tools (https://globaltools.denison.edu/index.cfm?FuseAction=Programs.MapSearch) for specific elements to include in the written rationale and submit the rationale electronically to the Director of Off-Campus Study.

During an EEL, the student retains her/his Denison enrollment deposit and information systems privileges. However, the student is considered withdrawn from Denison during her/his period of leave for the purposes of financial aid and loan deferment. EEL's are usually for one semester, but may extend to an academic year. See the *Student Handbook* for specific details regarding the processes for registration, housing, and financial aid following a leave. If a student does not enroll at Denison following the EEL, the leave reverts to a Withdrawal and the enrollment deposit is forfeited.

Insurance Coverage

Most program providers include medical insurance coverage into their program fee. Some programs do not, however, and encourage students and their families to make certain that their private insurance will provide adequate coverage while the student is abroad. In either case, Denison covers all students participating in an international off-campus program with supplemental international *emergency* medical and evacuation insurance coverage. Denison insures students through EIIA International Travel Insurance. Students may review the EIIA policy at this link: EIIA_Intl_Travel_Brochure_2019.pdf (https://catalog.denison.edu/catalog/courses-of-study/off-campus-study/EIIA_Intl_Travel_Brochure_2019.pdf) and print an ID card: EIIA_International_ID_Card_2019.pdf (https://catalog.denison.edu/catalog/courses-of-study/off-campus-study/EIIA_International_ID_Card_2019.pdf): All students at Denison must be covered by domestic health insurance for ongoing and chronic conditions and non-emergency health events.

Health Advisories, Travel Advisories, and Travel Warnings

All students studying off-campus are required to register with AlertTraveler in Global Tools. OCS staff will assist students in downloading and use of the app.

Denison strongly recommends that all students avail themselves of the travel information available at the U.S. State Department (http://travel.state.gov/), Centers for Disease Control (http://wwwnc.cdc.gov/travel/), and World Health Organization (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.

Denison reserves the right to withdraw its approval for study on an off-campus program if a State Department travel warning or a CDC or WHO travel advisory is in place for the program location at the start of the program. 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. To make certain that a student may make an informed decision regarding participation on a program, the issue of potential loss of Denison approval for an accepted program will be brought to the student's attention as far in advance of the program start date as is feasible.

In the case of a State Department travel warning or a CDC or WHO travel advisory arising after a program has started, Denison will work closely with the educational partner 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.

Staff

Dr. Katy A. Crossley-Frolick, Director

Sandy Spence, Assistant Director

Dr. Courtney Johnson Fowler, Assistant Director

Ann Caldwell, Academic Administrative Assistant

View faculty profiles and contact information (https://denison.edu/academics/study-abroad/contacts)

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 significant internship experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

Faculty

Associate Professor of Psychology David P. J. Przybyla, Director

Organizational Studies Committee: Bob Ghiloni, Associate Professor of Health, Education, and Sports Studies; Amanda Gunn, Associate Professor of Communication; Sarah Hutson-Comeaux, Associate Professor of Psychology; Fadhel Kaboub, Associate Professor of Economics.

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 three core courses: one from each each of the *two major content areas* and a third from either content area (some courses are listed below)
- complete PSYC 230 - Organizational Psychology, which is offered each spring semester
- participate successfully in a month-long *summer session*
- complete an appropriate *internship* following the *summer session*
- write an *integrative paper* upon completion of the internship

In order to further 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 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. A Directed Study or Senior Research Project may replace one of the courses.*

1. **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
ANSO 210	Sex and Gender in Society
BLST 212	Race and Ethnicity
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
THTR 230	Acting: Realism I

2. **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
ANSO 342	Non-Governmental Organizations, Development and Human Rights
BLST 265	Black Women and Organizational Leadership
BLST 339	Culture, Identity and Politics in Caribbean Society
BLST 340	Social Movements
COMM 306	Organizational Culture
COMM 415	Conflict and Communication
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
ENVS 240	Environmental Politics and Decision Making
ENVS 284	Environmental Planning and Design
ENVS 301	Environmental Practicum
HESS 401	Organization and Administration of Athletics and Physical Education
POSC 110	Introduction to American Politics
POSC 311	Political Organizations in the U.S
POSC 307	The Politics of Congress
REL 217	Sects and Cults

3. **Electives or Applications**. Courses and projects that meet this requirement are designed to focus on an aspect of organizational studies that is particularly appropriate to the student's vocational aspirations, the integrity of the program, and/or the major. Students have the following options:
   i. An integrative directed study (or)
   ii. A senior research/honors project in the major that integrates the program into a new research project (or)
   iii. An elective course approved by the director.

Additional Points of Interest

Summer Session

The premise guiding this four-week 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. The summer seminar focuses on the application of those skills in organizations. Working primarily with Denison alumni/ae, students are introduced to the language and fundamental principles of organizational management, decision-making, marketing, finance, and accounting. Equipped with this information, students serve as consultants for local nonprofit and commercial enterprises, taking on the tasks of researching and analyzing problems, formulating solutions, and presenting findings to clients. In addition, students travel to cities such as New York, Chicago, and Washington

to learn first-hand the nature of operations in advertising agencies, investment banks, manufacturing plants, and other organizations.

Internship and Integrative Paper

The internship should take place during the months following the summer session. The internship will become the venue where coursework and the summer seminar are brought into play. The completion of the internship shall result in a major, integrative paper.

Philosophy

Departmental Guidelines

To do philosophy is to encounter some of the most fundamental questions that can be asked about human existence. Philosophical investigation 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.

Typically students without previous experience with philosophy will 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 - Greek and Medieval 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.

Faculty

Professor Barbara Fultner, Chair

Professors Anthony J. Lisska (on leave Fall 2019), Steven Vogel; Associate Professors Sam Cowling (on leave 2019-2020), Jonathan Maskit, Mark Moller (Dean of First Year Students); Assistant Professor John McHugh (on leave Fall 2019); Visiting Assistant Professor Amy Shuster; Academic Administrative Assistant Kate Tull

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

Philosophy Major

A major in Philosophy requires ten courses selected in consultation with the major advisor. The ten courses must include

- PHIL 231 - Greek and Medieval Philosophy (offered Fall 2019),
- PHIL 232 - Modern Philosophy (offered Spring 2020),
- and at least three courses numbered 300 or higher, of which at least one must be a PHIL 431 - Seminar in Philosophy (Junior/Senior Seminar) (offered both semesters). Only one semester of PHIL 451 - Senior Research/PHIL 452 - Senior Research) may count as a 300 or higher level course, and Directed Study (PHIL 361 - Directed Study/PHIL 362 - Directed Study) 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.
- In addition, all majors must participate in and pass the Senior Symposium in their senior year.

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 which includes Philosophy) should consult the Department early in their college career.

The Philosophy Department participates in the interdepartmental major in PPE (p. 154) and several of our courses are cross-listed with other interdisciplinary programs, including 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. This means that our minor program places a premium upon departmental advising.

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 courses in the department. Among these courses must be PHIL 231 - Greek and Medieval 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), 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 the Martin Luther King, Jr. Day Celebration.

Courses

PHIL 101 - Introduction to Philosophy (4 Credit Hours)
This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology, and others. It is intended that the student develop skills in rigorous thinking and become involved 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 192 - 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 200 - Philosophical Studies (4 Credit Hours)
This course offers a careful study of some of the central texts, issues, and ideas in the history of Western philosophy. Among the figures studied will be Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein, Quine, and others. The course is intended for most students as a second course in philosophy; its goal is to prepare students for further philosophical work by providing them with experience in philosophical study beyond that offered in Philosophy 101. Some students with particular interest in the field, however, may choose to begin their philosophical studies with this course. In either case, the course will give students the opportunity to grapple with fundamental philosophical questions by examining the works of a series of great figures in the history of philosophy.
Prerequisite(s): One previous course in Philosophy or consent.

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 - Greek and Medieval Philosophy (4 Credit Hours)
An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus.
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)
Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed.
Prerequisite(s): One previous course in Philosophy or consent.

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, Environmental Studies major/minor, or consent.
Crosslisting: ENVS 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 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, WGST 275.

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 identical or reducible to brain states, how it is that our thoughts can be about anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions.
Prerequisite(s): One previous course in Philosophy, Neuroscience concentrator, or consent.

PHIL 291 - 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 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 from a variety of sources, including philosophical sources such as Nietzsche, Kierkegaard, Sartre, de Beauvoir, or Judith Butler as well as literary or biographical sources, e.g., Beckett, James Baldwin, Frantz Fanon, and others.
Prerequisite(s): One previous course in Philosophy or consent.

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): PHIL 232 and one other Philosophy course, or consent.

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 - History of 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)
The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course 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? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite(s): Two previous courses in Philosophy or consent.

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

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

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

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

PHIL 391 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

PHIL 392 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

PHIL 399 - Advanced Topics in Philosophy (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

PHIL 431 - Seminar in Philosophy (Junior/Senior Seminar) (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)

PHIL 452 - Senior Research (4 Credit Hours)

Philosophy, Politics and Economics (PPE)

Program Guidelines

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. 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 want to pursue a PPE major should contact a member of the PPE Committee.

Faculty

Committee: Heather Pool (Director), Jessica Bean, and John McHugh

Faculty:

Philosophy

Barbara Fultner, Anthony Lisska, Jonathan Maskit, John McHugh, Mark Moller, Steven Vogel

Political Science

Katy Crossley-Frolick, Paul Djupe, Dane Imerman, Andrew Katz, Thomas Kelly, Brian Norris, Heather Pool, Matthew Slaboch

Economics

Jessica Bean, Sohrab Behdad, Ted Burczak, Pedro Cadenas, Quentin Duroy, Xiao Jiang, Zarrina Juraqulova, Fadhel Kaboub, Tim Miller, Hyun Woong Park, Katherine Snipes, Luis Villanueva, 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 (12 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. Electives allow students to concentrate on a specific area or topic of interest and the senior research project offers a capstone experience where students integrate their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments.

Core Courses

Code	Title
Philosophy	
PHIL 121	Ethics: Philosophical Considerations of Morality
PHIL 126	Social and Political Philosophy
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
Political Science	
POSC 110	Introduction to American Politics
POSC 120	Politics in Democratic States
POSC 284	Doing Political Science: American Political Thought [1]
or POSC 180	Introduction to Political Theory
POSC 382	Modern Political Theory
or POSC 383	Contemporary Political Theory
Economics	
ECON 101	Introductory Macroeconomics
ECON 102	Introductory Microeconomics
Any two of the following four:	
ECON 201	Economic Justice
or ECON 401	History of Economic Thought I
or ECON 402	History of Economic Thought II
or ECON 466	Evolution of the Western Economy

[1] Please note that PPE students who have not fulfilled POSC 201 - Analyzing Politics should request permission from the instructor to register for POSC 284 - Doing Political Science: American Political Thought.

Electives

A student must select five additional advanced courses 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 Political Science, Economics, and Philosophy 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.

PPE Course of Study Proposal

Each prospective PPE major must submit a formal PPE course of study proposal (COSP) by mid-March of their sophomore year, indicating a general topic or theme that will serve as the focus of the major and proposing a program of more focused courses for their elective. The COSP must include an account of the student's progress toward completion of the core courses and an argument regarding why the proposed elective courses prepare them for senior research. This course of study proposal must be approved by the PPE committee before the student registers for the junior year.

Courses

PPE 451 - Senior Research (4 Credit Hours)
Research in selected topics in Philosophy, Politics, and Economics.

PPE 452 - Senior Research (4 Credit Hours)
Research in selected topics in Philosophy, Politics, and Economics.

Physics

Departmental Guidelines

The study of physics is a challenging and intellectually rewarding activity selected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and their relationship to it. To this end, courses offered by the Department of Physics and Astronomy are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with an individual's motivation, goals, and abilities.

A major in Physics is an excellent preparation for careers in engineering, medicine, business, computer science, law, industrial management, and teaching. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

Faculty

Associate Professor Riina Tehver, Chair

Professors Steven D. Doty, N. Daniel Gibson, Daniel C. Homan, C. Wesley Walter; Associate Professors Kimberly A. Coplin, Steven M. Olmschenk, Riina Tehver; Assistant Professor Melanie Lott; Visiting Assistant Professor Carl Pfendner; Technician/Machinist David Burdick; Academic Administrative Assistant, Cathy Geho

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

Physics Major

A student who wants to major or minor in Physics, or minor in Astronomy, should consult with a member of the Department as soon as possible. The requirements for the major in Physics include Physics courses, Math courses, and the comprehensive experience, as discussed below: (Students who have taken PHYS 121 - General Physics I and PHYS 122 - General Physics II should consult with the chair about Physics course requirements.)

1. Physics courses
   a. The B.A. degree requires:

Code	Title
PHYS 125	Principles of Physics I: Quarks to Cosmos
or ASTR 125	Quarks to Cosmos
PHYS 126	Principles of Physics II
PHYS 127	Principles of Physics III
PHYS 200	Modern Physics
PHYS 201	Applied Mathematics for Physical Systems
PHYS 211	Electronics
PHYS 305	Classical Mechanics
PHYS 312	Experimental Physics

And two semesters of 400 (1 credit each), plus one additional Physics or Astronomy course at the 200-level or above.

   b. The B.S. degree requires:

Code	Title
PHYS 125	Principles of Physics I: Quarks to Cosmos
PHYS 126	Principles of Physics II
PHYS 127	Principles of Physics III
PHYS 200	Modern Physics
PHYS 201	Applied Mathematics for Physical Systems
PHYS 211	Electronics
PHYS 305	Classical Mechanics
PHYS 306	Electricity and Magnetism
PHYS 312	Experimental Physics
PHYS 330	Introductory Quantum Mechanics

And two semesters of 400 (1 credit each), plus one additional Physics or Astronomy course at the 200-level or above.

2. Math courses
   a. The B.A. degree requires MATH 135 - Single Variable Calculus and MATH 145 - Multi-variable Calculus.
   b. The B.S. degree requires MATH 135 - Single Variable Calculus and MATH 145 - Multi-variable Calculus, as well as one additional Math class (200-level or above) or a course in Computer Science.
3. Comprehensive experience -

   The B.A. and B.S. degree both require the successful completion of an independent project. The project must be approved in advance by the department. As a result, the student is required to discuss potential project ideas with the chair and other department faculty before beginning work on a project.

   The B.S. degree also requires passing the physics comprehensive examination, normally administered during the senior year.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics. Additional courses taken in other science departments (Biology, Chemistry, Computer Science, Geosciences, Math) are desirable.

Physics Minor

A minor program in Physics is designed to be flexible and complement the student's major program. The student, in consultation with the Physics and Astronomy Department, will develop a minor program that will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include:

Code	Title
PHYS 125	Principles of Physics I: Quarks to Cosmos
PHYS 126	Principles of Physics II
PHYS 127	Principles of Physics III
MATH 135	Single Variable Calculus
MATH 145	Multi-variable Calculus

(Students who have taken PHYS 121 - General Physics I-PHYS 122 - General Physics II should consult with the chair about requirements.)

In addition, three courses at the advanced level (200 and above) in Physics are required for the minor. One of the three courses must include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind.

In addition to these requirements, a final culminating experience will be designed by the Department and the student. One possibility includes interdisciplinary research that bridges the major and minor areas.

Additional Points of Interest

Engineering

Denison offers the opportunity to study engineering via three, two dual-degree programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early

with the Physics Department chair. Additional details can be found in this catalog under Pre-Professional Programs.

Courses

PHYS 100 - Current Topics in Physics (4 Credit Hours)
Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as energy and the environment. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry.

PHYS 121 - General Physics I (4 Credit Hours)
This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. Newtonian Mechanics and Dynamics, fluids, and thermal physics are covered. Three lectures and one three-hour laboratory each week.
Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

PHYS 122 - General Physics II (4 Credit Hours)
This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes electricity and magnetism, optics and waves. Three lectures and one three-hour laboratory each week.
Prerequisite(s): PHYS 121.

PHYS 125 - Principles of Physics I: Quarks to Cosmos (4 Credit Hours)
This course is designed for first-year students who intend to major in physics or pre-engineering. The goal of Physics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of physics and to help students develop quantitative reasoning and analytical skills that are necessary for further study in physics. Topics possibly covered include relativity, particle physics, cosmology, QED, and basic quantum mechanics. The course satisfies the quantitative reasoning requirement and is intended to help students make a smooth transition from high school math and physics courses to our Principles of Physics course (126-127). Three lectures and one three-hour laboratory per week.
Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

PHYS 126 - Principles of Physics II (4 Credit Hours)
This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course satisfies the quantitative reasoning requirement and is also appropriate for those majoring in other physical sciences (see also Physics 121-122). Topics include Newtonian mechanics, vibrations, fluids, and thermal Physics. Four lectures and one three-hour laboratory each week.
Prerequisite(s): PHYS 125, MATH 135 or concurrent.

PHYS 127 - Principles of Physics III (4 Credit Hours)
This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences. (also see Physics 121-122). Topics include electricity and magnetism, waves, and optics. Four lectures and one three hour laboratory each week.
Prerequisite(s): PHYS 126 and 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, an introduction to the principles of quantum mechanics, and atomic physics. Additional topics may include solid-state physics, nuclear physics, or other contemporary topics. Analytical techniques are emphasized throughout.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201 or concurrent, or consent.

PHYS 201 - Applied Mathematics for Physical Systems (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 will include operators, functions, vectors, complex numbers, integration, differentiation, geometry, 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.
Prerequisite(s): PHYS 121 or PHYS 126, and MATH 145, or consent.

PHYS 211 - Electronics (4 Credit Hours)
A course in digital and analog electronics with an emphasis on circuit design and lab work. Topics include binary encoding, combinational and sequential logic, microcontrollers and FPGAs, AC circuits, transistors, op-amps, and interfacing with scientific instruments.
Prerequisite(s): PHYS 122 or PHYS 127, or consent.

PHYS 220 - Geometrical and Physical Optics (4 Credit Hours)
A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. The course includes a laboratory.
Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 245 - Special Intermediate Topics in Physics (4 Credit Hours)
This course provides a venue in which to explore chosen topics in physics at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit.
Prerequisite(s): PHYS 126 and MATH 145, or consent.

PHYS 299 - Intermediate Topics in Physics (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

PHYS 300 - Physics Math Seminar (1 Credit Hour)

PHYS 305 - Classical Mechanics (4 Credit Hours)
A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis.
Prerequisite(s): PHYS 127, PHYS 201 or MATH 213, or consent.

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 305 or consent.

PHYS 312 - Experimental Physics (4 Credit Hours)
A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. May be repeated once for credit as either PHYS 312 or ASTR 312.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 211 recommended.

PHYS 320 - Thermodynamics (4 Credit Hours)
Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory.
Prerequisite(s): PHYS 200 or consent.

PHYS 330 - Introductory Quantum Mechanics (4 Credit Hours)
A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics.
Prerequisite(s): PHYS 305, PHYS 201 or MATH 213, or consent.

PHYS 340 - Advanced Topics (1-2 Credit Hours)
Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit.
Prerequisite(s): Junior standing and consent of chairperson.

PHYS 345 - Special Topics in Physics (4 Credit Hours)
Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, biophysics, astrophysics, geophysics and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson.
Prerequisite(s): PHYS 122 or PHYS 127, or consent.

PHYS 361 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

PHYS 362 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

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

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

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.

PHYS 405 - Advanced Dynamics (3 Credit Hours)
A course extending the work of PHYS 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical physics.
Prerequisite(s): PHYS 305 or consent.

PHYS 406 - Electromagnetic Theory (3 Credit Hours)
A course extending the work of PHYS 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics.
Prerequisite(s): PHYS 306 or consent.

PHYS 451 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or consent of chairperson.

PHYS 452 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or Consent of Chairperson.

PHYS 470 - Teaching Methods in Physics (1 Credit Hour)
This course is designed to provide an understanding of the basic methods used to teach physics. This course is primarily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week.
Prerequisite(s): PHYS 121 and PHYS 122, or PHYS 126.

Political Science

Departmental Guidelines

The Political Science curriculum allows students to explore political theory and issues in the United States and around the world. This happens through courses ranging from the U.S. Congress or Presidency to courses on Russia or Terrorism to politics of developing nations, human rights or the global environment. Students can explore issues in international relations, foreign policy, constitutional law or the role of religion in politics.

Faculty

Professor Andrew Z. Katz, Chair

Associate Professors Paul A. Djupe, Katy Crossley-Frolick, Heather Pool; Visiting Assistant Professors Dane Imerman, Thomas Kelly, Brian Norris, Matthew Slaboch; Academic Administrative Assistant Kimberly Egger

View faculty profiles and contact information (https://denison.edu/academics/political-science/contacts)

Political Science Major

For a major in Political Science, students must complete nine courses, only three of which may be at the 100-level and only two of which may be completed in an off-campus experience. Political Science, as a discipline, is divided into four subfields:

1. Political Theory – focus on normative issues such as the purpose of government and notions of liberty, justice, and governance;
2. American Politics – seeks to explain political phenomena in the United States;
3. Comparative Politics – the study of domestic-level politics around the world;
4. International Relations – concentrates on the interaction between and among states, as well as with transnational non-state actors.

We strongly encourage students to take courses in each of the four subfields for breadth, and to develop a depth of knowledge by choosing elective courses that create an area of expertise in one of the subfields.

All majors must take:

- one course in American Politics (course numbers ending with 01-19);
- one course in Political Theory (course numbers ending with 80-89);
- one course in either: Comparative Politics (course numbers ending with 20-39) or International Relations (course numbers ending with 40-59);
- POSC 201 - Analyzing Politics. This is the research methods course for the department and should be taken in the sophomore year.
- A second 200-level course. In order to further refine students' research and writing skills in political science, we have designated

a number of courses to follow on and expand the skills taught in POSC 201 - Analyzing Politics. These courses have a substantive area in one of the four subfields of the discipline as well as a stronger focus on skills such as reading, writing, critical thinking, and research methodology/approaches. This course should be taken in the semester following POSC 201 - Analyzing Politics.
- POSC 491 - Senior Seminar. Senior seminars are offered in the fall semester each year and should be taken in the senior year; juniors may take a senior seminar if space allows.

Additional rules:

- A maximum of three 100-level courses may count towards the major;
- Students studying off campus may transfer a maximum of two major courses for a one semester off-campus experience and three for a year long off-campus experience;
- Neither directed study nor independent study courses may be used to fulfill major requirements;
- The two-semester senior research sequence counts as one course for the major.

Political Science Minor

A minor in Political Science is six courses and must include:

- one course in American Politics (course numbers ending with 01-19);
- one course in Political Theory (course numbers ending with 80-89);
- one course in either: Comparative Politics (course numbers ending with 20-39) or International Relations (course numbers ending with 40-59).

Additional rules:

- Neither directed study nor independent study courses may be used to fulfill minor requirements;
- Only two 100-level courses may count towards the minor.

Additional Points of Interest

The Richard G. Lugar Program in Politics and Public Service

For further information, consult Lugar Program (p. 127).

Other Programs

The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics (PPE). The department also participates in the interdisciplinary International Studies, Environmental Studies, Black Studies and Women's and Gender Studies programs.

Off-Campus Study

The department of political 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 both your major and general education. Many include either independent research opportunities or internships.

Going abroad allows students to enhance their knowledge of politics while experiencing another culture and way of life. Students gain valuable international experience that will benefit future career goals and/or graduate school opportunities. Political Science majors who are fluent in another language will have special advantages in the job market!

Courses

POSC 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.

POSC 102 - Foundations of American Government (4 Credit Hours)
This course will lay the foundation for better understanding of contemporary American government and politics in the college coursework of our students. The purpose is to take a contemporary view of American politics to a more advanced level. In this course students will read and discuss Madison's journal of the Constitutional Convention, some of the state ratification debates, leading papers in the Federalist, and some of the Antifederalist arguments against adoption of the Constitution. In the process they will become familiar with federalism, national supremacy, consent of the governed, bicameralism, separation of powers, the size principle, and the importance that Madison and other founders attached to the diversity of interests and opinions in the extended republic of the United States. The course would also allocate time to the Bill of Rights.

POSC 110 - Introduction to American Politics (4 Credit Hours)
Is democracy workable in the United States? Toward this end, in this introduction to American politics, we ask questions about the behavior of the political institutions and actors trying to influence them. Significant attention is paid to the mechanisms constructed by political institutions that create a tether between the interests of the American public and government. Emphasis will be placed on learning analytic skills through papers and exams.

POSC 120 - Politics in Democratic States (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.

POSC 121 - Selected 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.

POSC 122 - Introduction to the Politics of Developing States (4 Credit Hours)
Using examples from Africa, Asia and Latin America, students will examine both the political and the social institutions and power configurations in developing states, characteristics and political outcomes, particularly with regard to the status of citizens, citizen rights, citizen input, and citizen mobilization. Who has citizen rights? Do rights vary by ethnicity, religion, language, gender, residency? Which states are democratic, authoritarian, or dictatorial? Which states have power structured by impersonal rules or cronyism or patron-client relations? Is citizen input regularized or marginalized? And how do these variables affect the way politics is done, the effectiveness of policy formation and implementation, and the mobilization of the people?

POSC 140 - Introduction to International Politics (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.

POSC 141 - 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.

POSC 180 - Introduction to Political Theory (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.

POSC 181 - 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.

POSC 199 - Introductory Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 201 - Analyzing Politics (4 Credit Hours)
This course introduces students to the discipline of political science as a bridge to upper level courses. Basic definitions, fundamental concepts, and various approaches used in the empirical study of politics are discussed. The course acquaints students with how political scientists think about studying society and provides a basis for more sophisticated research and understanding of empirical political theory, as well as skills for systematically analyzing political and social issues. Students will explore and use statistics and quantitative methods in the lab to address substantive research questions.

POSC 213 - Doing Political Science: American Political Behavior (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. 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.
Prerequisite(s): POSC 110 and POSC 201.

POSC 214 - Doing Political Science: 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.

POSC 225 - Doing Political Science: Ethnic Conflict (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This course will help students analyze the nature of ethnic conflict, as well as understand why some multiethnic states avoid ethnic wars while other do not. We will primarily focus on ethnicities that inhabit the former Soviet space but will look at other groups as well as for a more nuanced view of "ethnic" conflict.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 232 - Doing Political Science: Transitions to Democracy (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. The last quarter of the 20th century saw a sharp increase in the number of countries with democratic political systems. This course explores the politics and the circumstances of these transitions to democracy. It addresses questions such as: What accounted for this growth? Why the sudden and dramatic shift to democratic forms of governance? What did these transitions look like? Who were the key protagonists? The course examines several case studies from Latin America, Southern and Eastern Europe, Central America, Asia and Africa.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 284 - Doing Political Science: American Political Thought (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. An introduction to the issues, debates and problems of American political theory. This course addresses the historical legacy of Puritan, republican, liberal, radical, and conservative traditions through a study of the primary texts of people like Mather, Jefferson, Madison, Tocqueville, Douglass, Stanton, Lincoln, Sumner, DuBois, Debs, Croly, FDR, King, or Reagan. We will also judge the debates about federalism, rights, popular sovereignty, slavery, and race during the colonial era, as well as the long term legacies of both industrial capitalism, and race, gender, and religious differences in the United States.
Prerequisite(s): POSC 201.

POSC 290 - Doing Political Science (4 Credit Hours)
Doing Political Science: This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This iteration is: US Security in a Globalizing World This course addresses US security in a globalizing world. In the first half of the course students survey the evolution of US security policy and are introduced to theoretical models of national security and the effects of globalization. These are then applied in the second half of the course to analyze contemporary issues in US security, including traditional issues of great power conflict, nuclear proliferation, and resource competition as well as nontraditional issues of terrorism, weaponized drones, and climate change. Emphasis is placed on critically evaluating past and present policy and developing practical, empirically-grounded policy proposals.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 299 - Intermediate Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 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): POSC 110.

POSC 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 at the level of POSC 201 or an equivalent is recommended.
Prerequisite(s): POSC 110.

POSC 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. POSC 110 is a prerequisite for the course and POSC 201 is highly recommended. The course counts towards the fulfillment of Lugar Track I program requirements.
Prerequisite(s): POSC 110.

POSC 310 - America in Vietnam (4 Credit Hours)
The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism.

POSC 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.
Prerequisite(s): POSC 110.

POSC 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.
Prerequisite(s): POSC 110.

POSC 315 - 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.

POSC 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.

POSC 322 - Politics of Russia (4 Credit Hours)
This course focuses on contemporary Russian politics. Because Russian politics cannot be understood in the absence of historical context, the course will devote some time to the Tsarist and Soviet periods. At least half of the course deals with the Russian Federation under presidents Yeltsin, Putin, and Medvedev. Constitutional debates, federalism, ethnic issues, political struggles, the Chechen war, changing relations with the U.S. and NATO, and more will be covered, as well as executive, legislative, and judicial institutions.

POSC 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 broader range of countries than POSC 120 including 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.

POSC 324 - Politics of Sub-Saharan Africa (4 Credit Hours)
This course explores contemporary issues of political systems of Africa from a variety of theoretical perspectives. These issues discussed include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical texts and apply their insights to contemporary problems.

POSC 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.

POSC 328 - Politics of the Environment (4 Credit Hours)
This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Course fulfills the ENVS Social Science requirement.
Crosslisting: ENVS 328.

POSC 332 - Politics in Latin America, Africa, and Asia (4 Credit Hours)
This course explores the politics of developing countries of Asia, Africa and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class.

POSC 339 - Topics 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.

POSC 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.

POSC 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.

POSC 345 - Human Rights in Global Perspective (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.

POSC 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.

POSC 347 - The Middle East in World Affairs (4 Credit Hours)
The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future.

POSC 348 - Foreign and Security Policy in Western Europe (4 Credit Hours)
This course aims to compare key post Cold War foreign policy behaviors during crisis situations concerning the three "big" states in Western Europe: France, Germany, and the United Kingdom (also referred to as the EU3, as they all are members of the European Union (EU). Why is it that we know so little about the foreign policies of three countries which have been the most important allies for the US in the past fifty years? Are these countries "middle powers" or "big powers"? What role do they play in the international hierarchy? What others states in Western Europe also conduct foreign policies, they frequently do so as part of the EU, or at least tailor their policies so that they do not substantially deviate from the EU. They also tend to have more of a regional focus as they lack the means and influence to project their power beyond the confines of Europe. Thus, the "three big" can be put in a special category because of their status, wealth, influence and power. To explore their behaviors we first establish conceptual framework for a comparative study of foreign policy (comparative foreign policy analysis). This framework guides our analysis in subsequent empirical cases examining decision-making processes, the domestic and international environment, and foreign policy outputs. We will assess key variables at the individual, group, state and systemic levels of analysis and develop a framework for comparing the foreign policy incentives of these three powers. Specific areas of inquiry include cognitive and psychological theories of decision-making, group dynamics, organizational interests, public opinion, national role conception, strategic interaction and relative power/capability changes in the international system.

POSC 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.

POSC 353 - Russian Foreign and Military Policy (4 Credit Hours)
In this course we will seek to understand the motives and objectives of Russian foreign and military policies. We will look at Russian interests throughout the world with particular attention to the 'near abroad' (countries that were part of the Soviet Union), China, and Europe as well as the US-Russian relationship. Issues of arms sales, military power, and the politics of energy (oil and gas) will form a significant portion of the course.

POSC 355 - International Political Economy (4 Credit Hours)
This course introduces the theory and practice of international political economy. It is a blend of the study of both economics and politics in that it explores the interaction of power or authority (the subject matter of politics) and markets (the subject matter of economics). The prior study of economics may be helpful, but it is neither necessary nor sufficient to do well in this course. The course follows a topical and a historical approach. The selection of topics includes trade, monetary systems, international finances, and at least one current global economic issue.

POSC 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.

POSC 361 - Directed Study (1-4 Credit Hours)
Directed Studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

POSC 362 - Directed Study (1-4 Credit Hours)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

POSC 363 - Independent Study (1-4 Credit Hours)
Independent Study in Political Science.

POSC 364 - Independent Study (1-4 Credit Hours)
Independent Study in Political Science.

POSC 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.

POSC 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.

POSC 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.

POSC 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.

POSC 384 - Black Political Thought (4 Credit Hours)
This course focuses on transnational black political thought by considering African-descended scholars, activists, and intellectual thinkers throughout the African Diaspora. We will examine themes of freedom, nation, racism, black nationalism, and womanism. Some of the thinkers we focus on are CLR James, Malcolm X, Frantz Fanon, Patricia Hill Collins, and Domingos Alvares. First, we focus on African healers and why they are considered intellectuals. We will pay special attention to an African-centered approach that privileges the ways in which African descendants seek freedom. Second, we examine freedom and what that meant for enslaved Africans in America who eventually gained freedom. Third, we examine how black American intellectuals and activists define racism, resistance, and freedom. We also examine the notion of black power. Fourth, we examine post-colonialism and black political thought in Africa, the Caribbean and Brazil. Fifth, we examine black feminist thought and define womanism. Lastly, we consider Hip Hip music as a movement and explore if it can be considered black political thought.

POSC 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.

POSC 399 - Advanced Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 451 - Senior Research (4 Credit Hours)
Senior Research in Political Science.

POSC 452 - Senior Research (4 Credit Hours)
Senior Research in Political Science.

POSC 491 - Senior Seminar (4 Credit Hours)
Senior Seminar is a required part of the political science 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.

Portuguese

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Associate Professor Mónica Ayala-Martínez; Academic Administrative Assistant, 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, it 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. It is also equipped with a wide range of technological devices with which to enrich our students' learning experiences. This room has a 52-inch flat screen TV connected to a zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector that connects to a networked Mac computer, the Blu-ray player and document camera.

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.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for languages and cultures. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

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)

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

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

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

Psychology

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

- Presenting overviews of contemporary psychology, thus providing students with knowledge of what psychologists do;
- Stimulating interest and curiosity about human and animal phenomena;
- Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, and the role of prejudice in society;
- Developing an understanding of the nature of scientific inquiry and methodology;
- Facilitating and encouraging the discovery of connections between psychology and other disciplines.

Some examples include connections between psychology and biology (e.g., neuroscience), computer science, and philosophy (e.g., cognitive science), psychological questions raised in the humanities and arts, and psychological assumptions in political, social, and economic theories.

The first priority for all majors should be to obtain a firm foundation in the basic topic areas of psychology and in research methodologies. For this reason, psychology majors are urged to select a broad range of courses in addition to those offerings that are particularly relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in psychology at Denison are relatively flexible in order to provide students with the opportunity to select those 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: Psychology students will demonstrate competence in reviewing, developing, conducting, and analyzing psychological research, and crucially, in communicating scientific research to diverse audiences. Writing manuscripts describing their empirical psychological research will be one core-learning goal. Students will write formal research reports that are modeled on the major components of the American Psychological Association's Publication Manual. The development of these essential scientific writing skills will be coordinated across the department's research courses; those are developmentally and systematically linked at the 200 and 300-levels. Writing critical analyses or literature reviews of research will be a second core-learning goal. Students will write formal papers that include a critical analysis, or review, of a body of research and that draws conclusions from existing literature on a topic of interest. Students will have multiple opportunities to develop critical analysis writing skills in lecture and discussion-based courses at the 200 and 300-levels and in History and Systems of Psychology, which is the curriculum's capstone course. As of Fall 2016 the Psychology Department's 300-level Research courses fulfill a W-overlay.

Faculty

Dr. Nestor Matthews, Department Chair

Professors: Nestor Matthews, Robert Weis

Associate Professors: Nida Bikmen, Cody Brooks, Seth Chin-Parker, Gina A. Dow, Erin Henshaw, Sarah L. Hutson-Comeaux, Susan L. Kennedy, David P.J. Przybyla

Assistant Professors: Drexler James, Kristina Steiner

Visiting Assistant Professors: Andrea Lourie, Michael Torello;

Postdoctoral Fellow Patricia Xi

Academic Administrative Assistant, Jill Uland

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

Psychology Majors

Students should select a psychology department faculty member as their primary or secondary advisor when they declare a major or minor in psychology.

Students may obtain either a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree in Psychology at Denison University.

Requirements for the B.A. in Psychology

The B.A. degree in Psychology requires the completion of ten courses in Psychology. Required courses for the B.A. include the following:

- PSYC 100 - Introduction to Psychology
  - Students who earn a 4 or 5 on the AP Psychology exam will receive credit toward graduation only. Psychology majors/minors (including those with an AP 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. Majors/minors with transfer credit from another university (PSYC 199 - Introductory Topics in Psychology do not need to complete PSYC 100 - Introduction to Psychology. They may begin with PSYC 200 - Research Methods and Statistics or an elective. However, majors/minors with PSYC 199 - Introductory Topics in Psychology credit who do not complete PSYC 100 - Introduction to Psychologyat Denison must complete one additional Psychology elective. PSYC 199 - Introductory Topics in Psychologydoes not satisfy a Science (Y) GE.
  - **Transfer Credit:** Students may waive the PSYC 100 - Introduction to Psychology requirement with approved PSYC 199 - Introductory Topics in Psychology credit from an Introductory Psychology transfer college or university course. Note, however, thatPSYC 199 - Introductory Topics in Psychology does not fulfill a Y (Science) GE and does not count toward the courses for the major/minor. Thus, students with PSYC 199 - Introductory Topics in Psychology credit will need to complete one additional PSYC elective course to meet the required number of courses for the B.A. degree (see below for more information on Elective Courses). If a student with PSYC 199 - Introductory Topics in Psychology credit elects to take PSYC 100 - Introduction to Psychology at Denison, the PSYC 199 - Introductory Topics in Psychology credit will be forfeited.
- PSYC 200 - Research Methods and Statistics
- **Two Combinations of Topical Psychology Course Plus Research Course (a Total of 4 Courses)**
  - PSYC 200 - Research Methods and Statistics is a prerequisite for any research course.

- Research courses must be taken concurrently with their accompanying topical courses. The first topical/research course combination taken must be at the 200-level; the second topical/research course combination taken must be at the 300-level. Specific courses that fulfill the topical/research course combinations are listed below (these courses vary be semester):
- **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 215 & PSYC 216	Adult Development and Aging and Research in Adult Development and Aging
PSYC 220 & PSYC 221	Social Psychology and Research in Social Psychology
PSYC 225 & PSYC 226	Environmental Psychology and Research in Environmental 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	Abnormal Psychology and Research in Abnormal Psychology
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
Psychology 200 and successful completion of Citi Program's Research Ethics & Compliance are prerequisites for all 200-Level Topical/Research Course Combination Options	

- **300-Level Topical/Research Course Combination Options**

Code	Title
PSYC 310 & PSYC 311	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
A 200-Level Topical/Research Course Combination and successful completion of the Citi Program's Research Ethics & Compliance training are prerequisites for all 300-Level Topical/Research Course Combination Options. As of Fall 2016 the Psychology Department's 300-level Research courses satisfy a writing competency ("W") General Education (GE) requirement.	

- **Two Psychology Elective Courses**
  - These 2 courses must be chosen from Psychology course offerings at the 200, 300, or 400- level. PSYC 100 or PSYC 199 credit is usually the only prerequisite for PSYC elective coursesPSYC 202 - Field Experience in Psychology, PSYC 451 - Senior Research-PSYC 452 - Senior Research, PSYC 361 - Directed Study-PSYC 362 - Directed Study, and PSYC 363 - Independent Study-PSYC 364 - Independent Study do not count toward the elective courses required for the major.
  - Transfer Courses & Off-Campus Study: Denison University works to make study abroad possible for all students. The Psychology Department encourages students to study abroad during their junior year. A maximum of one elective Psychology course for the B.A. major can be fulfilled with transfer course credit from either an Off-Campus Study program or another U.S. college or university. 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.
  - Other Psychology courses taken from another U.S. college or university may not be eligible to fulfill course requirements for the Psychology major or minor at Denison; eligibility decisions are made on a course-by-course basis by the Psychology Department 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."

  - Students with PSYC 199 - Introductory Topics in Psychology credit **will need to complete one additional PSYC elective course** (for a total of 3 elective courses) to meet the required number of

courses for the B.A. major (see section above on Introduction to Psychology for more information).

- **One 300-level Psychology Seminar Course (**PSYC 300 - Seminars **or** PSYC 301 - Seminar: Psychology of Women**)**
  - One 200-level PSYC Research Course is a prerequisite for all PSYC seminar courses.
  - PSYC seminars are open to students in their junior and senior years only
- PSYC 401 - Assessment Exam
  - This zero-credit course is used to track all Psychology major's completion of the required departmental assessment exam. This course is required for students matriculating in and after fall 2019. It is optional for all other majors.
- PSYC 410 - History and Systems of Psychology
  - This course is open to students in their junior or senior year only.

The flexibility of the B.A. requirements places maximum responsibility upon the student to select a course of study most compatible with their future goals. For example, PSYC 370 - Advanced Statistics for the Behavioral Sciences is helpful for many upper-level courses and is required for admission into many graduate schools. It is either a prerequisite for, or must be taken concurrently with,PSYC 451 - Senior Research-PSYC 452 - Senior Research. Students contemplating graduate school are strongly encouraged to become involved in research activities in the department (e.g., Directed 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.

Requirements for the B.S. in Psychology

The B.S. degree in Psychology requires the completion of eleven courses in Psychology and four cognate courses from the Natural Sciences Division departments outside Psychology (excluding Astronomy and Neuroscience); Environmental Studies is not in the Natural Sciences Division. Required courses for the B.S. include the following:

- PSYC 100 - Introduction to Psychology
  - Please see the notes under the B.A. degree regarding AP Credit and Transfer Credit.
- PSYC 200 - Research Methods and Statistics
- **Three Psychology Topical Course Plus Research Course Combinations (Fulfill a Total of 6 Courses)**
  - PSYC 200 - Research Methods and Statistics is a prerequisite for any research course.
  - Research courses must be taken concurrently with their accompanying topical courses. The first topical/research course combination taken must be at the 200-level; the second and third topical/research course combinations taken must be at the 300-level. Specific courses that fulfill the topical/research course combinations are listed under the B.A. degree.
  - As of Fall 2016 the Psychology Department's 300-level Research courses satisfy a writing ("W") General Education (GE) requirement.
- **One 300-level Psychology Seminar Course** PSYC 300 - Seminars or PSYC 301 - Seminar: Psychology of Women)
  - One 200-level PSYC Research Course is a prerequisite for all PSYC seminar courses.
  - PSYC seminars are open to students in their junior and senior years only.
- PSYC 370 - Advanced Statistics for the Behavioral Sciences
  - PSYC 200 - Research Methods and Statistics is a prerequisite for this course.
  - This course is typically offered only in the fall semester.

- PSYC 401 - Assessment Exam
  - This zero-credit course is used to track all Psychology major's completion of the required departmental assessment exam. This course is required for students matriculating in and after fall 2019. It is optional for all other majors.
- PSYC 410 - History and Systems of Psychology
  - This course is open to students in the junior or senior year only.
  -
- **Four Cognate Courses in the Natural Sciences Division** (Outside of PSYC)
  - 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 that department. For purposes of the Psychology B.S. cognate requirements, Computer Science and Mathematics courses are considered as being from different departments.
  - 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.
  - Other details about the Psychology B.S. degree requirements appear in the B.A. Major sections above.

Psychology Minor

Students with a major in another department will find a minor in psychology to be a significant contribution to their education. To best complement the major area of study, students should carefully select those psychology courses that have the most direct relevance to that major. These choices should be made in consultation with a member of the psychology faculty.

A minor in psychology requires the completion of seven courses in Psychology. Required courses for the minor include the following:

- PSYC 100 - Introduction to Psychology
  - Please see the notes under the B.A. degree regarding AP Credit and Transfer Credit.
- PSYC 200 - Research Methods and Statistics
- One 200-level Psychology Topical Course Plus Research Course Combination (Fulfills a Total of 2 Courses)
  - PSYC 200 - Research Methods and Statistics is a prerequisite for any research course.
  - Research courses must be taken concurrently with their accompanying topical courses. Specific courses that fulfill the 200-level topical/research course combination are listed under the B.A. degree.
- **Three Psychology Elective Courses**

These 3 courses must be chosen from Psychology course offerings at the 200, 300, or 400- level. PSYC100 or PSYC 199 credit is usually the only prerequisite for PSYC elective courses.

PSYC 202 - Field Experience in Psychology, PSYC 451 - Senior Research-PSYC 452 - Senior Research, PSYC 361 - Directed Study-PSYC 362 - Directed Study), and PSYC 363 - Independent Study-PSYC 364 - Independent Study) do not count toward the elective courses required for the minor.

- Please see the notes under the B.A. degree regarding Transfer Courses and PSYC 199 - Introductory Topics in Psychology credit.

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.

PSYC 210 - Development in Infancy and Childhood (4-8 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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 210.

PSYC 215 - Adult Development and Aging (4 Credit Hours)
This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 216 - 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 and PSYC 200.
Corequisite(s): PSYC 215.

PSYC 220 - Social Psychology (4 Credit Hours)
The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non-verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 221 - Research in Social Psychology (4-8 Credit Hours)
Provides the student with research experience on problems of current interest in social psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 220.

PSYC 225 - Environmental Psychology (4 Credit Hours)
An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment.
Prerequisite(s): PSYC 100 or PSYC 199.
Crosslisting: ENVS 225.

PSYC 226 - Research in Environmental Psychology (4 Credit Hours)
Provides the student with experience in conducting field research. A variety of approaches are utilized, including field experiments and naturalistic observation.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 225.

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 current interest in organizational psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 230.

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.
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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 245.

PSYC 250 - Abnormal Psychology (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 Abnormal Psychology (4-8 Credit Hours)
Provides the student with research experience on problems of relevance to abnormal psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 250.

PSYC 260 - Human Sexuality (4 Credit Hours)
A survey of psychological and biological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexually transmissible infections, sexual dysfunction, and cancer and other diseases of the reproductive system. Crosslisting: QS 260.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 265 - Cultural Psychology (4-8 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.
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.
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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 270.

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 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 (4-8 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.
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 301 - Seminar: Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering).
Prerequisite(s): WGST major, or PSYC 100 or PSYC 199, PSYC 200, or consent; open to students in their junior and senior years only.
Crosslisting: WGST 301.

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.
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. This course fulfills a Writing Competency (W) GE requirement.
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 (4-8 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.
Corequisite(s): PSYC 330.

PSYC 340 - Sensation and Perception (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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 (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 355.

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

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

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

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

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 (formerly MATH 242) and PSYC 200. Cannot be taken concurrently with MATH 120 (formerly MATH 102.
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 (4-8 Credit Hours)
This course offers experience in conducting research on how people communicate with their bodies. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 380.

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.
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 (4 Credit Hours)
Senior research is not required for the Psychology major. It is a two-semester experience; for those who choose to conduct senior research, the work must be conducted during Fall (451) and Spring (452) semesters of the senior year. Students considering senior research should consult with their academic advisor and other Psychology faculty regarding feasibility well before the start of the senior year. PSYC 451 must be taken after, or be taken concurrently with, PSYC 370. 4 credits each semester.

PSYC 452 - Senior Research (4 Credit Hours)
Must have taken or be taken concurrently with Psychology 370.

Queer Studies (Concentration)

Program Guidelines

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

Committee: Sandy Runzo, Director (English), Ronald Abram (Studio Art), Spencer Dew (Writing Program), Gina Dow (Psychology), Barbara Fultner (Philosophy), Karen Graves (Education), Hollis Griffin (Communication), Amanda Gunn (Communication), Warren Hauk (Biology), Sarah Hutson-Comeaux (Psychology), Ching-chu Hu (Music), John Jackson (Black Studies), Clare Jen (Women's and Gender Studies/Biology), Bill Kirkpatrick (Communication), Maia Kotrosits (Religion), Linda Krumholz (English), Lisbeth Lipari (Communication), Michael Mayne (English), May Mei (Mathematics), Lisa McDonnell (English), Michael Morris (Dance), Emily Nemeth (Education), K. Christine Pae (Religion), Heather Pool (Political Science), Fred Porcheddu-Engel (English), Frank "Trey" Proctor (History), Sheilah Wilson Restack (Studio Art), Charles St-Georges (Spanish), David Woodyard (Religion), Gill Wright Miller (Dance)

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:

- 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 petition to the Committee:

At least two-thirds of the course should focus on: some aspect of gay, lesbian, bisexual, transgender experience, culture, and history; and/or relevant issues or themes (privilege, oppression, sexual behavior, identity, performance, social movements, etc.); and/or conceptual categories (gender, sexuality, etc.) 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
BLST 235	Introduction to Black Studies
BLST 340	Social Movements
COMM 229	Mediating Gender and Sexuality
COMM 329	Gender and Communication
COMM 349	The Trouble with Normal: Normalization, Discourse and Power
COMM 402	Language, Identity and Politics: Discourse and the Public Sphere
COMM 406	Rhetoric and Social Movements
EDUC 330	Gay and Lesbian Issues in Education
ENGL 245	Human Diversity Through Literature
ENGL 340	Contemporary Drama
MUS 332	Music and Sexuality
PHIL 275	Philosophy of Feminism
PSYC 301	Seminar: Psychology of Women
REL 101	Introduction to Theology
WGST 101	Issues in Feminism
WGST 311	Feminist Theory
WGST 323	Transgender Studies/Transgender Issues

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 108 - Bible, Gender and Sexuality (4 Credit Hours)
This course introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory.

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 studio art 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.

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. At some point in the past it was cross-listed with WGST 379, but recent iterations have not been cross-listed, and currently we have no plans to cross-list the course.

QS 229 - Mediating Gender and Sexuality (4 Credit Hours)
In this class we will examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in the course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussion, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism.
Crosslisting: COMM 229.

QS 235 - Introduction to Black Studies (4 Credit Hours)
An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America.

QS 238 - Queer Night (1 Credit Hour)
This course explores issues in Queer Studies through weekly discussions, often but not exclusively centered around fiction and documentary films selected and screened by faculty and students, as well as readings and other materials to provoke thought and discussion. One of the purposes of this course is to provide students a venue in which to discuss the meanings of sex, gender identity, gender performance, gender roles, and sexual orientation—both in their relationships to each other and their intersections with race, ethnicity, class, religion, culture, and location. Such relationships are central to the themes of the topics course materials selected each semester. The course further seeks to bring a diverse group of faculty and staff together with students to engage in conversation and to learn collaboratively about concepts and themes in Queer Studies. Students may enroll in Queer Night multiple times since the films screened and materials assigned will be different each semester.

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 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 268 - Topics in Queer Studies (4 Credit Hours)

QS 275 - Philosophy of Feminism (4 Credit Hours)
Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary 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, 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)
Theology can be understood as a quarrel with normality. With a transcending disposition, it challenges the ideologies of the age with an alternative consciousness. Issues of race, gender, sexual orientation, environmental deterioration, and the death penalty are confronted. Metaphors for God penetrate and deconstruct.

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 301 - Seminar: Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering).
Prerequisite(s): PSYC 100, PSYC 200, and junior or senior status, or consent of instructor.

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.
Prerequisite(s): One Women's and Gender Studies course or consent.

QS 323 - Transgender Studies/Transgender Issues (4 Credit Hours)
This course offers an introduction to the growing interdisciplinary field of Transgender Studies, focusing on key figures and writings that contributed to its development. Transgender Studies is primarily concerned with directing critical concentration on the diversity and politics of gender, the embodied experience of transgender people, as well as the material conditions and representational strategies that surround, enable, and constrain trans* lives. We will consider relevant selections of scholarship in feminist, queer, and transgender studies; first-person and autobiographical writings by transgender people; and media representations of transgender people and politics that are shaping perspectives of gender within our contemporary cultural moment. Transgender scholarship and perspectives made available by transgender lives provide opportunities to consider and critique the range of apparatuses and systems of regulations that produce the limits and frontiers of embodying sex and gender.

QS 329 - Gender and Communication (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics.
Prerequisite(s): COMM 280 and COMM 290.

QS 330 - Gay and Lesbian Issues in Education (4 Credit Hours)
In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in contemporary American culture. We will begin with an introduction to sexuality, drawing upon scientific and historical scholarship, and collectively delineate critical issues regarding sexuality in U.S. schools. We will study Queer Theory as a foundation for the work to follow and read central texts in the queer history of education. We will read major legal documents regarding sexuality in the United States and secondary literature relating to them. In this section our focus will be on students' rights regarding Gay Straight Alliances, safety, and educators' employment rights. We will discuss gay and lesbian issues in a multicultural education framework in terms of issues identified by the class earlier in the semester.

QS 332 - Music and Sexuality (4 Credit Hours)

QS 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color,".
Prerequisite(s): ANSO 100 or consent.
Crosslisting: BLST 340.

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. 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 sexuality, disability, gender roles, body size, and more.
Prerequisite(s): COMM 280 and COMM 290 or QS 101 or consent of instructor.
Crosslisting: COMM 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)

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

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

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

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 406 - Rhetoric and Social Movements (4 Credit Hours)
This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy.

QS 451 - Senior Research (4 Credit Hours)

QS 452 - Senior Research (4 Credit Hours)

Religion

Departmental Guidelines

The academic study of religion is a multi-disciplinary exploration of the many ways in which 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. Students thus gain the analytical, relational, and expressive skills essential to a liberal arts education.

One need not 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 sense of reality. What is considered normal in our society is subject to critical review. In the process it enhances skill-sets with transfer value in the vocational sphere as well as deepened awareness of what defines us as individuals and nations. Critical consciousness on moral issues, global relationships, and the existence of community is a result of this academic exercise.

Therefore, the questions raised may be more important than the answers constructed. Students who study religion learn how to ask these critical questions.

Faculty

Associate Professor K. Christine Pae, Chair

Professors John E. Cort, David O. Woodyard; Associate Professors John L. Jackson, K. Christine Pae; Assistant Professors, Maia Kotrosits, Martha Roberts; Academic Administrative Assistant Jodi Weibel

View faculty profiles and contact information (https://denison.edu/academics/religion/faculty-staff)

Religion Major

A Religion major requires nine courses. It has the following components:

1. a set of five courses (REL 201 - The Reality of God, REL 204 - Religious Pluralism and American Identity, REL 211 - Introduction to the Bible, REL 215 - Hinduism, REL 224 - Religion and Social Ethics) from which four are required;
2. a concentration of at least three courses in designated areas, designed in consultation with the student's Religion Department advisor;
3. a seminar for majors and minors only, designed around special topics that will be in a concentration area;
4. a comprehensive examination with take-home and in-class components.

Ordinarily, no more than one course at the 100-level may count.
If a student has completed the common courses and fulfilled a concentration, one semester of a Senior Research Project may count toward the nine-course requirement.

Religion Minor

A Religion minor consists of:

1. a common set of five courses (REL 201 - The Reality of God, REL 204 - Religious Pluralism and American Identity, REL 211 - Introduction to the Bible, REL 215 - Hinduism, REL 224 - Religion and Social Ethics) from which four are required;
2. an elective course;
3. a seminar for majors and minors only, designed around special topics; and
4. an abbreviated comprehensive examination.

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)
Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, violence and the death penalty. 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 theories of justice and examine these theories in social realities at both domestic and global levels. Questioning how to become responsible citizens and discerning moral agents, students will contemplate possibilities to build community for peace and justice crossing religious differences. Topics include theories of justice, global economy, food, environmental 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 introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory. This course fulfills the Power and Justice (P) GE requirement.
Crosslisting: WGST 108/QS 108.

REL 109 - Introduction to American Religions (4 Credit Hours)
This course examines American religions from the pre-colonial period to the present. Why has religion in the United States always been energetic and diverse? What forms has this religious vitality taken? How does religion fit within the larger trajectory of American history? What is specifically American about the American religious experience? Exploring these questions will inevitably concern such important themes as race, immigration, gender, pluralism, and religious freedom.

REL 199 - Introductory Topics in Religion (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 203 - Asian-American Religions (4 Credit Hours)
Who are Asians and Asian-Americans in the 21st century's United States? What religions have they brought? How have they changed the ecology of our contemporary U.S. society? What issues are they facing? Particular attention goes to Islam, Buddhism, Hinduism and urban immigrant Christianities. Mandatory site-visits to immigrant religious organizations in Greater Columbus are required.

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 210 - The Nature of Religion (4 Credit Hours)
This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology.

REL 211 - Introduction to the Bible (4 Credit Hours)
The Bible is a book -- or rather, a collection of books -- produced and assembled over long stretches of time, worked and re-worked by various groups within the relatively small and usually crisis-ridden community of Israel. In other words, it is a history of revisions, as Israel attempted to make sense of itself amidst changing times and new empires. This course introduces students not only to the historical contexts, literary variety, and major narrative traditions of the Bible, but the social forces guiding its eventual composition as a book. Thus the New Testament will be engaged not as the founding documents of Christianity, but as one of many ongoing Jewish interpretations of Israelite traditions in the context of the Roman Empire.

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 213 - History of Christian Thought (4 Credit Hours)
A study in the development of Christian teachings to the early Middle Ages. Changing concepts of Church Doctrine and the nature of the church, with its approach to human problems are studied.

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 216 - Religions of China and Japan (4 Credit Hours)
This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion.

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, 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.
Crosslisting: INTL 250/ENVS 265.

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.
Crosslisting: CLAS 301.

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)
The premise of the course is that America functions in the world and in our lives as an empire. While some would argue that we are "the indispensable nation," others contend that America uses its power in its own interests, even the interests of an elite segment of the country. Consideration is given to the role of capitalism as a distributor of goods and services and the ways in which it forges identity and addresses issues of equity. While there is a discreet focus on class, race, and gender, those issues emerge in other contexts. Attention is given to the biblical tradition as a model for responding to empire, and the ways in which it is exploitive. This course fulfills the Power and Justice (P) GE requirement.

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 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 317 - Religion and Society (4 Credit Hours)
This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology.

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 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)

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

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

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

REL 399 - Advanced Topics in Religion (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

REL 451 - Senior Research (4 Credit Hours)

REL 452 - Senior Research (4 Credit Hours)

Spanish

Departmental Guidelines

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, political science, 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 Office of Off-Campus Studies (see Off-Campus Programs). On-campus opportunities to improve their command of the language are provided by the Language and Culture Program, 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 enrich students' views on life by learning Spanish and crossing cultures in an intellectually challenging context. By working closely with professors, in and outside 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 cultivate functional language abilities and develop knowledge of the cultures and literature of Spanish-speaking peoples. They do so through historical breadth and depth of inquiry, covering different Hispanic regions and exploring a variety of interdisciplinary approaches. Students will develop critical language awareness, interpretation and translation, historical and political consciousness, 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.

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

Professor Kirk Combe, Chair

Associate Professor Michael Tangeman, Associate Chair

Associate Professors Dosinda Alvite, Mónica Ayala-Martínez, Jason Busic, Francisco J. López-Martín; Charles St-Georges; Assistant Professors Mary Beaton, Melissa Huerta, Nausica Marcos Miguel; Visiting Assistant Professors Silvia Aguinaga Echeverria, Mirela Butnaru, Ramiro Garcia-Olano; Academic Administrative Assistant, Liz Barringer-Smith

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

Spanish Major

Students majoring in Spanish must take a minimum of 9 courses above SPAN 213 - Communication Skills. Required courses are:

- SPAN 215 - Writing Workshop,
- SPAN 220 - Introduction to Hispanic Literature,
- SPAN 230 - Introduction to Hispanic Cultures.
- In addition, students must take 3 elective courses at the 300-level and 3 elective courses at the 400-level.

All students who wish to engage in Senior Research projects are expected to submit a petition to the department during their junior year (before a study abroad experience is undertaken). Students who declare a Spanish major should choose an advisor in the program to guide them through their educational career.

Spanish Minor

The minor in Spanish consists of at least five courses above the 213-level, including three required courses at the 200-level and two electives at the 300 or 400-level. The following courses are required: SPAN 215 - Writing Workshop, SPAN 220 - Introduction to Hispanic Literature and SPAN 230 - Introduction to Hispanic Cultures.

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 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, it 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. It is also equipped with a wide range of technological devices with which to enrich students' learning experiences. This room has a 52-inch flat screen TV connected to a zone-free Blu-ray player and a document camera. The lounge has a ceiling-mounted laser projector, which connects to a networked Mac computer, the Blu-ray player and document camera.

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.

The Language and Culture Program

This exciting residential option gives students the opportunity to hone their language skills and to participate in special cultural events. Students who choose this residential option will live in a small community of their peers who share their enthusiasm for language and culture study. Extracurricular activities and programming in the Language House support language acquisition and permit a closer relationship with professors and language assistants from the Department of Modern Languages.

Study Abroad

Spanish major and minor students are highly encouraged to study in a Spanish-speaking country through an approved academic program. Courses must be approved by the departmental coordinator before going abroad in order to be considered for Spanish credit. The Spanish section will not evaluate a study-abroad course for transfer without evidence (syllabus, course description, reading list, etc.) of the content of the course. To receive Spanish language credit, study abroad courses must be pursued in Spanish, be content based, and be similar in quality and content to a Spanish course at Denison. Students are encouraged to take courses that enrich the Denison curriculum; neither technical courses nor orientation sessions can receive academic credit. Summer programs: Students may study in an approved summer program that is at least 6 weeks long and 45 hours, minimum. One course will transfer towards a major/minor from summer study.

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 199 - Introductory Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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.

SPAN 220 - Introduction to Hispanic Literature (4 Credit Hours)
What is literature? What is it good for? How is Hispanic literature different from literature written in English? Short stories, poems, plays and essays representative of various Spanish-speaking countries are read and analyzed in this class. Students will learn and practice the skills of close reading, informed discussion and analytical writing about literature. Students will develop an understanding of the nature of literary genres and literary concepts (themes, character, conflict, point of view, figurative language). Students will develop an appreciation of literature and the ability to interpret it by writing short analytical essays, doing oral presentations, reciting poetry and performing plays. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish.
Prerequisite(s): SPAN 215 or placement.

SPAN 230 - Introduction to Hispanic Cultures (4 Credit Hours)
Students are introduced to important cultural characteristics and productions from both Latin America and Spain. This course offers a historical framework to identify, analyze and contrast fundamental cultural themes, actors and events. Students will develop analytical and critical skills to understand similarities and differences between Spain and Latin America. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish.
Prerequisite(s): SPAN 215 or placement.

SPAN 299 - Intermediate Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 to create literature of their own. Students will explore the process of writing, edit and evaluate their work and that of their peers.
Prerequisite(s): SPAN 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220, and SPAN 230 or LACS 230.

SPAN 315 - Grammar in Context (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 220 or LACS 220 or SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220, and SPAN 230 or LACS 230.
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, 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.
Prerequisite(s): SPAN 220 or LACS 220, and SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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

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

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

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

SPAN 399 - Advanced Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

SPAN 415 - Seminar in Language (4 Credit Hours)
This course focuses on language and its applications. This means that we will discuss language as it relates to teaching and learning as well as to professional areas such as health, business or tourism. Moreover, we will explore the relationship between language and society. Students in this class will read and write different academic texts ranging from outreach texts to research proposals.
Prerequisite(s): SPAN 315 and one additional 300-level SPAN course.

SPAN 420 - Seminar in Peninsular Literature (4 Credit Hours)
Study and discussion in depth of a selected topic, writer or work from Peninsular literature. Students will summarize, compare and contrast, synthesize and evaluate the literary works of an author or a specific literary group of writers. 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. This course will involve the writing of a research paper. Conducted in Spanish.
Prerequisite(s): Two 300 level SPAN courses.

SPAN 425 - Seminar in Latin American Literature (4 Credit Hours)
Study and discussion in depth of a selected topic, writer or work from Latin America literature. 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. This course will involve the writing of a research paper. Conducted in Spanish.
Prerequisite(s): Two 300 level SPAN courses.

SPAN 430 - Seminar in Spanish Culture (4 Credit Hours)
Students will study and discuss in depth a selected topic, artist or creative work in the culture of Peninsular Spain. Building up on cultural structures studied in previous courses, students will advance personal critiques and evaluations of creative works. 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): Two 300 level SPAN courses.

SPAN 435 - Seminar in Latin American Culture (4 Credit Hours)
Students will study and discuss in depth a selected topic, artist, creative work or cultural period in Latin America. 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): Two 300-level SPAN courses.

SPAN 440 - Seminar in Hispanic Transatlantic Culture (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): Two 300 level SPAN courses.

SPAN 451 - Senior Research (4 Credit Hours)

SPAN 452 - Senior Research (4 Credit Hours)

Theatre

Departmental Guidelines

The goals of majors in theatre 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

Associate Professor Mark Evans Bryan, Chair

Professor Cynthia Turnbull; Associate Professors Mark Evans Bryan, Cheryl Kennedy McFarren, Peter Pauzé; Assistant Professor James Dennen; Visiting Assistant Professor Eleni Papaleonardos; Technical Director of the Eisner Center Andrew Johns; Costume Shop Supervisor Joyce Merrilees; Academic Administrative Assistant, Holly Breymaier

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

Theatre Major

Required Courses - B.A.- 40 Credits

Code	Title
THTR 101	Introduction to Theatre-making
THTR 370	Directing: Realism
THTR 400	Theatre Seminar
One of the following:	
THTR 230	Acting: Realism I
THTR 250	Acting: Pre-20th Century Styles
THTR 330	Acting: Realism II
THTR 360	Acting: Special Topics
Two of the following:	
THTR 371	History, Literature, and Theory of the Theatre: Premodern 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
Three elective courses in Theatre	
A total of four credits of Practicum from at least two different Practicum courses	

Theatre Minor

18 credits

To minor in Theatre, students must take

- THTR 101 - Introduction to Theatre-making; one each:
- Acting course THTR 230 - Acting: Realism I, THTR 250 - Acting: Pre-20th Century Styles, THTR 330 - Acting: Realism II, or THTR 360 - Acting: Special Topics),
- Theatre History, Literature, Theory course (THTR 371 - History, Literature, and Theory of the Theatre: Premodern World, THTR 372 - History, Literature, and Theory of the Theatre: Early Modern Europe, THTR 373 - History, Literature, and Theory of the Theatre: Modern World, or THTR 374 - History, Literature, and Theory of the Theatre: Theatre of the Americas;)
- and one elective Theatre course,
- as well as two credits of Practicum from different Practicum courses.

Courses

THTR 101 - Introduction to Theatre-making (4 Credit Hours)
An introduction to theatrical design and performance that engages the questions "How and why is theatre made?" conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text (or idea) and will work collaboratively in weekly "Co-Labs" to create, to solve problems, and to apply skills discussed in their other sessions. The course seeks to establish 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.

THTR 105 - Theatrical Style and Creation (4 Credit Hours)
This course will explore theatrical style and innovative theatre artists who have influenced theatrical production practices, and will investigate the process of various theatre artists within the framework of their goals, choices, and the historical moment.

THTR 106 - Presenting Theatre (4 Credit Hours)
This is an introductory course which will explore theatrical style, and innovative theatre artists who have influenced theatrical practices in historical and contemporary productions. Students will investigate the process of theatre artists within a framework of goals, choices and the historical moment. In addition, students will study the principles and skills of effective oral communication and develop those skills in discussion and presentation opportunities in class.

THTR 120 - Practicum: Scenery Construction (2 Credit Hours)
A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop.

THTR 125 - Practicum: Lighting and Electrics (2 Credit Hours)
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 160 - Practicum: Costume & Makeup Running Crew (1-2 Credit Hours)
A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production.

THTR 165 - Practicum: Scenery & Lights Running Crew (1-2 Credit Hours)
A workshop laboratory in which students serve on the scenery and/or lights running crew for a departmental theatre production.

THTR 170 - Practicum: Performance (1 Credit Hour)
A workshop laboratory in which students perform in a departmental theatre production.

THTR 175 - Practicum: Special Topics (1-4 Credit Hours)
A production workshop and directed study in which a student serves in some special capacity for a departmental theatre production.

THTR 180 - Costume Crafts I (2 Credit Hours)
An introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students will develop their sewing skills and learn basic concepts in patterning, fitting, fabric modification, and corset construction.

THTR 185 - 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 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 - 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 230 - Acting: Realism I (4 Credit Hours)
A studio course in the fundamental techniques of realistic acting. The course explores the demands and conventions of realistic acting through the theories and writing of Konstantin Stanislavsky. Students will study and carry out numerous in-class exercises, pioneered by Stanislavsky, that develop actor skills through exploration of "work on the self and work on the role." Character will be explored through the use of vocal and physical control, script analysis, and the active pursuit of objectives. Participants in this course will perform improvisations, monologues, and scenes. Written work will include character analyses, research papers, and critical review of outside performances.

THTR 250 - Acting: Pre-20th Century Styles (4 Credit Hours)
A studio course in the fundamental techniques of stylized acting traditions popularized before the twentieth century. Exploration of the vocal demands created by the patterns, images, and rhythms built into verse and heightened dialogue. Physical life is defined through the examinations of historical space, time period, and costume. The creation of character is linked to the development of mask and dramatis personae. Periods and styles of exploration may include Greek, Shakespeare, Comedy of Manners, Commedia, and Farce. Performances will include sonnets, soliloquies, and scenes.
Prerequisite(s): THTR 230.

THTR 290 - Playwriting: Form, Structure, Narrative (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 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 300 - 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 101.

THTR 310 - Scenic Design (4 Credit Hours)
A study of the basic theories and practices of theatrical scenic design and the role and function of the scenic designer. The course will examine the scenographic process from initial concept through finished design, including the principles and issues of visual design, sketches, mechanical drawings, CAD, color renderings, and scaled models.
Prerequisite(s): THTR 101.

THTR 320 - Lighting Design (4 Credit Hours)
A study of the basic theories and practices of theatrical lighting design and the role and function of the lighting designer. The course will examine the design process from initial concepts through finished design, including basic electrical theory, lighting instruments and lamps, lighting control systems, characteristics of light, use of color, and creating the light plot using CAD.
Prerequisite(s): THTR 101.

THTR 330 - Acting: Realism II (4 Credit Hours)
Primarily a continuation of THTR 230, a brief review of the basic work precedes the study of a great variety of approaches to arguably the most dominant style of performance: realism. This course combines class exercises and scene study to deepen the understanding and playing of action in the realistic mode. Special attention is given to the development of acting theory and practice in America in the 20th century. The integration of character-specific movement, dialects, and personalization are given special attention.
Prerequisite(s): THTR 230.

THTR 340 - Practicum: 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 345 - Practicum: 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 350 - Practicum: 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 360 - Acting: Special Topics (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. By consent.

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

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

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

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

THTR 370 - Directing: Realism (4 Credit Hours)
This course in the art of directing for the stage explores the philosophies and techniques of prominent contemporary directors in a historical context. Students perform practical exercises in proscenium staging, text analysis, scheduling, directorial concepts, developing ground plans, actor coaching, and tracking of dramatic action. Various systems of leadership are defined and explored. Teaching methods include lecture, class discussion, and in-class projects.
Prerequisite(s): THTR 230.

THTR 371 - History, Literature, and Theory of the Theatre: Premodern 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, civilization, 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. 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. The goals of this course are: to discuss the major movements and processes of early modern European theatre during the period of the “Renaissance,” exploring drama, contemporaneous performance theory, and the evidence of performance in Italy, England, Spain, and France (and especially in the cities of Florence, London, Madrid, and Paris); to interrogate the received histories of theatre and dramatic storytelling, the nineteenth- and twentieth-century Euro-American historiographical traditions; and, to practice the craft of the theatre scholar, exercising and refining critical, analytical, and research skills in discussion and four writing assignments (historiographical/critical essay, analytical essay, prospectus, and research project) in the context of a Writing Intensive seminar at Denison.

THTR 373 - History, Literature, and Theory of the Theatre: Modern World (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. Course readings combine primary sources, secondary analyses, and drama and theory texts. 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. The goals of the course are to introduce the major movements, events, and processes of theatre and performance in the Americas from precolonial evidence to the twenty-first century by exploring drama, performance theory, and evidence of theatrical practice; to assess the historical context and relationships among the theatre and other art forms in the Americas; to interrogate the received histories of theatre and dramatic storytelling (i.e. the nineteenth- and twentieth-century Euro-American historiographical traditions); to debate and discuss major texts in performance and drama theory; and to practice the craft of the theatre scholar, exercising and refining critical, analytical, and research skills in discussion and four writing assignments (the critical essay, the analytical essay, the prospectus for research, and the research project) in the context of a Writing Intensive seminar at Denison.

THTR 375 - Practicum: 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 376 - Directing: Special Topics (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.
Prerequisite(s): THTR 370.

THTR 380 - Practicum: Stage Manager (2 Credit Hours)
A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production.

THTR 390 - 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 290 or consent.

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 400 - 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. Junior/Senior standing and consent of instructor.

THTR 430 - Playwriting: Workshop (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 290 or ENGL 237 or CINE 328 or consent.

THTR 450 - Senior Project: Acting (4 Credit Hours)
The student serves as an Actor for a departmental theatre production.
Prerequisite(s): Three acting courses.

THTR 451 - Senior Research (4 Credit Hours)
Senior standing and consent from the instructor.

THTR 452 - Senior Research (4 Credit Hours)
Senior standing and consent from the instructor.

THTR 455 - Senior Project: Directing (4 Credit Hours)
The student serves as Director for a departmental theatre production.
Prerequisite(s): THTR 101 and one acting class.

THTR 460 - Senior Project: Costume Design (4 Credit Hours)
The student serves as Costume Designer for a departmental theatre production. The focus will be placed on the process, analysis, research and analytical skills of the designer within the framework of a practical project.
Prerequisite(s): THTR 101, THTR 180, THTR 200, THTR 300, THTR 340, or consent.

THTR 465 - Senior Project: Scenic Design (4 Credit Hours)
The student serves as Scenic Designer for a departmental theatre production.
Prerequisite(s): THTR 101, THTR 120, or consent.

THTR 470 - Senior Project: Lighting Design (4 Credit Hours)
The student serves as Lighting Designer for a departmental theatre production.
Prerequisite(s): THTR 101, THTR 220, THTR 125, or consent.

THTR 475 - Special Project: Special Topics (4 Credit Hours)
The student serves in some capacity on a departmental theatre production.
Prerequisite(s): To be decided on a case by case basis.

THTR 495 - Special Topics in Theatre (1-4 Credit Hours)
This course will explore a variety of special topics in the Theatre Arts.

Women's and Gender Studies

Program Mission

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, 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, international studies, philosophy,political science, sociology, 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 as well as to undertake a senior project—a research, activist, and/or artistic inquiry and experience WGST 451 - Senior Research-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 internships, fellowships, and research projects that acquaint them with women's and gender issues (information available through the Lisska Center for Scholarly Engagement, Off-Campus Study, and the Knowlton Center for Career Exploration). 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 and The Office of Gender & Sexuality. As examples, projects have included a national grant application, a campus-wide study on violence, and a benefit concert.

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, Judith Butler, Angela Davis, Cynthia Enloe, Anne Fausto-Sterling, Nancy Fraser, Jack Halberstam, bell hooks, Ericka Huggins, and Winona La Duke. 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: Clare Jen (Associate Professor of Biology and Women's and Gender Studies)

Associate Professors: Toni King (Black Studies and Women's and Gender Studies), Isis Nusair (International Studies and Women's and Gender Studies)

Visiting Assistant Professors: Hanne Blank, Dalia Gomaa

Affiliate Appointments: Barbara Fultner (Philosophy), Rebecca Kennedy (Classics), Diana Mafe (English), Gill Wright Miller (Dance), Sandy Runzo (English), Megan Threlkeld (History)

Academic Administrative Assistant & Coordinator of the Laura C. Harris Series: Robin Brown

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:
   WGST 101 - Issues in Feminism (4 credits)
   WGST 310 - Feminist Research Methods (4 credits)
   WGST 311 - Feminist Theory (4 credits)
   WGST 451 - Senior Research or WGST 452 - Senior Research (4 credits)
2. One course on women of color in the United States (4 credits)
3. One course on transnational feminism (4 credits)
4. Three courses cross-listed with three of the four divisions of the college: Humanities, Arts, Social Sciences, and Sciences. These courses may also satisfy the requirements of 2 and 3.
5. At least one of the above courses must be cross-listed with Black Studies.

WGST 310 - Feminist Research Methods(usually offered in Spring semester)and WGST 311 - Feminist Theory(usually offered in Fall semester) should be taken before Senior year; if student is going off campus during Junior year, plan accordingly.

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 - Issues in Feminism) will be at the 100-level. All Women's and Gender Studies minors must take the following:

1. Required core courses:
   WGST 101 - Issues in Feminism (4 credits)
   WGST 310 - Feminist Research Methods (4 credits)
   WGST 311 - Feminist Theory (4 credits)
2. One course cross-listed with Black Studies (4 credits)
3. One course on transnational feminism (4 credits)
   Requirements 2 and 3 may be satisfied by the same course.
4. One additional elective in WGST or cross listed with WGST.

Students are encouraged to consult with the Director of Women's and Gender Studies in selecting their courses.

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.
Crosslisting: QS 290.

WGST 108 - Bible, Gender, and Sexuality (4 Credit Hours)
This course introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory. This course fulfills the I and P GE requirements and the Humanities area distribution requirement for WGST majors/minors.
Crosslisting: REL 108 and QS 280.

WGST 110 - Biology & the 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 sociocultural 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. This course fulfills the I, Y, and R GE requirements and the Sciences distribution requirement for WGST majors/minors.
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 course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives.
Crosslisting: PHED 162.

WGST 180 - Special Topics in Women's and Gender Studies (4 Credit Hours)

WGST 199 - Introductory Topics in WGST (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

WGST 210 - Sex and Gender in Society (4 Credit Hours)
This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race, ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Crosslisting: ANSO 210.

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. This course fulfills the Arts distribution requirement for WGST majors/minors.
Crosslisting: MUS 220 MUS 230.

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.minors.
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.minors.
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)
We will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Crosslisting: COMM 229 and QS 229.

WGST 250 - IntermediateTopics 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/minor.

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/minor.

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/minor.

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/minor.

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.
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 the P GE requirements and the Arts distribution requirement for WGST major/minors.
Crosslisting: DANC 274.

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. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, 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. We will consider philosophical conceptions of sex, gender, and race. How do they shape people's understanding of themselves and the world? What kinds of agency do they foster and what kinds of agency do they inhibit? How does resistance to oppression and privilege lead to social change? Are knowledge and reality themselves gendered and, if so, in what sense? We will examine these issues in the context of debates about gender violence, work and family, as well as feminist ethics and epistemologies. This course fulfills the I, P, and W GE requirements and the Humanities distribution requirement for WGST majors/minors.
Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies or consent.
Crosslisting: PHIL 275, 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 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 301 - Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). This course fulfills the Sciences distribution requirement for WGST majors/minors.
Prerequisite(s): WGST major, or PSYC 100, PSYC 200, and junior or senior status, or consent.
Crosslisting: PSYC 301 and QS 301.

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 on the art of everyday life. Questions about creativity, expectations, limitations, 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. This course fulfills the I GE requirement and Arts distribution requirement for WGST majors/minors.

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 Transnational Feminism distribution requirement for WGST major/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.
Prerequisite(s): WGST 101.

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.
Prerequisite(s): WGST 101.

WGST 320 - Women in Sport (4 Credit Hours)
This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women. Each topic will be studied through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives. This course fulfills the I GE requirement and the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors/minors.
Crosslisting: HESS 101.

WGST 323 - Transgender Studies/Transgender Issues (4 Credit Hours)
This course offers an introduction to the growing interdisciplinary field of Transgender Studies, focusing on key figures and writings that contributed to its development. Transgender Studies is primarily concerned with directing critical concentration on the diversity and politics of gender, the embodied experience of transgender people, as well as the material conditions and representational strategies that surround, enable, and constrain trans* lives. We will consider relevant selections of scholarship in feminist, queer, and transgender studies; first-person and autobiographical writings by transgender people; and media representations of transgender people and politics that are shaping perspectives of gender within our contemporary cultural moment. Transgender scholarship and perspectives made available by transgender lives provide opportunities to consider and critique the range of apparatuses and systems of regulations that produce the limits and frontiers of embodying sex and gender. This course fulfills the I and P GE requirements and the Social Sciences distribution requirements for WGST majors/minors.
Prerequisite(s): WGST 101 or QS 101.
Crosslisting: QS 323.

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 Womnen of Color in the U.S distribution requirements for WGST majors/minors.
Crosslisting: BLST 325, 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 the Transnational Feminism distribution requirements for WGST majors/minors.
Crosslisting: REL 327.

WGST 329 - Gender and Communications (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Prerequisite(s): COMM 280 and COMM 290, or WGST major.
Crosslisting: COMM 329.

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.
Crosslisting: EDUC 340.

WGST 350 - Advanced Topics in Women's and Gender Studies (4 Credit Hours)
This course may satisfy one of the distribution requirements within the major/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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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

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

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

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

WGST 383 - Sex and Sexuality in Latin America (4 Credit Hours)
This course critically examines gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time. This course fulfills the Humanities distribution requirement for WGST majors/minors.
Crosslisting: HIST 243.

WGST 391 - Critical Pedagogy: Gender, Race and Class in U.S. Education (4 Credit Hours)
In its examination of current critical issues in U.S. education, 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 critical and feminist pedagogies informed by critical theory. The Curricular Service Learning course includes a 25-30-hour service-learning commitment in an area school or community organization . This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors/minors.
Prerequisite(s): EDUC 213.
Crosslisting: BLST 390, EDUC 390.

WGST 396 - Women, Sex, and Power in the Modern World. (4 Credit Hours)
This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion. This course fulfills the Humanities distribution requirement for WGST majors/minors.
Crosslisting: HIST 266.

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.
Prerequisite(s): ECON 301.
Crosslisting: ECON 416.

WGST 451 - Senior Research (4 Credit Hours)

WGST 452 - Senior Research (4 Credit Hours)

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), 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).

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.

COURSE DESCRIPTIONS

A

- Advising Circles (AC) (p. 194)
- Anthropology and Sociology (ANSO) (p. 195)
- Arabic (ARAB) (p. 197)
- Art History and Visual Culture (AHVC) (p. 198)
- Art Studio (ARTS) (p. 200)
- Astronomy (ASTR) (p. 203)

B

- Biology (BIOL) (p. 204)
- Black Studies (BLST) (p. 209)

C

- Chemistry (CHEM) (p. 212)
- Chinese (CHIN) (p. 215)
- Cinema (CINE) (p. 215)
- Classical Studies (CLAS) (p. 217)
- Communication (COMM) (p. 217)
- Computer Science (CS) (p. 223)

D

- Dance (DANC) (p. 226)
- Data Analytics (DA) (p. 229)
- Denison Seminar (DS) (p. 230)

E

- East Asian Studies (EAST) (p. 230)
- Economics (ECON) (p. 232)
- Education (EDUC) (p. 236)
- English (ENGL) (p. 237)
- Environmental Studies (ENVS) (p. 240)

F

- French (FREN) (p. 244)

G

- Geosciences (GEOS) (p. 245)
- German (GERM) (p. 247)
- Global Commerce (GC) (p. 248)
- Greek (GRK) (p. 248)

H

- Health, Exercise, & Sport Studies (HESS) (p. 249)
- History (HIST) (p. 251)

I

- Interdepartmental (INTD) (p. 257)
- International Studies (INTL) (p. 258)

J

- Japanese (JAPN) (p. 259)

L

- Latin (LAT) (p. 259)
- Latin Amer & Caribbean Studies (LACS) (p. 260)

M

- Mathematics (MATH) (p. 260)
- Middle East & North African Studies (MENA) (p. 262)
- Modern Language (LANG) (p. 263)
- Music (MUS) (p. 263)
- Music - Applied & Performance (MUSP) (p. 267)

N

- Narrative Journalism (NJ) (p. 269)
- Neuroscience (NEUR) (p. 269)

P

- Philosophy (PHIL) (p. 271)
- Philosophy, Politics, & Econ (PPE) (p. 274)
- Physical Education (PHED) (p. 274)
- Physics (PHYS) (p. 276)
- Political Science (POSC) (p. 278)
- Portuguese (PORT) (p. 283)
- Psychology (PSYC) (p. 283)

Q

- Queer Studies (QS) (p. 288)

R

- Religion (REL) (p. 290)

S

- Spanish (SPAN) (p. 293)

T

- Theatre (THTR) (p. 295)

W

- Women's and Gender Studies (WGST) (p. 298)
- Writing (W) (p. 302)

Advising Circles (AC)

AC 101 - Advising Circles (1 Credit Hour)
This is a 1 credit discussion based course limited to twelve students and led by a faculty member who is also the academic advisor for these students. The class meets once per week for roughly an hour each session. The course is graded S/U (satisfactory, unsatisfactory) which is based largely on class participation. External work (reading and writing) is kept small to reflect the 1 credit nature of the course.

Anthropology and Sociology (ANSO)

ANSO 100 - People, Culture and Society (4 Credit Hours)
An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course is required of all majors and minors in Anthropology/Sociology.

ANSO 199 - Introductory Topics in Anthropology and Sociology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 210 - Sex and Gender in Society (4 Credit Hours)
This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race, ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men.
Crosslisting: WGST 210.

ANSO 212 - Race and Ethnicity (4 Credit Hours)
Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understood to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theoretical tools for interpreting life in an ethnically diverse world.
Crosslisting: BLST 212.

ANSO 217 - Religion and Society (4 Credit Hours)
This course investigates the relationship between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions.

ANSO 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.

ANSO 224 - Human Origins and 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.

ANSO 245 - Studies in Anthropology and Sociology (4 Credit Hours)
Special topics in Anthropology and Sociology.

ANSO 290 - The Development of Social Thought (4 Credit Hours)
An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of authors such as Marx, Nietzsche, Freud, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in anthropology and sociology. No First Year students.
Prerequisite(s): ANSO 100 or consent.

ANSO 299 - Intermediate Topics in Anthropology/Sociology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 316 - Contemporary Sociocultural Theory (4 Credit Hours)
Analyses of central theoretical questions in anthropology and sociology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors.
Prerequisite(s): ANSO 100 and ANSO 290.

ANSO 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.

ANSO 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 pursing social justice.
Prerequisite(s): ANSO 100 or consent.

ANSO 331 - Culture, Society and the Individual (4 Credit Hours)
This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature", and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self", indeed, the structure of perception and cognition, are not separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action.
Prerequisite(s): ANSO 100 or consent.

ANSO 338 - Social Structure and Popular Culture (4 Credit Hours)
Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior?
Prerequisite(s): ANSO 100 or consent.

ANSO 339 - Culture, Identity and Politics in Caribbean Society (4 Credit Hours)
This course focuses on the social, cultural and political life of the Caribbean area, especially the English and French speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today.
Prerequisite(s): ANSO 100 or consent.

ANSO 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences.
Prerequisite(s): ANSO 100 or consent.

ANSO 342 - Non-Governmental Organizations, Development and Human Rights (4 Credit Hours)
This course is a critical and inter-disciplinary examination of the role and consequences of non-governmental organizations (NGOs) in the development industry. The course explores the history, organization and agenda building of NGOs since the 1950's. Power relationships between NGOs and states, particularly in the southern hemisphere, as well as with bilateral and multi-lateral institutions are pivotal to our examination. The ideological, programmatic and conceptual differences among NGOs are examined within the broader context of theories of development. We ask why growing numbers of people see NGOs as the answer to ameliorating poverty, disease, violations of human rights and environmental degradation, among others. Some of the organizations that we examine include Greenpeace, Amnesty International, the Grameen Bank and Working Women's Forum.
Prerequisite(s): ANSO 100 or consent.

ANSO 343 - Demography of Africa (4 Credit Hours)
In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions.
Prerequisite(s): ANSO 100.

ANSO 345 - Special Topics (4 Credit Hours)
Special topics offered at an advanced level not covered in regular courses.

ANSO 347 - Power in Society (4 Credit Hours)
Using theoretical approaches and methodological tools from anthropology and sociology, this course explores the nature of social power and its distribution in a variety of social settings. Under what conditions do specific types of power distributions emerge, and what consequences do they have for people's social and economic lives? When do political systems change, and why? How do social and cultural factors influence people's participation in political action? A variety of social institutions relevant to politics are examined in this course, including interest groups, political parties, the state and transnational organizations. Processes such as legitimization of authority, social influences on policy formation, political socialization, mobilization and co-optation are analyzed in the contexts of local, national and international politics.
Prerequisite(s): ANSO 100 or consent.

ANSO 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): ANSO 100.

ANSO 350 - Field Research Methods (4 Credit Hours)
This course provides experience in the design and implementation of field research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine the history of social research, ethical questions involved in field research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using field research techniques including ethnography, participant observation, and content analysis. Quantitative analysis including descriptive statistics will be included. Required of majors. ANSO 350 and ANSO 351 may be taken in any order.
Prerequisite(s): ANSO 100 or consent.

ANSO 351 - Survey Research Methods (4 Credit Hours)
This course provides experience in the design and implementation of sociocultural research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine epistemological issues that underlie social research, ethical questions involved in research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using survey research and secondary data analysis. Quantitative analysis, including descriptive and inferential statistics, analysis of variance, and simple regression will be included. Required of majors. ANSO 350 and ANSO 351 may be taken in any order.
Prerequisite(s): ANSO 100 or consent.

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

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

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

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

ANSO 399 - Adv topics Anthropology/Soc (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ANSO 451 - Senior Research (4 Credit Hours)

ANSO 452 - Senior Research (4 Credit Hours)

ANSO 460 - Senior Research Seminar (4 Credit Hours)
An integrative course designed to be a culmination of students' work in the major. This course focuses on the design and completion of semester-long research projects by senior majors. The course will provide the basis for reflection about the nature and importance of anthropology and sociology as disciplines and in relation to our role as researchers and citizens. Required of Senior Majors.

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 dialectical 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 on 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 to Intermediate- low to Intermediate-mid level, according to the ACTFL proficiency guidelines. The course fulfills the GE requirement for humanities (U) and the language requirement for Global Commerce, 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 GE requirement for humanities (U) and 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 Dialectical). 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 GE requirement for humanities (U) and 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 300 - Special Topics in Arabic (4 Credit Hours)
This course will further develop students' linguistic skills in both Modern Standard Arabic (MSA) and spoken Arabic. Specific topics will vary according to the interests of students and faculty.
Prerequisite(s): ARAB 211 or equivalent.

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-mid level, according to the ACTFL proficiency guidelines. This course fulfills the GE requirement for humanities (U) and 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)

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

Art History and Visual Culture (AHVC)

AHVC 096 - Senior Symposium (0 Credit Hours)

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, and the human body, as suggested through the disciplines of Art History and Visual Culture, will be key.

AHVC 111 - Modern Art and Visual Culture (4 Credit Hours)
An introduction to the Art and Visual Culture of the Modern Age. This course examines the wide range of visual production of the Modern Age primarily in Europe and North America. It examines the concepts of the Modern, Modernity and Modernism. The class is taught through the lenses and using the methodologies of both Art History and Visual Culture, operating on the assumption that the nineteenth, twentieth and twenty-first centuries are the age of visual culture. Thus, the class discusses both elite art and the rising popular culture.

AHVC 121 - African Art and Visual Culture (4 Credit Hours)
This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts, and practices from across the continent. The subjects we learn about in this class take a variety of forms -- masks, sculptures, architecture, body decoration, painting, photography, film, and exhibitions -- all of which are important resources used by people to shape their lives and social worlds. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical, and aesthetic platforms from which they operate. For instance, selected objects, concepts, and practices will be discussed in the context of power relationships, constructions of gender, and the negotiation of tradition and modernity. Additionally, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world area. This course is a Writing Intensive Seminar and students will complete three formal writing assignments and participate in writing workshops to develop their skills as writers.

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.

AHVC 199 - Introductory Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 art, 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.

AHVC 204 - High Renaissance and Baroque Art & Architecture (4 Credit Hours)
This course provides an introduction to the art, architecture, and selected patterns of urban development 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 prime focus. Consideration of Mannerism, the Council of Trent and early Baroque visual and architectural forms (later 16th century) will lead to the second focus on 17th century visual and spatial practices in Counter-Reformation Rome and beyond.

AHVC 210 - Special Topics in Ancient to Baroque Art History (4 Credit Hours)

AHVC 211 - History of Photography (4 Credit Hours)
An introduction to the history of photography from its inception in 1839 to the present day. The class focuses specifically on the multivalent functions of photography in society globally, the theoretical and conceptual bases of its production, consumption and on the critical analysis of photography as a field of art production.

AHVC 212 - American Art (4 Credit Hours)
An introduction to American Art and Visual Culture of the American colonies and the United States from the Early-Colonial Period to the beginning of World War II. The class focuses specifically on how Art, Popular Culture and Mass Culture function in the visual culture of the United States until 1939.

AHVC 220 - Special Topics in Modern Art History (4 Credit Hours)

AHVC 222 - Representing Africa on Film (4 Credit Hours)
An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa.

AHVC 223 - Arts of Oceania (4 Credit Hours)
An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, concepts and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretation of arts from this geographical region in other areas of the world.

AHVC 225 - Arts of Post-Colonial Africa (4 Credit Hours)
This course examines selected issues and debates related to the production, interpretation and collection of visual arts in post-colonial Africa. By way of a series of case studies, we will consider both the individual voices of artists and perspectives from art world information brokers.

AHVC 230 - Special Topics in African Art History (4 Credit Hours)

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.

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 240 - Special Topics in Art History and Visual Culture (4 Credit Hours)

AHVC 262 - Special Topics in Art History and Museum Studies (4 Credit Hours)

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.

AHVC 281 - 19th Century Art History and Visual Culture (4 Credit Hours)
This class explores the nature, character, implications and power of the avant -garde and academic art theory and practice in art societies. It analyzes the many layers of political, cultural and social meanings of art in the nineteenth century, as well as its artistic meanings, purposes, effects and agendas. Some topics to be examined include the neoclassical, the romantic, the ideal, Realism, Impressionism, and Post-Impressionism.

AHVC 299 - Intermediate Topics in Art (1-4 Credit Hours)

AHVC 302 - Medieval Art and Architecture (4 Credit Hours)
This course is an advanced investigation of art and architectural developments in the Latin West and Byzantine East during the medieval period. Selective foci include western monastic art, building, and lay patronage in Spain, France, and Burgundy during the Romanesque and early Gothic periods, as well as eastern monasticism in Constantinople, Greece, and Asia Minor in the Middle Byzantine period. Issues unique to each cultural sphere will be considered, such as feudalism in the West, and the icon and the role of the Imperial family and Constantinopolitan aristocracy in the East.

AHVC 313 - New Art (Late 20th/21st Century) (4 Credit Hours)
This advanced-level class examines Art and Visual Culture since 1980, mostly in the western world, but increasingly globally after 2000. The class explores the intellectually complex, multivalent and frequently socially and politically engaged art of today, focusing on its conceptual platforms, agendas, meanings, purposes, and effects. The course examines an increasingly pluralistic and global art world through the lenses of both Art History and Visual Culture, and it explores the museum as a contested site.

AHVC 324 - Visual Life in African Cities (4 Credit Hours)
An advanced level course. Cities in Africa, like their counterparts elsewhere in the world, are intensely -- perhaps even unrelentingly - artistic environments. In Dakar as in Nairobi, in Johannesburg as in Lagos, the urban terrain's unparalleled resources enable myriad artistic phenomena including paintings and sculptures, modernist architecture and public monuments, sartorial expression, as well as print and electronic media such as cartoons, advertisements, video, television, the internet, and popular music. In this seminar style course, students will investigate the artistic propositions and creative resources constituting the urban environment in Africa by way of a series of case studies.

AHVC 333 - Art and Revolution in 20th Century China (4 Credit Hours)
This advanced-level course examines the complicated relationship between art and politics in China through key debates and developments in Chinese visual culture during the 20th century. The class explores competing narratives that negotiate the tensions between "tradition and modernity," "East and West," "local and global" and their implications for revolutions in art. Particular attention will be paid to interrogating the ideological underpinnings of artistic mediums and formats, the historiographical stakes of modernity, and the assertion of cultural memory in art and text.
Crosslisting: EAST 333.

AHVC 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, drawing, graphics, ceramics or history and criticism.

AHVC 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, drawing, graphics, ceramics or history and criticism,

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

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

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 399 - Advanced Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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)

AHVC 452 - Senior Research (4 Credit Hours)

Art Studio (ARTS)

ARTS 101 - Studio Art Foundation (4 Credit Hours)
Directed at both majors and non-art majors, Studio Art Foundation (SAF) is a basic introduction to artistic practice in contemporary culture. Through an interdisciplinary approach and a technical understanding of multiple mediums, the course crosses borders between two-dimensional, three-dimensional and time based artistic disciplines. Campus wide events (lectures, concerts, exhibitions) are used as points of departure in the class to emphasize the critical nature of art making with other content areas of study, theory and research.

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)
An Introductory course concentrating on: the fundamentals of operating a digital single lens reflex camera (SLR), editing software -- Adobe Lightroom and Photoshop, and output to large format printers. Technical understanding of camera and editing software, lectures on historical context and contemporary practice, as well as readings serve to encourage students to explore photography as a way to look, question and record personal experience through the medium of photography.

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 165 - Special Topics in Studio Art (4 Credit Hours)
Special topic courses with a focus on particular aspects of studio art at the introductory level.

ARTS 170 - Introduction to Drawing for Majors (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 199 - Introductory Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 210 - Intermediate Drawing (4 Credit Hours)
Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium.
Prerequisite(s): ARTS 110 or consent.

ARTS 211 - Life Drawing (4 Credit Hours)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and color.
Prerequisite(s): ARTS 110 or consent.

ARTS 212 - Life Drawing (4 Credit Hours)
Study from the human figure in charcoal and other media with emphasis on structure in line, value and color.
Prerequisite(s): ARTS 110 or consent.

ARTS 213 - Queer Graphix (4 Credit Hours)
Through a series of drawing and printmaking projects, this studio art 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.

ARTS 215 - Intermediate Painting (4 Credit Hours)
Continued painting experience with emphasis on developing individual concepts.
Prerequisite(s): ARTS 115 or consent.

ARTS 218 - Analog & Alchemy: Darkroom Photography and Alternative Processes (4 Credit Hours)
Is an intermediate level photography course for students interested in learning how to use the film cameras (both 35 mm, medium format and 4 x 5) including shooting, developing and printing in the wet darkroom. Students will also learn how to use several alternative printing techniques, such as cyanotype, Van Dyke and combinations of traditional and alternative printing processes. Students will develop a historical understanding of the materials of early photography, as well as use those same materials to make work that investigates and critiques questions of photography and representation. One of the greatest challenges for contemporary photography is to discover how it wants to position itself in relation to the reality it mirrors, or reflects on. Questioning of the indexical nature of the photograph will be encouraged in assignments, critical readings, and discussion.
Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 219 - Photo: Writing with Light (4 Credit Hours)
This class will be an in depth exploration of light as material, and its relationship to photography. Because of photography's presence in both the art and commercial world, it has always been a slippery medium to place definitively as art, craft, document or commercial enterprise. This is ironic, because never have we been more surrounded by photos and asked to ingest them as signs of truth from topics as diverse as journalism to images of what a beautiful body should/could look like. During this course, we will try to slow down our visual consumption by being specific about the medium that makes the image possible -- light. We will begin in the night, travel to day, and then to the indoor and portable lighting kits (strobe, flash, tungsten).
Prerequisite(s): ARTS 117 or consent of instructor.

ARTS 220 - Ceramic History and Contemporary Practice (4 Credit Hours)
The history of ceramics very closely parallels the development of civilization and culture across the planet. In this studio course, students will draw upon this long, rich history as inspiration for their own work and gain a deeper understanding of the context in which they and other contemporary artists are creating ceramic art. The primary emphasis of ceramic history and its impact on contemporary practice will be explored through image presentations, research, discussions and studio work. Students will use a variety of construction techniques and surface treatments to transform their ideas and research into objects and are encouraged to pursue their individual creative potential.

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 Studio Art 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 semesters end. No previous studio art 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 consent of the instructor.

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 Art studio class will focus on creating objects that will transform a variety of architectural spaces.

ARTS 241 - Intermediate Sculpture (4 Credit Hours)
This course focuses on the search for art practices. The students have to develop projects starting out with specific themes that are discussed by the group, but the end product is personal depending on the individual conceptual and aesthetic development.

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 264 - Special Topics in Studio Art (4 Credit Hours)

ARTS 265 - Special Topics in Studio Art (4 Credit Hours)

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 299 - Intermediate Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 308 - 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 310 - Advanced Drawing (4 Credit Hours)
Continued drawing experience with emphasis on developing individual skills, concepts and expression.
Prerequisite(s): ARTS 210 or consent of instructor.

ARTS 311 - 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 to 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 path, and redefine where it starts and ends. Group readings, presentations, and discussions compliment the studio workshop environment by helping to contextualize an art practice to the broader world.
Crosslisting: ENVS 211.

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 331 - Advanced Printmaking (4 Credit Hours)
Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student.
Prerequisite(s): ARTS 231.

ARTS 341 - Advanced Sculpture (4 Credit Hours)
Continued sculpture experience with emphasis on developing individual skills, concepts, and expression.
Prerequisite(s): ARTS 241.

ARTS 345 - Junior Arts Practicum (4 Credit Hours)
Through independent project work, readings, oral presentations, and individual/group discussions, this course will focus on the universal studio practice of critiques to further develop student skills to describe, analyze, interpret and understand their own artwork and its goals as well as the work of others. Students will also pursue research throughout the semester to make important connections between their creative practice and the art historical/theoretical context in which they work. This course is required for all studio art majors.

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)

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

ARTS 365 - Advanced Special Topics (4 Credit Hours)
Special Topic courses with a focus on particular aspects of studio art at the advanced level.

ARTS 399 - Advanced Topics in Art (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ARTS 400 - Senior Art History Project (3 Credit Hours)
Studio, B.A., B.F.A.

ARTS 401 - Visual Arts Practicum (4 Credit Hours)
Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year in conjunction with a 300-level course in their area of specialization. This class is for Studio Art majors only or by permission of instructor.

ARTS 451 - Senior Research (4 Credit Hours)

ARTS 452 - Senior Research (4 Credit Hours)

Astronomy (ASTR)

ASTR 100 - Current Topics in Astronomy (4 Credit Hours)
This course is designed primarily for the non-physics major student who wishes to better understand the nature of the universe. Topics will be chosen from such areas as 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. Course and laboratory work will explore the physical and observational background for these topics with an emphasis on the quantitative nature of modern astronomy. Two or three lectures per week; one two-hour laboratory each week. This course satisfies the quantitative reasoning general education requirement. No previous training in physics is required, however mathematical preparation is assumed to include high school algebra and trigonometry.

ASTR 125 - Quarks to Cosmos (4 Credit Hours)
Astronomy 125 will introduce students to topics that are at the current frontiers of physics and astronomy, and help students develop quantitative reasoning and analytical skills necessary for further study in these fields. Topics possibly covered include special relativity, waves and interference, quantization of light and energy, the hydrogen atom, nuclear structure, radioactivity, and cosmology. The course satisfies the quantitative reasoning requirement. Three lectures and one three-hour laboratory per week.
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 leverage these topics, and introduce others as necessary, to first develop models for stellar systems, including our Sun. They will then use this experience to explore a number of Astrophysical topics of interest, 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 311 - Special Topics in Astronomy (4 Credit Hours)
This course is to provide qualified students with the opportunity to pursue experimental and/or theoretical work in one or more of the areas of Modern Astronomy.
Prerequisite(s): PHYS 122 or PHYS 127, and PHYS 200 concurrent or consent.

ASTR 312 - Experimental Physics (4 Credit Hours)
A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. May be repeated once for credit as either PHYS 312 or ASTR 312.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 211 recommended.

ASTR 340 - Advanced Topics (1-2 Credit Hours)
Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit.
Prerequisite(s): Junior standing and consent of chairperson.

ASTR 361 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

ASTR 362 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

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

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

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)
Prerequisite: PHYS 312 or consent of chairperson.

ASTR 452 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or consent of chairperson.

Biology (BIOL)

BIOL 100 - Modern Topics in Biology (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. lab science requirement. Biology 100 may not be counted toward the major or minor in biology. Three class periods and one laboratory weekly.

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 104 - Modern Topics in Biology (4 Credit Hours)
This course for non-majors is intended to promote scientific literacy and oral communication. 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 General Education lab science requirement as well as the oral communication requirement. Biology 104 may not be counted toward the major in biology. Class meets for two (80 minute) or three (50 minute) periods per week plus a three-hour laboratory.

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 299 - Intermediate Topics in Biology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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): GEOS 210 or BIOL core, and CHEM 131 and CHEM 132 (or concurrently), or consent of instructor.

BIOL 309 - Computational Biology (4 Credit Hours)
Computation has gained a strong foothold in modern biology. For example, DNA and peptide sequences are now routinely analyzed using computational methods to determine both function and phylogenetic relationships. In addition, computational molecular dynamics simulations are used to study protein folding and why proteins sometimes misfold, leading to disease. And ecological simulations are used to better understand the effects of environmental damage. This interdisciplinary course will explore this broad area, examining the biology and the computational methods behind problems like these. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed capstone project at the end of the term.
Prerequisite(s): Biology core and an introductory computer science course (CS 109 - CS 112) or consent, and CHEM 131 and CHEM 132 (or concurrently).

BIOL 310 - Wetland Ecology (4 Credit Hours)
This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with 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 core or consent, and CHEM 131 and CHEM 132 (or concurrently).
Crosslisting: ENVS 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 and CHEM 132 (or concurrently).

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 and CHEM 132 (or concurrently).

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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 316 - Virology (4 Credit Hours)
This course will examine the diversity of 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 cause disease, how they are used in biotechnology, and their overall impact on society. 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 and CHEM 132 (or concurrently), or CHEM majors- BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 317 - Diversity of Microorganisms (4 Credit Hours)
This course examines the remarkable environmental, physiological, and metabolic diversity of prokaryotic and eukaryotic microorganisms (i.e., bacteria, protists, algae, & fungi). 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 in diversity. Emphasis will be placed on the reading of primary literature, and on using that information to make connections with class material. The structure of the course includes traditional lectures, class activities, and student presentations. 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 and CHEM 132 (or concurrently), or CHEM majors- BIOL 210 or BIOL 201, and BIOL 220 or BIOL 150, and CHEM 300 (or concurrently).

BIOL 320 - Plant Systematics (4 Credit Hours)
In Plant Systematics students learn how major groups of vascular plants are classified, named, and identified. We study approximately 50 plant families concentrating on native representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Plant Systematics qualifies as "biological diversity" course for the major.
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or BIOL 230 and CHEM 300 (or concurrently).

BIOL 324 - Developmental Biology (4 Credit Hours)
Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of pattered structures in the embryo? (2) How do parts become different in the embryo?
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently), or CHEM Majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or BIOL 230, and CHEM 300 (or concurrently).

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 and CHEM 132 (or concurrently) or consent of instructor, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and 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 adaptions 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220 and BIOL 201 or BIOL 210, and BIOL 202 or 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and 201 or BIOL 210, and CHEM 300 (or concurrently).

BIOL 343 - 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): Biology core, and CHEM 258, and at least one CHEM or BIOL class at the 300-level or consent.

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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, 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 and CHEM 132 (or concurrently) or consent, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 131 and PSYC 200.

BIOL 350 - Genomics (4 Credit Hours)
Genomics is the study of genomes, the entire collection of genetic information found in a specific organism. This field of study attempts to understand how all of the genes in a given genome cooperatively function to orchestrate the biological activities within the organism. The genomic DNA sequences of thousands of species have been determined, including humans, providing a wealth of information about the genetic composition and evolutionary relatedness of species. This course will introduce students to the fundamental concepts in genomics, including how genome sequences are assembled, how potential genes within the genome are identified and characterized, how genomes are organized and regulated, and how genomes evolve. 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 partly computer-based, utilizing online databases and "bioinformatic" programs to carry out a series of projects on genome assembly and compositional analysis complemented by "wet-lab" experiments to explore genome regulation. This course satisfies the oral communication requirement.
Prerequisite(s): Biology core or consent, and CHEM 131 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently).

BIOL 356 - Special Topics (4 Credit Hours)

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)

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

BIOL 370 - 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 and CHEM 132 (or concurrently).

BIOL 375 - 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 & CHEM 132 (or concurrently); ENVS majors/minors need BIOL 220 and BIOL 230; or by consent.

BIOL 380 - 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 and CHEM 132 (or concurrently), or CHEM majors - BIOL 150 or BIOL 220, and BIOL 202 or BIOL 230 and CHEM 300 (or concurrently).

BIOL 385 - Chemical Biology (4 Credit Hours)
This course explores modern topics associated with the interface of chemistry and biology from the point of view of chemical biologists. Topics may include combinatorial chemistry, chemical genetics, chemical proteomics, high-throughput drug screening, micro-chip display of biological molecules (DNA, peptides, carbohydrates), cell-surface modification with chemical tags or other topics taken from the chemical biology literature.
Prerequisite(s): CHEM 258 and at least one 300 level CHEM or BIOL course or consent of the instructor.

BIOL 399 - Advanced Topics in Biology (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 102 - Black Women's Lives: Autobiography As Protest (4 Credit Hours)
The purpose of this course is to explore personal narrative and autobiography as texts of resistance in Black women's lives. The course will use the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major autobiographical works to illustrate Black women's resistance to race, class, and gender subordination or other forms of marginalization and oppression in their lives and in society. These autobiographical texts will be paired with select readings from women's studies and black studies to provide students with the analytical tools to identify how these texts function as forms of personal, social, political or institutional protest.

BLST 115 - Gospel Piano (1 Credit Hour)

BLST 122 - African/Diasporan Dance I (2 Credit Hours)
African/Diasporan 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: Dance.

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

BLST 139 - Gospel Ensemble (1 Credit Hour)

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

BLST 154 - African Art and Visual Culture (4 Credit Hours)
This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts and practices from across the continent. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world arena.

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 121.

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 193 - African American History (4 Credit Hours)
This course will examine the history of African-Americans in the United States from 1619 to the present with an emphasis on the processes by which African-Americans adjusted to and resisted their conditions. Topics will include African heritage, slavery, Civil War and Reconstruction, Jim Crow, wartime experiences, the shift to urban life, the Civil Rights and Black Power Movements, the rise of Hip Hop, and contemporary issues.
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 212 - Race and Ethnicity (4 Credit Hours)
Contrary to the expectations of many modern social theorists, race and ethnicity continue to be important elements in the lives of contemporary people, serving as frameworks through which individual identities, community actions, and cultural meanings are interpreted. This course will introduce students to the sociocultural analysis of racial and ethnic identities. How did ethnic and racial identities and communities develop over time? Why does race, though now understood to be a social rather than a biological category, continue to be (mis)understood as a biological category? How do aspects of political, class, gender, and sexual identities influence racial and ethnic identities? We will use a global perspective to understand the conception of race and ethnicity. We will explore these topics among others including cultural and historical variability of ethnic and racial categories, the dialectical formation of identity, and the persistence of certain forms of racial and ethnic prejudice. Students will be expected to examine critically their own common assumptions and presuppositions about race and ethnicity, and to begin developing the theoretical tools for interpreting life in an ethnically diverse world.

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 222 - Representing Africa on Film (4 Credit Hours)
An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa.

BLST 223 - African/Diasporan Dance II (2 Credit Hours)
African/Diasporan 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. Prior Dance experience required. Students are strongly encouraged to consult with the instructor prior to enrollment to determine their experience level.
Crosslisting: DANC 222.

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 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 235 - Introduction to Black Studies (4 Credit Hours)
An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America.

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 239 - Racialized Perspectives of Media (4 Credit Hours)
This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres.
Crosslisting: COMM 239.

BLST 246 - Intermediate Topics in Black Studies (2-4 Credit Hours)
This course provides a venue in which to explore chosen topics in Black 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.

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 - Studies in Literature: 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.

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 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 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, WGST 325.

BLST 327 - African/Diasporan Dance III (2 Credit Hours)
African/Diasporan Dance III 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, it is designed for students with significant experiences in African/Diasporan dance technique. This course approaches technique holistically and provides students with the rigorous practice required for performance. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and understanding or complex embodied rhythms. Because this course meets approximately 6 hours per week, little outside work is required.
Prerequisite(s): one year or two semesters of DANC 222 or consent of instructor.
Crosslisting: DANC 322.

BLST 332 - The Fourteenth Amendment and the Meanings of Equality (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 333 - The Civil Rights Movement (4 Credit Hours)
This seminar will examine the struggle for African-American equality from the 1930s to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments.

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 339 - Culture, Identity and Politics in Caribbean Society (4 Credit Hours)
This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today.
Prerequisite(s): ANSO 100 or consent.

BLST 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions that precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color,".
Prerequisite(s): ANSO 100 or consent.
Crosslisting: the Anthropology/Sociology Program.

BLST 343 - Demography of Africa (4 Credit Hours)
In this course, we begin by reviewing current literature to clearly define the term, Demography. Next, we examine the demographic processes of population change in the continent of Africa. Demographic processes include mortality, fertility and migration. In addition, we explore patterns of urbanization, economic development and educational attainment. We analyze survey data from the African Census Analysis Project and Demographic Health Survey. Upon completion, you should be familiar with a variety of demographic processes that allow an examination of interesting demographic, social and anthropological questions.
Prerequisite(s): ANSO 100.

BLST 345 - Advanced Topics in Black Studies (4 Credit Hours)

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 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 235.

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

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

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

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

BLST 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.

BLST 367 - Black America's Legal Struggle for Educational Equality (4 Credit Hours)
This course examines U.S. Supreme Court cases that led to and followed the Brown v Board of Education decisions. It looks at the role of the Black community in challenging both de jure and de facto segregation in schooling and society. We begin by discussing the Plessy decision that Brown overturned and a few other Supreme Court cases that appeared to reduce the meaning of the 13th, 14th, and 15th Amendments to the US Constitution for Blacks and others. Next, we look at the efforts of individuals such as Charles Hamilton Houston who led the legal offensive of the National Association for the Advancement of Colored People (NAACP) to overturn Plessy. We will discuss the state of education in relation to Blacks and others prior to Brown and afterward.

BLST 369 - Studies in Early American Literature (4 Credit Hours)
Selected topics in the writings of colonial and early national America.

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

BLST 384 - 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.
Crosslisting: HIST 244.

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.
Crosslisting: HIST 365.

BLST 399 - Topics in Black Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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)

BLST 452 - Senior Research (4 Credit Hours)

Chemistry (CHEM)

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 212 - Environmental Chemistry (4 Credit Hours)
A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Three class periods and one laboratory weekly. This course can be used to satisfy a minor in chemistry. Safety glasses required.
Prerequisite(s): CHEM 131 and 132.

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 220, 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 331 - Intermediate Analytical Chemistry (4 Credit Hours)
A course of 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, chromatograhic, and electrochemical techniques for analysis. Three class periods and one laboratory period weekly. Offered fall semester only.
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 145 and PHYS 121, or consent.

CHEM 361 - Directed Study (1-4 Credit Hours)
Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. 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. Offered to juniors and seniors. Hours arranged. Safety glasses required.
Prerequisite(s): Consent of faculty mentor.

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

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

CHEM 399 - Advanced Topics in Chemistry (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CHEM 400 - Chemistry & Biochemestry 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 420 - Methods of Structural Biology (4 Credit Hours)
This course develops and explores the methods for determining biomolecular structures: NMR spectroscopy, molecular modelling and molecular dynamics simulations, and diffraction methods. This course thus reviews and builds on the topics presented in physical chemistry and will deepen knowledge of how physical methods and theories are used in solving (bio)chemical problems.
Prerequisite(s): CHEM 343 or consent.

CHEM 421 - 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 ind 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 425 - Chemical Biology (4 Credit Hours)
This course explores modern topics associated with the interface of chemistry and biology from the point of view of chemical biologists. Topics may include combinatorial chemistry, chemical genetics, chemical proteomics, high-throughput drug screening, micro-chip display of biological molecules (DNA, peptides, carbohydrates), cell-surface modification with chemical tags or other topics taken from the chemical biology literature.
Prerequisite(s): CHEM 258 and at least one 300 level CHEM or BIOL, 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 331 or CHEM 343 or consent of instructor.

CHEM 428 - 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. Three class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 317, or CHEM 331, or CHEM 343, or consent.

CHEM 430 - Special Topics in Chemistry (4 Credit Hours)
This advanced course in Chemistry and Biochemistry will explore current topics in the field.
Prerequisite(s): CHEM 258 and at least one 300-level CHEM course.

CHEM 442 - 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 331 or CHEM 343 or consent of instructor.

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 instructor's consent.

CHEM 444 - Bioorganic Chemistry (4 Credit Hours)
This course will explore the interface of organic chemistry and biology. The focus will be on how synthetic organic and physical organic techniques can be used to investigate, understand and harness the power of complex biological systems. Topics will vary, but may include synthetic analogs of natural biopolymers, expansion of the genetic code, biopolymer structural analysis via NMR, foldamers, bioorthogonal chemistry and other topics from the current scientific literature. Two class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 258 and at least one CHEM or BIOL class at the 300-level, or instructor's consent.

CHEM 446 - 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. Three class periods and one three-hour laboratory weekly.
Prerequisite(s): CHEM 343 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 331 or CHEM 343 or consent.

CHEM 451 - Senior Research (4 Credit Hours)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Hours arranged. Safety glasses required.
Prerequisite(s): Staff approval.

CHEM 452 - Senior Research (4 Credit Hours)
Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Hours arranged. Safety glasses required.
Prerequisite(s): Staff approval.

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 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 299 - Intermediate Topics in Chinese (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CHIN 305 - 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 texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required.

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 340 - Chinese Cinema in English: A Cultural and Literary Study (4 Credit Hours)
With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. The course will be conducted in English.

CHIN 345 - Special Topics in Advanced Chinese (4 Credit Hours)
Study of selected topics at the advanced level in Chinese.

CHIN 361 - Directed Study (1-4 Credit Hours)
Readings in Chinese texts.

CHIN 362 - Directed Study (1-4 Credit Hours)
Readings in Chinese texts.

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

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

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 150 - Special Topics in Cinema (4 Credit Hours)
Selected topics in Cinema.

CINE 199 - Introductory Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 219 - 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 299 - Intermediate Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 308 - 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 310 - Intermediate Cinema Production (4 Credit Hours)
An introductory course in 16mm film examining this chemical-based medium in both theory and practice. Each student will complete a series of short film projects with an emphasis on film grammar, film aesthetics, and all facets of film production. Students are required to share in the expenses of their film productions. Required of Cinema majors.
Prerequisite(s): CINE 219.

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 326 - 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 326 by the end of their second year.

CINE 328 - 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

CINE 399 - Advanced Topics in Cinema (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CINE 407 - Jr./Sr. Film Production Seminar (4 Credit Hours)
These seminars vary from year-to-year, and offer junior and senior cinema students intensive inquiry into specific cinematic production topics. Repeatable.
Prerequisite(s): CINE 410 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 410 - 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. Working in the 16mm format, students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Students are required to share in the expenses of their productions. Required of Cinema majors.
Prerequisite(s): CINE 310.

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 419 - 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 410.

CINE 451 - Senior Research (4 Credit Hours)

CINE 452 - Senior Research (4 Credit Hours)

Classical Studies (CLAS)

CLAS 101 - Classical Culture (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.

CLAS 201 - Ancient Greece (4 Credit Hours)
An overview of Ancient Greek civilization from the Bronze Age to the period following the death of Alexander the Great. Greek culture was a Mediterranean phenomenon that spread in antiquity from the Aegean through Egypt and central Asia to India and became the core of education for European and American students during the 18th and 19th centuries. The course focuses on the major social and political institutions (such as the creation of the first democracy) as well as the intellectual and artistic achievements of the Greeks.

CLAS 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.

CLAS 211 - Ancient Greek Literature and Society (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.

CLAS 212 - Latin Literature and Society (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.

CLAS 221 - Classical Mythology (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.

CLAS 301 - Topics in Classical Studies (4 Credit Hours)
This is a seminar course on a particular historical, social or cultural topic related to classical antiquity.

CLAS 311 - Gender and Sexuality in Antiquity (4 Credit Hours)
This course explores how power and status worked in the family, in politics, in labor practices, and in religious institutions during classical antiquity, focusing on the intersections of gender, class, ethnicity, and sexuality.

CLAS 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.

CLAS 321 - The Classical Tradition (4 Credit Hours)
This course focuses on the canon of ancient classical literature, both Greek and Roman, examining the tradition and reception of literary genres within classical antiquity, and considering what influences classical literature may have had on the development of later western thought and literature.

CLAS 322 - Classical Drama (4 Credit Hours)
This course focuses on the dramatic arts as practiced in Ancient Greece and Rome. Students will read selected plays, tragic or comic, by the major playwrights of classical antiquity, giving attention to dramaturgy, societal contexts, and influences on the development of western theater.

CLAS 331 - Alexander the Great (4 Credit Hours)
This course focuses on the study of the historical record of the life and times of Alexander the Great, examining primary and secondary sources, and placing the career and accomplishments of Alexander in the contemporary social and cultural context of Macedonia, Greece, and the Near East, as well as Alexander's influence on the Hellenistic era of classical antiquity.

CLAS 332 - Imperial Rome (4 Credit Hours)
This course focuses on the decline and fall of the Roman Republic and the establishment of the Roman Principate. Students will examine the political, social, and cultural contexts for the creation of an empire that dominated the Mediterranean world, encompassing an area stretching from Britain to Egypt.

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

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

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

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

CLAS 451 - Senior Research (4 Credit Hours)

CLAS 452 - Senior Research (4 Credit Hours)

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.

COMM 108 - Introduction to Writing for Print and Online (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 111 - Ethics and Society (4 Credit Hours)
This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that revolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus.

COMM 115 - Special Topics in Communication (4 Credit Hours)
Special Topics in Communication provides a venue in which to explore in some depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics.

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 147 - Introduction to Media Literacy (4 Credit Hours)
While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have learned to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent.

COMM 199 - Introductory Topics in Communication (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

COMM 205 - Global Communication (4 Credit Hours)
The purpose of the course is to acquire an understanding of the key concepts and ideas about globalization and the role the mass media plays in the process. While the term "globalization" has been bandied about among the popular press, academic and the business community, this course will attempt to contextualize and ground the concept by developing a multiperspectival approach to some of the political, economic and social processes that have been associated with the development of a world communication system. Throughout the course, we will examine the growing centrality that the mass media and information technologies play in our daily lives and the ways in which they contribute to or hinder our daily practices of identity, community and culture in a global context.

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 215 - Special Topics in Communication (4 Credit Hours)
Special Topics in Communication provides a venue in which to explore in depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics.

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 225 - US Broadcast History and Theory (4 Credit Hours)
This class explores the history of radio and television broadcasting in the U.S. since the 1910s, analyzing radio and television programs within their social and industrial contexts and considering the ways that these texts are understood by audiences. We will pay particular attention to the political, economic, and cultural roles of the media in twentieth century U.S. history, drawing connections to radio and television's quickly changing present. We will also examine how history itself is researched and written, introducing you to theories and methods in historiography.

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 examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism.
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 239 - Racialized Perspectives of Media (4 Credit Hours)
This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres.
Crosslisting: BLST 239.

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 250 - Communication and Technology (4 Credit Hours)
This course is designed to examine the impact of the Internet and information technology on our daily lives. Advanced technology becomes a normal part of life and creates new contexts for communication. This class goes beyond technical and how-to-issues to investigate how new media affects our communication practices with others. Over the semester we will focus on issues relating to mediated communication and advanced communication technology. Particular topics discussed include media effects, relationships, identity, agency, distinction, and genesis. This course is designed for students who already have basic experience with computers and the Internet.

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 311 - Ethics and the Public Sphere (4 Credit Hours)
This course explores the intersection between communication ethics and political communication in the context of democratic pluralism. After being introduced to the central themes, questions, and literatures of discourse ethics and dialogic philosophy, students then explore the relationships between response and responsibility, and ethics and politics, in deliberative public spheres.
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 315 - Special Topics in Communication (4 Credit Hours)
These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course.
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 325 - Narrative Ethics (4 Credit Hours)
This course will examine how narrative and storytelling shape meanings and perceived values for personhood. We will explore an array of philosophical perspectives such as those of Paul Ricoeur, Jerome Bruner, and Arthur Frank. Concurrently, we will examine storytelling in multiple contexts including children's books, court cases, health incidents, media anecdotes, and everyday conversations. Through investigating these various contexts, we will develop different approaches to defining and applying narrative communication. Specifically, we will practice reflexive methodology by cross-examining our personal lives in the context various ethical perspectives and dilemmas. In doing so, we will address questions such as: Are stories lived before or after they are told? What is the relationship between narrative and reality? What role does narrative serve in developing moral understandings and guiding ethical practices? These questions will be addressed during class discussions, as well as in written assignments entailing personal narratives, co-authored standpoints, and creative projects that respond to the ethical issues surfaced throughout the course.
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 329 - Gender and Communication (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self-expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics.
Prerequisite(s): COMM 280 and COMM 290, or WGST major.
Crosslisting: WGST 329 and QS 329.

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 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. 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 sexuality, disability, gender roles, body size, and more.
Prerequisite(s): COMM 280 and COMM 290; or QS 101 and "Queer Theory"; or consent.
Crosslisting: QS 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)

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

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

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

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 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.
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 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 406 - Rhetoric and Social Movements (4 Credit Hours)
This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy.
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 408 - Critical Perspectives in Communication (4 Credit Hours)
This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply various methods in the writing of essays analyzing various kinds of communication texts - both discursive and non-discursive. Public communication via public speaking, broadcast, film and print media as well as art, architecture and music will be among the texts examined over the course of the term.
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 COMM course, or have the consent of the instructor.

COMM 413 - Rhetoric and the American Experience (4 Credit Hours)
This course explores the American rhetorical tradition and some of the speakers, ideas, and movements that have given American rhetorical tradition its voice and texture. We will read broadly and deeply key oratorical texts from the nineteenth century to the present and examine the scholarship that has attempted to explain these acts of symbolic influence. Our work will culminate in the drafting and thorough revising of article-length research essays. Students will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars.
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 415 - Conflict and Communication (4 Credit Hours)
A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in peace, reconciliation, conflict and communication theory.
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)

COMM 452 - Senior Research (4 Credit Hours)

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 110, CS 111, and CS 112. Absolutely no prior experience is necessary.

CS 110 - Discovering Computer Science: Digital Media and Games (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 manipulate digital images and sounds. These skills will prove applicable not only in subsequent computer science courses but in numerous other fields. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112. 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 110, CS 111, and CS 112. 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. Absolutely no prior experience is necessary. Students may earn credit for at most one of CS 109, CS 110, CS 111, and CS 112.

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 110 or CS 111 or CS 112.

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 110 or CS 111 or CS 112.
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 135 or MATH 145, and CS 109 or CS 110 or CS 111 or CS 112.

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 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 309 - Computational Biology (4 Credit Hours)
Computation has gained a strong foothold in modern biology. For example, DNA and peptide sequences are now routinely analyzed using computational methods to determine both function and phylogenetic relationships. In addition, computational molecular dynamics simulations are used to study protein folding and why proteins sometimes misfold, leading to disease. And ecological simulations are used to better understand the effects of environmental damage. This interdisciplinary course will explore this broad area, examining the biology and the computational methods behind problems like these. The laboratory portion of the course will involve students working together in multidisciplinary groups to design algorithms to investigate these problems, as well as undertaking a self-designed capstone project at the end of the term. 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. Students are also encouraged to take one or more courses in the Biology core (BIOL 210, BIOL 220, BIOL 230).
Prerequisite(s): CS 173 and either CS 271 or MATH 213.
Crosslisting: BIOL 309.

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 334 - Theory of Computation (4 Credit Hours)
This course will continue from where CS 234 left off in studying computers as mathematical abstractions in order 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 its variations, the Universal Turing machine, decidability of the halting problem, reductions, and proving 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 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 242 or MATH 220 or DA 220 and MATH 210 or MATH 300 CS 109 or CS 110 or CS 111 or CS 112.
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 include: Modeling, Linear Programming and the Simplex Method, the Karush-Kuhn Tucker conditions for optimality, Duality, Network Optimization, and Nonlinear Programming. 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 MATH 213.
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 345 - Parallel Systems and Programming (4 Credit Hours)
This course examines the fundamental programming and principles involved in parallel computing systems. Issues of concurrency, synchronization, and communication involved in many such systems will be explored, from multicore desktop systems to using high-threaded general-purpose graphics processors to large scale clusters involving hundreds of computing elements. Multiple programming paradigms will likewise be explored, including shared memory systems, message passing systems, and data parallel systems like those used in the processing of "big data." 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 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)

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

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

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

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 present three talks during the semester on substantive, well-researched themes appropriate to their status in their major. Corequisite a 200-level mathematics or computer science course.
Prerequisite(s): MATH 210 or MATH 300, or CS 271.

CS 399 - Advanced Topics in Computer Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

CS 401 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 402 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 403 - Advanced Topics in Computer Science (4 Credit Hours)
Topics may include Computer Graphics, Neutral Networks, Advanced Algorithms, Network Security or other subjects of current interest.

CS 451 - Senior Research (4 Credit Hours)

CS 452 - Senior Research (4 Credit Hours)

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/Diasporan Dance I (2 Credit Hours)
African/Diasporan 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: Black Studies.

DANC 132 - Modern/Postmodern Dance I (2 Credit Hours)
Modern/Postmodern Dance I is designed for students with no dance experience. Offering an introduction to basic movement ideas, classes are structured with initial floor warmup sequences, followed by standing exercises and phrase work. Students will be challenged with self awareness while moving and to develop a basic understanding of and sensitivity to dynamics, phrasing, gravity and weight, and to become attentive to their own movement potential. Exercises emphasizing placement, flexibility and strength are taught. Attention to the body, breath, momentum and the use of gravity for efficiency is emphasized and improvisation is introduced. In addition to movement work, class time may include video viewings of moments in modern dance history, short readings, creative movement projects and quizzes. Concert attendance, short written critical responses, and short composition assignments are examples of outside work that is required.

DANC 174 - Dance as an Art Form (4 Credit Hours)
Dance as an Art Form 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 thinking. No previous dance experience is necessary. This course fulfills a Fine Arts general education requirement.

DANC 194 - Special Topics in Dance (2-4 Credit Hours)
This is a multi-level course intended for students with any amount of experience with yoga, from beginners to advanced practitioners. Primarily a physical practice course, we will develop familiarity with asana (postures), pranayama (breath), and meditation as modes of cultivating consciousness of our bodies and our relationship to the world around us. Students will develop focus, balance, flexibility, strength, and coordination as ways of actualizing their individual potential and as activities through which to expand awareness of and appreciation for their own bodies. The physical practice will be supported by an introduction to various aspects of yogic philosophy and theories of embodiment.

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-0n real-life learning. Limited readings are assigned. A portfolio of completed work is required.

DANC 211 - Performance Workshop (0.5-2 Credit Hours)
The technical aspects of producing a concert are applied through practical experience. Performance space preparation, generally termed the "load-in" (hanging lights, laying the floor and building audience space) and the designing of lights, costumes, and publicity are taught or deepened by means of application. Students are awarded credit based on the number of hours of involvement. Students with Seminar in Production (DANC 210) or similar appropriate training or experience will be given preference in this course.

DANC 222 - African/Diasporan Dance II (2 Credit Hours)
African/Diasporan 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.
Crosslisting: BLST 223.

DANC 232 - Modern/Postmodern Dance II (2 Credit Hours)
Modern/Postmodern Dance II is designed for students with a sound background in dance training and a general understanding of placement and basic dance movements. Classes are structured with initial floor warm-up sequences, followed by standing exercises and phrase work. Students will be challenged with self-awareness while moving and to develop a basic understanding of and sensitivity to focus, dynamics, phrasing, gravity and weight, and distinct movement qualities, and to become attentive to their own movement potential. A focus on flow, spherical space and the ability to move in and out of the floor will be integral to this class, as will clarity and efficiency of movement. Limited work outside the classroom is required. Examples include concert attendance, focused historic/cultural 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.

DANC 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. Course may crosslist with: WGST, BLST, ENVS, QS.

DANC 284 - Choreographic Investigations (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.
Prerequisite(s): 100 level movement course.

DANC 285 - African Movement Aesthetics (4 Credit Hours)
This course engages characteristics and values of African movement to investigate compositional structure. Through various exercises and assignments, students examine concepts such as: balance, walking, masking, rhythm, repetition, improvisation, standing and sitting as tools for composing. Students investigate the manipulation of space, time and energy, and create source material from personal movement exploration, structured improvisation, master classes, and guided exercises. Other course tools include videos, journals, art and community feedback. Ultimately, the course aims to resource the aesthetics of African movement (kinesthetic, philosophical, linear and nonlinear) as methods for composing solo, duet, and group work.
Prerequisite(s): Any 100 level or above movement course or permission of instructor.

DANC 286 - Improvisation in Performance (4 Credit Hours)
Improvisation in Performance focuses on the act of spontaneous choreography and composition though solo and ensemble work with the goal of understanding and experiencing improvisation in performance work. Students learn Ensemble Thinking techniques and are exposed to Contact Improvisation. Texts include performances in theatre and dance both here and in Columbus, as well as selected readings. Students discover, through these, what artists and scholars consider to be the perimeters of performance, the definition of improvisation, and the unique potential of movement. Through a consistent practice, students fine-tune their own ideas about these and work to discover their own movement preferences and capabilities. Students risk the act of moving, revealing, performing, and improvising. The semester culminates in an improvised performance work developed by the class.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 287 - Site-Based Composition (4 Credit Hours)
In this course, students study and research composition for the human body in relation to its environment, placing and shaping the body in juxtaposition or in relation to specific and chosen spaces. We study site-based performance works by contemporary artists and learn about the issues surrounding this kind of work. The underlying principles of this course are the formal elements that inform the aesthetics of composition, noticing how these basic compositional elements create tension, drama and meaning and can point to content that is inherent in the form and in relation to the environment. The final project is the creation of a site-based movement/performance work in a chosen site in the Denison Community/Granville Village area that is presented at the end of the semester. An interest in and curiosity about the body as the subject of creative work is essential.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 288 - Text/Voice-based Composition (4 Credit Hours)
This course engages text, voice, and theatrical material to investigate dance making and performance. Students explore words, poetry, music and sound to craft and support movement. Through various exercises and assignments, the course examines motifs such as: speaking while moving; chanting while moving; words into movement; and words as music as methods for composing. Work outside the classroom is required. Examples include concert attendance, creative writing, weekly journal writing, and video essays. Ultimately, the course aims to overlap the boundaries of theatre and dance to explore movement composition.
Prerequisite(s): Any 100 level or above movement course or consent.

DANC 294 - Special Topics in Dance (2-4 Credit Hours)
From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study are arranged and offered. This course can be taken more than once for credit. Courses recently offered are Writing about Dance, Dance/Draw, Contact Improvisation, Music for Dance, Creative Collaboration in the Arts, Modernism Re-Composed, and “Music/Movement/Interaction.” Whether this course substitutes in the major or minor for an “area study,” and if so for which one, depends on the topic. Generally, these courses will fulfill a major or minor requirement.

DANC 299 - Intermediate Topics in Dance (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

DANC 322 - African/Diasporan Dance III (2 Credit Hours)
African/Diasporan Dance III 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, it is designed for students with significant experiences in African/Diasporan dance technique. This course approaches technique holistically and provides students with the rigorous practice required for performance. Emphasis is placed on fluidity, use of the head, spine, and pelvis, grounded and weighted qualities, isolations, and understanding or complex embodied rhythms. Because this course meets approximately 6 hours per week, little outside work is required.
Prerequisite(s): One year or two semesters of DANC 222 or consent.
Crosslisting: BLST 327.

DANC 332 - Modern/Postmodern Dance III (2 Credit Hours)
Modern/Postmodern 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.

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 the 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)

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

DANC 374 - Somatics I (4 Credit Hours)
Through various approaches to learning (memorizing factual information, sharing personal 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 a series of personal bodywork sessions for themselves to illustrate their command of anatomical and kinesiological terminology and reasoning based on the principles of basic neurological patterns.

DANC 375 - Somatics II (4 Credit Hours)
This course will guide students on an extended journey deep into their own somatic experiences. The course materials are designed each time this course is offered to employ various somatic practices centered on individual movement challenges. Students are required to keep weekly journals, work in semi-private explorations both in and out of class, and create a series of personal bodywork sessions for themselves to illustrate their progress.
Prerequisite(s): DANC 374.

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 385 - Labanotation (4 Credit Hours)
Students explore various approaches to the analysis of movement—including but not limited to Laban Movement Analysis—with a focus on aspects of Effort, Shape, Space, and Body as defined in the Laban tradition. Materials focus on observing, analyzing, and recording human movement. All students should expect to create movement studies and to record their work using notation systems 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 not necessarily perform, but will be responsible for the reconstruction of the choreography. They 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 168 hours (56 contact hours with the advisor, 56 out-of-class hours, and 56 hours with peer rehearsing) will also be "loaded" into Weeks #2-#10 of the semester, allowing the course to end before the semester concludes. The work can be performed publicly only with permission of the copyright holder of the dance.

DANC 394 - Special Topics in Dance (2-4 Credit Hours)
From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. Courses recently offered are Contact Improvisation, Music for Dance and Creative Collaboration in the Arts.

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/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: BLST 422.

DANC 424 - Performance: African/Diasporan (Student) (0.5 Credit Hours)
Participation as a cast member in the choreographic research process of new and reconstructed works in African/Diasporan 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 432 - Performance: Modern/Postmodern (0.5-1 Credit Hours)
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: Modern/Postmodern (Student) (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 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) (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 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 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 110 or CS 111 or CS 112.
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 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 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

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.
Prerequisite(s): DA 301, DA 350, a disciplinary research methods course, and senior status.

DA 451 - Senior Research (4 Credit Hours)

DA 452 - Senior Research (4 Credit Hours)

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.

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.

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.

EAST 141 - Traditional East Asian Civilization (4 Credit Hours)
The civilization of China, Japan and Korea from classical times to 1600 C.E. Themes include: the earliest Chinese schools of social and political thought; the genius of political and economic organization which contributed to the unusual longevity of Chinese dynastic institutions; the Japanese adaptation of Confucian and Buddhist practices in different eras; the unique development of Japan's unified feudalism; the Korean development of Neo-Confucianism.

EAST 142 - Modern East Asian Civilization (4 Credit Hours)
Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the colonization of Vietnam and Korea.

EAST 199 - Elementary Topics in East Asian Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

EAST 200 - International Problems (4 Credit Hours)

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.

EAST 211 - Modern East Asia at War (4 Credit Hours)
This seminar covers in depth the history of East Asia (including Vietnam) in 1937–1954, 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 and Vietnam in the grip of Communist revolutions, 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 five conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, the French Indochina 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.

EAST 216 - Religions of China (4 Credit Hours)
This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion.

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.

EAST 221 - Contemporary Japan: In Search of the "Real" 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: ANSO 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.

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 a ritual, gender, imperial patronage, literati ideals, and political icons.
Crosslisting: AHVC 232.

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 240 - Chinese Economy (4 Credit Hours)

EAST 241 - The Mandate of Heaven in Classical China (4 Credit Hours)
Classical China left two legacies of lasting importance: a political system that maintained the same tradition for the next two thousand years, and the Confucian ethical system that spread to Korea, Japan, and Vietnam. The course begins with the origins of Chinese history and moves through the first Empire from 220 B.C.E. to 220 C.E.

EAST 263 - World Views: Spatial Imagination in East Asia (4 Credit Hours)
This course explores visual modes employed in the expression of time and space in the construction of narratives in Asian Art. A variety of pictorial formats including: Wall Painting, Hand-Scrolls, Film, and anime; from southeast Asia, China, and Japan will be examined as case studies to explore and analyze narrative structure.

EAST 264 - Special Topics (4 Credit Hours)

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.

EAST 305 - 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.

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.

EAST 333 - Art and Revolution in 20th Century China (4 Credit Hours)
This advanced-level course examines the complicated relationship between art and politics in China through key debates and developments in Chinese visual culture during the 20th century. The class explores competing narratives that negotiate the tensions between "tradition and modernity," "East and West," "local and global" and their implications for revolutions in art. Particular attention will be paid to interrogating the ideological underpinnings of artistic mediums and formats, the historiographical stakes of modernity, and the assertion of cultural memory in art and text.
Crosslisting: AHVC 333.

EAST 341 - The Confucian Classics (4 Credit Hours)
An examination of the basic Confucian texts of the East Asian cultural tradition that define the distinctive traits of what makes us human, and what norms define healthy and happy human relations. We shall read the Four Books of the Neo-Confucian tradition. In plumbing the subtleties of these texts we shall replicate the learning techniques employed in classical Confucian academies. Research essays concluding the course may focus on a Confucian thinker or concept in the Chinese, Korean, Japanese, or Vietnamese cultural traditions of East Asia.

EAST 342 - China's Golden Age (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.

EAST 345 - Studies in Contemporary East Asian Studies (4 Credit Hours)

EAST 348 - Cold War in East Asia (4 Credit Hours)
Japan's military occupation of most of Pacific Asia halted with Japan's unconditional surrender in 1945. Indigenous nationalism naturally emerged in each country or region Japan had occupied: China, Korea, Vietnam, Indonesia, and the Philippines. In many countries the post-colonial hatred of outside domination was the greatest force at play. The freezing winds of the Cold War generated by the United States and the USSR had to find support within this nationalist anger. The course will end with a look at today's post-Cold War trade networks in East Asia that are less dependent on Japan and its inseparable ally, the United States.

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

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

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

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

EAST 408 - Art History Senior Seminar: Research (4 Credit Hours)
In this required course, senior majors will research and prepare the senior thesis.

EAST 451 - Senior Research (4 Credit Hours)

EAST 452 - Senior Research (4 Credit Hours)

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 - Accounting Survey (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 socio-economic 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 the concept of 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 not only takes into account the environmental, social and economic needs of the present generation, but also those of future ones.
Prerequisite(s): ECON 101 and ECON 102.

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 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 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 124or 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)

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

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

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

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 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.
Prerequisite(s): ECON 301.

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 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 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/minors.
Prerequisite(s): ECON 301.
Crosslisting: WGST 416.

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 121 or 130 or MATH 123 or 135 or MATH 124 or 145.

ECON 421 - Public Finance (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 or 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 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 in order to understand those factors which may mitigate against economic solutions. Crosslisted with ENVS 427.
Prerequisite(s): ECON 302.

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 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.
Prerequisite(s): ECON 301 and/or ECON 302.

ECON 445 - Advanced Theory Seminars (4 Credit Hours)

ECON 451 - Senior Research (4 Credit Hours)
Research in selected topics in Economics.

ECON 452 - Senior Research (4 Credit Hours)
Research in selected topics in Economics.

ECON 461 - Growth, Distribution, and Instability (4 Credit Hours)
This course explores what 18-19th century classical political economists – Adam Smith, Thomas Malthus, David Ricardo and Karl Marx had to say about economic growth, income distribution and macroeconomic instability in a market economy. The unique aspect of this course is that these ideas are presented and analyzed using modern economic tools such as mathematical modeling, computational simulations and statistical analysis. By doing so, we are able to develop new insights on a set of modern economic phenomena such as uneven development, income inequality, business cycles and financial crisis.
Prerequisite(s): ECON 301 and ECON 302.

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 historical 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.

EDUC 220 - Approaches to Environmental Education (4 Credit Hours)
Environmental education is a broad term, encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. Approaches to Environmental Education will address the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class.

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-teaching process in middle and high school environments. Topics draw from neuroscience research on learning, multiple intelligence theory, and scholarship on issues regarding identity development, peer socialization, physical and mental health, motivation, and active participation strategies pertinent to this age. This course includes a 30-hour service learning commitment each week to an area school classroom or community agency. The student will complete a variety of activities that focus on the learner, the teacher, and the learning-teaching process, using the school or agency experience as a "laboratory" to gather primary sources of information. 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 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.

EDUC 312 - Literacy and Learning: Theory and Practice (4 Credit Hours)
The purpose of this course is to explore reading and writing in schools, communities, and families. Emphasis is placed on theories of literacy and learning as a way to think about classroom instruction, variation in reading and writing as social practices, and the role literacy plays in mediating the human experience within and beyond the classroom. The course includes a 30-hour service-learning commitment in an area school or community organization. Course is a curricular service learning course.
Prerequisite(s): EDUC 249 or EDUC 250.

EDUC 330 - Gay and Lesbian Issues in Education (4 Credit Hours)
In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in American culture. We will begin with an introduction to the study of sexuality, and read critical texts that allow us to explore gender and sexuality in education across time and spaces.

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 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.

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

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

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

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

EDUC 367 - Black America's Legal Struggle for Educational Equality (4 Credit Hours)
This course examines U.S. Supreme Court cases that led to and followed the Brown v Board of Education decisions. It looks at the role of the Black community in challenging both de jure and de facto segregation in schooling and society. We begin by discussing the Plessy decision that Brown overturned and a few other Supreme Court cases that appeared to reduce the meaning of the 13th, 14th, and 15th Amendments to the US Constitution for Blacks and others. Next, we look at the efforts of individuals such as Charles Hamilton Houston who led the legal offensive of the National Association of the Advancement of Colored People (NAACP) to overturn Plessy. We will discuss the state of education in relation to Blacks and others prior to Brown and afterward.

EDUC 390 - Critical Pedagogy: Gender, Race and Class in U.S. Education (4 Credit Hours)
In its examination of current pressing issues in U.S. education, 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 25-30-hour service-learning commitment in an area school or community organization. Course is a Curricular Service Learning course.
Prerequisite(s): EDUC 213.
Crosslisting: WGST 391.

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)

EDUC 452 - Senior Research (4 Credit Hours)

English (ENGL)

ENGL 199 - Introductory Topics in English (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENGL 200 - Introduction to Literature (4 Credit Hours)
An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and drama.

ENGL 201 - Academic Writing (4 Credit Hours)
Theory and practice in essay and other academic writing, allowing students to concentrate on mastering styles appropriate to their own academic or personal needs.

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 - 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 213 - 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 214 - 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 and writing skills, while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts.

ENGL 215 - 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 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 Nonfiction (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.

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 230 - 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 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 - Human Diversity Through Literature (4 Credit Hours)
A study of selected works by and about bisexual, gay, lesbian and transgender people.
Crosslisting: QS 250.

ENGL 250 - Special Topics in 20th-Century Literature (4 Credit Hours)
The survey will explore 20th-century literature in a range of genres and in relation to the historical and cultural movements of the century. Each section will focus on a specific topic or tradition in 20th-century literature, such as British, American, postcolonial Anglophone, Asian American, Jewish American, or African American literature.

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.

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.

ENGL 291 - Nature and the Literary Imagination (4 Credit Hours)
A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science.
Crosslisting: ENVS 291.

ENGL 298 - The Literature of Place (4 Credit Hours)
An exploration of the ways in which literature and locale inform each other, this course focuses on a specific site or community. Through readings of literature “about” that place, the class investigates how cultural, social, historical, and/or institutional realities interrelate—as both cause and effect—with text. An optional trip to the place in question follows the semester.

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 311 - Studies in Composition and Rhetoric (4 Credit Hours)
An intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in composition and rhetoric.

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, 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 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 gay and lesbian 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 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.

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.

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.

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 credits may be used to count toward an English major, but 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 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.

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, technique and aesthetics.
Prerequisite(s): ENGL 237.

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: ENVS 391.

ENGL 399 - Advanced Topics in English (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENGL 400 - Senior Seminar (4 Credit Hours)
A required course for senior English literature majors that offers students the chance to engage in intensive study of a particular theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a seminar presentation. While the senior seminar is required for senior English literature majors, all senior English majors and minors (including both literature and creative writing students) may take the course and count it toward their 300-level major requirement. May be take more than once for credit.

ENGL 451 - Senior Research (4 Credit Hours)
Senior students may work on an individually designed project for as much as two full semesters.

ENGL 452 - Senior Research (4 Credit Hours)
Senior students may work on an individually designed project for as much as two full semesters.

ENGL 453 - Senior Writing Project (4 Credit Hours)
This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work.

ENGL 454 - Senior Writing Project (4 Credit Hours)
This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work.

Environmental Studies (ENVS)

ENVS 100 - Integrated Environmental Studies (4 Credit Hours)
In this course the student will 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 encourage the student to seek synergistic solutions. The course focuses on three major realms of environmental studies. In the first, students will consider the human relationship with the non-human world, including problems of ethics, social and psychological connections with nature, ecological services, biodiversity, aesthetics and utility. The second section addresses agriculture and aquaculture in the context of ecological limits, economics and policy. The third section explores the global aspects of energy use and climate change, with special emphasis on technology, disparity and human rights. The laboratory component of the course will expose the student to local and regional environmental problems and solutions. Field trips, guest speakers, analysis and discussion will emphasize the necessity of multidisciplinary integration in the design of sustainable environmental systems. Students will apply concepts of quantitative, qualitative and representative analysis to evaluate environmental questions and will learn to convey these concepts in writing. Course fulfills Interdivisional (I) GE requirement.

ENVS 102 - Science and the Environment (4 Credit Hours)
This course provides an introduction to the biogeochemical aspects of environmental problems. Students will gain an understanding of the structure and function of ecological communities, as well as the non-living factors that regulate ecological change. Global chemical cycles are presented as a unifying theme for human interactions with nature and are the basis for discussion of environmental problems associated with agriculture, water use, global climate change, energy source, atmospheric change, land and resource use, and waste disposal. The laboratory component of the course exposes students to methods of measuring and monitoring environmental quality. Labs include experiential introductions to ecological relationships, toxicology, water and soil analysis, and geographic information systems. Students will apply concepts of experimental design, statistical sampling, and data analysis to evaluate environmental questions. A score of 4 or 5 on the AP Environmental Science exam may substitute for this course as a prerequisite for some ENVS natural Science courses; see ENVS Director for details. Course fulfills the Quantitative Reasoning (Q) and Science (Y) GE requirements.

ENVS 115 - Energy and Environment (4 Credit Hours)
Energy, Environment and Climate is an introductory course that provides a comprehensive overview of the current energy systems that are in use today; including fossil, nuclear and renewable. The course introduces the basic scientific and physical concepts associated with the origins, the use and the environmental/climate impact of these energy systems. Emphasis is placed on real world examples through the introduction of several related case studies including oil exploration and hydrofracking. Course can be used as a prerequisite for ENVS 215 or ENVS 274, and fulfills Quantitative Reasoning (Q) GE requirement.

ENVS 190 - Special Topics Environmental Studies (4 Credit Hours)

ENVS 199 - Topics in Environmental Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENVS 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. Course fulfills Quantitative (Q) and Writing (W) GE requirements, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 100.

ENVS 202 - Economic Growth and Environmental Sustainability (4 Credit Hours)
Economic growth is traditionally perceived as the solution to the socio-economic 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 the concept of 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 not only takes into account the environmental, social and economic needs of the present generation, but also those of future ones. Course fulfills the ENVS Social Science requirement.
Prerequisite(s): ECON 101 and ECON 102.
Crosslisting: ECON 202.

ENVS 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. Course fulfills the ENVS Humanities requirement.
Crosslisting: REL 205.

ENVS 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 to 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 path, and redefine where it starts and ends. Group readings, presentations, and discussions compliment the studio workshop environment by helping to contextualize an art practice to the broader world.
Crosslisting: ARTS 311.

ENVS 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. Course fulfills the ENVS Natural Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior. Prerequisite(s): Any 100 or 200 level science course.
Prerequisite(s): Any 100 or 200 level science course.

ENVS 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.”.

ENVS 220 - Approaches to Environmental Education (4 Credit Hours)
Environmental education is a broad term encompassing a large array of ideas concerned with the purpose of and approach to engagement with the physical environment that should ultimately lead to environmental stewardship. This course addresses the "what" and "how" of environmental education. Students will be exposed to the various definitions and purposes of environmental education as well as the multiple approaches used to achieve these purposes. Through readings and hands-on experiences we will explore multiple practices in the field. Finally, we will develop our own environmental education curriculum based on our experiences in the class. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement forclass of 2021 and prior.
Crosslisting: EDUC 220.

ENVS 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 ENVS/GEOS 223.
Crosslisting: GEOS 222.

ENVS 223 - Geographic Information Systems II (2 Credit Hours)
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 environment issues. Completion of 222 & 223 satisfies ENVS Methods requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 222 or GEOS 222.
Crosslisting: GEOS 223.

ENVS 230 - Ecology and Evolution (4 Credit Hours)
This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Course fulfills the ENVS Natural Science requirement.
Prerequisite(s): BIOL 210 and BIOL 220, or consent of instructor.
Crosslisting: BIOL 230.

ENVS 236 - Political Ecology (4 Credit Hours)
What really causes deforestation? How is a fish 'cultural?' Why do Americans spend so much time and money on their lawns? Should we be saving people or endangered species? Why are ecosystem services so hard to privatize? Is obesity truly just a question of consuming too many calories? These are all questions that political ecology can help us to answer. Political ecology is an interdisciplinary field that situates environmental change within broader networks of political, economic, and social relations. It differs from other environmental approaches in that it views power, material nature, everyday struggles and practices, social justice, and discourse to be critical components of human-environment interactions. In this course, we will: (a) study the theoretical foundations of political ecology, (b) evaluate some of the theses it puts forward, and (c) apply political ecology insights to contemporary environmental issues. Course fulfills the Writing (W) GE and ENVS Social Science requirement.

ENVS 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 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. Course fulfills the Oracl Communication (R) requirement and the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): ENVS 100.

ENVS 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 the ways in which our food system connects us all together. Course fulfills the ENVS Humanities/Arts requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Prerequisite(s): One previous course in Philosophy or Environmental Studies or consent of instructor.
Crosslisting: PHIL 260.

ENVS 262 - Environmental Dispute 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. Fulfills University's Oral Communication (R) general education requirement. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: AHVC 263.

ENVS 265 - Human Rights, Indigenous Rights, Environmental Rights (4 Credit Hours)
This course explores two ongoing 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? Course fulfills the ENVS Social Science requirement.

ENVS 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 give the students an opportunity to construct a computer-based simulation of an ecosystem and to apply ecological modeling as a management tool in both lab and field settings. Course fulfills the ENVS Natural Science requirement, and can be fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): Any 100 or 200 level science course.

ENVS 284 - 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 in order 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. Course fulfills the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

ENVS 290 - Special Topics in Environmental Studies (4 Credit Hours)
This course provides students with an opportunity to investigate particular environmental issues from diverse perspectives within the discipline. Students may enroll in this course more than once. Courses may fulfill different ENVS requirements depending on content; please consult course pre-registration materials for the particular semester when offered.

ENVS 291 - Nature and the Literary Imagination (4 Credit Hours)
A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: ENGL 291.

ENVS 301 - Environmental Practicum (4 Credit Hours)
This keystone course is primarily for ENVS 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 managements, reuse/recycling programs, agriculture preservation, and environmental education. Should be taken during the junior year. Core course in the major.
Prerequisite(s): ENVS 200; ENVS major or minor.

ENVS 310 - Wetland Ecology (4 Credit Hours)
This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with 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. Course fulfills the Quantitative and Natural Science (QY) general education requirements and the ENVS Natural Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.
Prerequisite(s): Biology core or consent.
Crosslisting: BIOL 310.

ENVS 328 - Politics of the Global Environment (4 Credit Hours)
This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Course fulfills the ENVS Social Science requirement.
Crosslisting: POSC 328.

ENVS 334 - Sustainable Agriculture (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 actual 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. Course fulfills the Writing (W) GE, and the ENVS Social Science requirement, and the ENVS Social Science requirement, and can fulfill the ENVS Methods requirement for class of 2021 and prior.

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

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

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

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

ENVS 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. Course fulfills the ENVS Humanities/Arts requirement.
Crosslisting: ENGL 391.

ENVS 399 - Advanced Topics in Environmental Studies (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

ENVS 401 - Environmental Senior Project (4 Credit Hours)
This course is required for ENVS majors with senior standing unless they are pursuing senior research (ENVS 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. Course fulfills the Writing (W) GE.
Prerequisite(s): ENVS core and ENVS 301, or consent of instructor.

ENVS 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 in order to understand those factors which may mitigate against economic solutions. Course fulfills the ENVS Social Science requirement.
Prerequisite(s): ECON 302.
Crosslisting: ECON 427.

ENVS 451 - Senior Research (4 Credit Hours)
Independent research arranged with a faculty advisor.

ENVS 452 - Senior Research (4 Credit Hours)
Senior. ENVS 452 is the continuation of ENVS 451; see information above.

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.
Prerequisite(s): FREN 211 or placement.

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 331 - Texts in French: Genres (4 Credit Hours)
In this course, students will discuss and analyze texts of French expression (taken in the broad definition, including the written text, film, music) through the common thread of genre such as Novels, Theatre, Film, Short Stories. 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)

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

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

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

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)

FREN 452 - Senior Research (4 Credit Hours)

Geosciences (GEOS)

GEOS 111 - Planet Earth (4 Credit Hours)
An introduction to the study of the Earth: how it formed, how it evolved, how Earth systems interact to produce the environment in which we live, how geologists interpret rocks and how humans use earth resources. Laboratory exercises include learning to identify and interpret minerals and rocks, using topographic maps to understand landscapes and landscape processes, and examining volcanic and earthquake hazard and mitigation. This course is designed as an introductory course in the geosciences for both science and non-science majors. Fulfills the Q (Quantitative Reasoning) GE requirement.

GEOS 112 - Special Topics in the Geosciences (4 Credit Hours)
Current topics include: Rare Earth - Building a Habitable Planet. 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 geosciences for both science and non-science majors. Fulfills the R (Oral Communication) GE requirement.

GEOS 114 - Special Topics in the Geosciences (4 Credit Hours)
Current Topics include: Climate Change - 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 geosciences for both science and non-science majors and to fulfill the Q (Quantitative Reasoning) GE requirement.

GEOS 115 - Special Topics in Geosciences (4 Credit Hours)
This course provides a venue to explore different topics in Geosciences at the introductory level.

GEOS 199 - Introductory Topics in Geosciences (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 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, with emphasis on climate change and global warming. This course fulfills the W overlay requirement.
Prerequisite(s): A 100-level course taught by GEOS faculty.

GEOS 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 course taught by GEOS faculty.

GEOS 211 - Rocks & Minerals (4 Credit Hours)
An introduction to the minerals and rocks that make up the Earth, and how those materials influence the processes that operate within and on the surface of the planet. The framework of the course is the geological, chemical and physical basis for understanding the composition and physical properties of minerals, magmas and rocks, and the processes by which these materials form. An emphasis is placed on examining the interplay between earth materials, society and the environment.
Prerequisite(s): A 100-level course taught by GEOS faculty.

GEOS 215 - Special Topics in Geosciences (4 Credit Hours)
This course provides a venue to explore different topics in Geosciences at the intermediate level".

GEOS 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 ENVS/GEOS 223.
Crosslisting: ENVS 222.

GEOS 223 - Geographic Information Systems II (2 Credit Hours)
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 environment issues.
Prerequisite(s): GEOS 222 or ENVS 222.
Crosslisting: ENVS 223.

GEOS 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 course taught by GEOS faculty or consent of instructor.

GEOS 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.

GEOS 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 taught by GEOS faculty.

GEOS 299 - Intermediate Topics in Geosciences (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 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): Any 100-level course taught by GEOS faculty or consent of instructor.

GEOS 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): GEOS 210 or BIOL 230.

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 312 - Igneous and Metamorphic Petrology (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): GEOS 211 or consent of instructor.

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 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 process operating at or near Earth's surface. This course will focus on how stable isotope systems can been used to study (paleo)climatology and (paleo)oceanography, hydrology, pollution, biogeochemical cycling, metabolism, photosynthesis, and (paleo)ecology.
Prerequisite(s): GEOS 210 or GEOS 211.

GEOS 340 - Special Topics in Geosciences (4 Credit Hours)

GEOS 361 - Directed Study (1-4 Credit Hours)
Individual readings and laboratory work in a student's field of interest within the Geosciences.

GEOS 362 - Directed Study (1-4 Credit Hours)
Individual readings and laboratory work in a student's field of interest within the Geosciences.

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

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

GEOS 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): GEOS 210 or GEOS 211 or consent of instructor.

GEOS 380 - Geoscience 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. Geoscience majors with senior standing or permission of instructor.

GEOS 399 - Advanced Topics in Geoscience (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

GEOS 400 - Field Course (4-8 Credit Hours)
A B.S. major in Geosciences 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.

GEOS 401 - Selected Topics in Geoscience (2-4 Credit Hours)
An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as field techniques in geosciences, advanced structural geology, geochemistry, or geomorphology.

GEOS 402 - Selected Topic in Geography (2-4 Credit Hours)
An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs.
Prerequisite(s): A 200-level course or permission of instructor.

GEOS 451 - Senior Research (4 Credit Hours)

GEOS 452 - Senior Research (4 Credit Hours)

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 Berlin, national identity, love in literature of the 90s, creative poetry writing, suicide in German literature, 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 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. 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 315 - German for Commerce (4 Credit Hours)
Advanced language course with emphasis on commercial practices, business culture and economic sphere of German-speaking countries. Focus on interpersonal communication, employment opportunities using the German language, and training in the correspondence and vocabulary of commerce.
Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 321 - The Romantic Period in German (4 Credit Hours)
A study of the works of Novalis, Tieck, Brentano, Günderrode, Eichendorff, Hoffmann, and Heine.
Prerequisite(s): Two semesters of intermediate level German or consent.

GERM 322 - German Drama: "Enduring Themes in German Theater" (4 Credit Hours)
An introduction to German, Swiss, and Austrian of the 19th and 20th century covering literary periods and drama theory with authors including, but not limited to: Lessing, Schiller, Goethe, Lenz, Kleist, Büchner, Hebbel, Grillparzer, Hauptmann, Wedekind, Frisch, Brecht, Durrenmatt.
Prerequisite(s): Two semesters of intermediate level German or consent.

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

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

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

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

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)

GERM 452 - Senior Research (4 Credit Hours)

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 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. 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.
Corequisite(s): GC 201.

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. The course features three main components: an introduction to the language and forms of business, an overview of accounting fundamentals, and discussion of business ethics. Throughout the course, students will gain significant facility in spreadsheet development and manipulation. GC 201 is required for all Global Commerce majors and is a prerequisite for GC 301 and GC 401.
Prerequisite(s): GC 101.
Corequisite(s): GC 200.

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 Financial Markets (4 Credit Hours)
This course explores the determination of exchange rates and global interest rates and how they can be affected by national monetary policies. The historical and institutional development of the global financial system is investigated with an emphasis on the differential effects of international finance on developed and developing countries. GC 301 is required for all Global Commerce majors and is a prerequisite for GC 401.
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)

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

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

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

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. Work during the semester 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' language 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. GC 401 is required for all Global Commerce majors.
Prerequisite(s): GC 101, GC 201 and GC 301.

GC 451 - Senior Research (4 Credit Hours)

GC 452 - Senior Research (4 Credit Hours)

Greek (GRK)

Ancient Greek - Classical Studies Minor

Ancient Greek is a minor in the Classical Studies (p. 54) Department.

GRK 111 - Elementary 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 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 - Greek Prose & Poetry (4 Credit Hours)
Readings from ancient Greek. Selections range from Homer to the New Testament.
Prerequisite(s): GRK 112 or consent of instructor.

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

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

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

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

Health, Exercise, & Sport Studies (HESS)

HESS 100 - 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.

HESS 101 - Women in Sport (4 Credit Hours)
This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women within sporting culture. Each topic will be examined through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives.
Crosslisting: WGST 320.

HESS 102 - Contemporary Issues in Physical Education, Health and Sport (3 Credit Hours)
An overview of the current, primary issues in the world of sport. Most primary issues impacting sports are covered, but include topics such as gender equity, race and ethnicity, media involvement, economics of sport.

HESS 103 - Coaching Methods (4 Credit Hours)
An introduction to the practice of coaching. Students will explore different coaching philosophies and the methods by which these philosophies are incorporated into practice. Students will read about various leading coaches in order to compare their methods. Current issues and trends at all age levels within the field will be discussed.

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 Philosophy of Health and Sport (4 Credit Hours)
This course will examine the historical foundations of physical education, health and athletics through a study of the development of each area. Students are introduced to the different philosophical theories that have influenced the field and will start to develop their own philosophy. Students will discuss moral reasoning and ways to develop principles that will help preserve ethical values in sport. The psychological, sociological and cultural aspects of sport will be reviewed.

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' 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.

HESS 290 - Special Topics Introductory (2-4 Credit Hours)
Temporary courses that are intended to augment specific areas of interest within health, exercise, and sport studies. Courses will provide students with the opportunity to explore the fundamental knowledge and principles commonly utilized within the field.

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 (3 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.

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 302 - Nutrition (4 Credit Hours)
This course is designed to present the foundation of nutrition as it relates to healthful living and athletics. Student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm.
Prerequisite(s): HESS 300.

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.

HESS 304 - Kinesiology (3 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.
Prerequisite(s): HESS 202.

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 350 - Practicum (0.5-3 Credit Hours)
This course provides students with the opportunity to design, implement, and present the results of their senior year experience.

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 390 - Special Topics Advanced (4 Credit Hours)
Temporary courses that are intended to augment specific areas of interest within health, exercise, and sport studies. Courses will provide students with the opportunity to apply the fundamental knowledge and principles instructed within fundamental courses.

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 (3 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 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.

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 the history of East Asia from the first century CE to the end of the sixteenth century, tracing the interactions between China, Korea, and Japan that created a distinct cultural region connected by the Chinese writing system, Confucianism and Buddhism, active diplomatic and trading relations, and (on occasion) warfare. 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.

HIST 112 - Modern East Asian Civilization (4 Credit Hours)
A survey of the history of China, Korea, and Japan since 1600. A major theme is how the East Asian world was dramatically transformed by its responses to new ("modern") technologies, ideologies, and military threats from the Western world in the nineteenth and early twentieth centuries. This transformation's far-reaching consequences include Japan's occupation of Korea and invasion of China, the Pacific War, China's turn to Communism (except in Taiwan), and Korea's division into two rival states. Other topics include: post-war East Asia's "economic miracles"; movements for democracy in China, Taiwan, and South Korea; and the ideological foundations of North Korea's isolationist totalitarian regime.
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 History before 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 Modern Middle East (4 Credit Hours)
This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict.
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 184 - A History of the Nineteenth-Centure American South (4 Credit Hours)
This course will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history.

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 191 - The United States Since 1865 (4 Credit Hours)
A survey of U.S. history from Reconstruction to the present day.

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 (4 Credit Hours)
This course will examine the history of African Americans in the United States from colonization to the present. We will study 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 negotiated race relations and resisted racial discrimination in the U.S.
Crosslisting: BLST 193.

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 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 (including Vietnam) in 1937–1954, 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 and Vietnam in the grip of Communist revolutions, 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 five conflicts: the Second Sino-Japanese War, the Pacific War, the Chinese Civil War, the French Indochina 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. 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 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 243 - Sex and Sexuality in Latin America (4 Credit Hours)
This course critically examines gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time.
Crosslisting: WGST 383.

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.
Crosslisting: BLST 384.

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. Students may take either HIST 251 or HIST 351, but not both, for credit.

HIST 253 - The Renaissance and Reformation of the 12th Century (4 Credit Hours)
A seminar that considers both the ecclesiastical reforms and cultural and intellectual revival that marked the "long twelfth century" in Western Europe. Topics include ecclesiastical reform, medieval humanism, theologians and philosophers, mysticism, the discovery of the individual, the reception of Aristotle, the revival of Roman law, Gothic architecture, and the rise of the universities. Students may take either HIST 253 or HIST 353, but not both, for credit.

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. Students may take either HIST 255 or HIST 355, but not both, for credit.

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 258 - Witches, Saints & Skeptics (4 Credit Hours)
A seminar that examines ideas and practices regarding the divine, the demonic, and the supernatural in early modern Europe, with a particular focus 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. Students may take either HIST 258 or HIST 358, but not both, for credit.

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 265 - 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. Students may take either HIST 265 or HIST 365, but not both, for credit.
Crosslisting: BLST 391 and LACS 300.

HIST 266 - Women, Sex, and Power in the Modern World (4 Credit Hours)
This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion.
Crosslisting: WGST 396.

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 273 - Origins and History of World War I (4 Credit Hours)
An examination of the causes and conduct of The Great War. The course addresses diplomatic and political events that led to the war and studies the military evolution of the war. The course also focuses extensively on the cultural mood before, during, and after the war. Students may take either HIST 273 or HIST 373, but not both, for credit.

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 281 - Colonial America (4 Credit Hours)
A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. Students may take either HIST 281 or HIST 381, but not both, for credit.

HIST 282 - The Revolutionary Transformation of America: 1763-1800 (4 Credit Hours)
A comprehensive study of the political philosophy, constitutional development, revolutionary excitement and military events of the American Revolution. Students may take either HIST 282 or HIST 382, but not both, for credit.

HIST 283 - The Age of Jefferson: The United States, 1800-1828 (4 Credit Hours)
The United States as both a nation and a political state was forged during the two decades following the American Revolution. The foundations of the federal government were established during the 1790's and under the Republican administrations of Jefferson and Madison. Facing serious diplomatic challenges, the United States began to establish itself in the international community. The era also witnessed fundamental changes in racial, ethnic, and gender relations within American society. The course will offer a close examination of this pivotal period in American history. Students may take either HIST 283 or HIST 383, but not both, for credit.

HIST 284 - The Age of Jefferson: The United States, 1828-1848 (4 Credit Hours)
The early decades of the 19th century witnessed fundamental structural changes in the economy, society, and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. Students may take either HIST 284 or HIST 384, but not both, for credit.

HIST 285 - The Civil War and Reconstruction: The United States, 1848-1877 (4 Credit Hours)
An exploration of the causes and consequences of the Civil War. The course will examine such topics as the breakdown of the political process in the 1850's, the secession crisis, the transformation of Northern and Southern societies during wartime, and the African-American experience of emancipation. Students may take either HIST 285 or HIST 385, but not both, for credit.

HIST 286 - American Intellectual History (4 Credit Hours)
An exploration of American philosophy, literature, religion, and social and political theory from the seventeenth century through World War I. The course examines the underlying themes manifested throughout these different expressions of culture. Attention will be given to several themes such as the split between the genteel and vernacular traditions. Students may take either HIST 286 or HIST 386, but not both, for credit.

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 295 - 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. Students may take either HIST 295 or HIST 395, but not both, for credit.

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 - Research Seminar in East Asian History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in East Asian History. May be taken more than once.

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.

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.

HIST 324 - Latin Amer & the United States (4 Credit Hours)
The early decades of the 19th century witnessed fundamental structural changes in the economy, society, and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity.

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 340 - Research Seminar in Latin American History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in Latin America 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 351 - The Crusades (4 Credit Hours)
This course covers the largely the same material as HIST 251 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 251 or HIST 351, but not both, for credit.

HIST 353 - The Renaissance and Reformation of the 12th Century (4 Credit Hours)
This course covers largely the same material as HIST 253 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 253 or HIST 353, but not both, for credit.

HIST 355 - Jews and Christians in the Middle Ages (4 Credit Hours)
This course covers largely the same material as HIST 255 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 255 or HIST 355, but not both, for credit.

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 course covers largely the same material as HIST 258 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 258 or HIST 358, but not both, for credit.

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)

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

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

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

HIST 365 - Comparative Slavery in the Americas (4 Credit Hours)
This course covers the largely the same material as HIST 265 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 265 or HIST 365, but not both, for credit.
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 373 - The Origins and History of World War I (4 Credit Hours)
This course covers the largely the same material as HIST 273 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 273 or HIST 373, but not both, for credit.

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 380 - Research Seminar in Early United States History (4 Credit Hours)
Reading seminar on and research in selected periods or topics in the early history of the United States. May be taken more than once.

HIST 381 - Colonial America (4 Credit Hours)
This course covers the largely the same material as HIST 281 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 281 or HIST 381, but not both, for credit.

HIST 382 - The Revolutionary Transformation of America: 1763-1800 (4 Credit Hours)
This course covers the largely the same material as HIST 282 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 282 or HIST 382, but not both, for credit.

HIST 383 - The Age of Jefferson: The United States, 1800-1828 (4 Credit Hours)
This course covers the largely the same material as HIST 283 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 283 or HIST 383, but not both, for credit.

HIST 384 - The Age of Jackson: The United States, 1828-1848 (4 Credit Hours)
This course covers the largely the same material as HIST 284 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 284 or HIST 384, but not both, for credit.

HIST 385 - The Civil War and Reconstruction: The United States, 1848-1877 (4 Credit Hours)
This course covers the largely the same material as HIST 285 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 285 or HIST 385, but not both, for credit.

HIST 386 - American Intellectual History (4 Credit Hours)
This course covers the largely the same material as HIST 286 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 286 or HIST 386, but not both, for credit.

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 and the Meanings of Equality (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 395 - Dancing in the Street: African-American Urban History (4 Credit Hours)
This course covers largely the same material as HIST 295 (please see description above), but with time for students to complete a significant research project. Students may take either HIST 295 or HIST 395, but not both, for credit.

HIST 396 - The Civil Rights Movement (4 Credit Hours)
This seminar will examine the struggle for African-American equality from the 1930's to 1970. The course will begin with the origins of the Civil Rights Movement during the New Deal and World War II. We will then explore the key campaigns, figures, organizations, and guiding themes of the Movement. Special attention will be paid to the processes by which grassroots activism forced responses from the federal, state, and local governments.

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. These courses are capstone integrative seminars that involve the preparation of an academic autobiography and the revision of a paper written in an earlier history course.

HIST 451 - Senior Research (4 Credit Hours)
Research in selected topics of History.

HIST 452 - Senior Research (4 Credit Hours)
Research in selected topics in History.

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, 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 biweekly with peers and Licking Memorial Health 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.
Prerequisite(s): INTD 100.

INTD 150 - Special Topics (0.5-4 Credit Hours)

INTD 201 - Internship Seminar: Orientation (0 Credit Hours)
This course is designed to complement and enhance the learning that students build during summer internship experiences. This course is taken in the spring semester and must be paired with successful completion of INTD 202 in the subsequent fall semester.

INTD 202 - Internship Seminar: Integration & Reflection (1 Credit Hour)
This course is designed to complement and enhance the learning that students build during summer internship experiences. This course is taken in the fall semester and must be paired with successful completion of INTD 201 in the prior spring semester.
Prerequisite(s): INTD 201.

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 (0.5-1 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 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 it 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 299 - Intermediate Topics in Interdepartmental (1-4 Credit Hours)

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

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

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

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

INTD 451 - Senior Research (4 Credit Hours)

INTD 452 - Senior Research (4 Credit Hours)

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 concentrations in the major. 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 develop 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 topical concentrations within the interdisciplinary scheme of International Studies, and be equipped with academic research skills to pursue their concentrations in the major.
Prerequisite(s): INTL 100.

INTL 201 - Major Proposal for International Studies (1 Credit Hour)
The required mid-level course is for all International Studies majors. The goals of this one-credit course are to create a vibrant intellectual community of students, in which they collaboratively formulate individual interests in the field of International Studies through discussion and peer-reviews in class, and consultation with the course coordinator (International Studies Program Director) and faculty advisor assigned by the coordinator. Through these processes, the students are expected to not only develop strong camaraderie among them as the new INTL majors, but also formulate comprehensive plans for how they will pursue their interests in International Studies during their final two years at Denison. This involves charting out their courses in International Studies for the next two years-including coursework from off-campus study programs that they wish to count towards the International Studies major. By the end of the course, students submit the major proposal, in which they synthesize coursework, off-campus study (or an internship), and language training in a way that allows them to develop a coherent area of expertise within International Studies, and they will share their goals and plans with their cohort and a wider International Studies community. The proposals will be evaluated by the course coordinator, who consults with the entire International Studies Program Committee.

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 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)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent.

INTL 362 - Directed Study (1-4 Credit Hours)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent.

INTL 363 - Independent Study (1-4 Credit Hours)
Written consent.

INTL 364 - Independent Study (1-4 Credit Hours)
Written consent.

INTL 400 - Senior Capstone Seminar (4 Credit Hours)
This seminar integrates the three core courses, the four concentration courses, 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)

INTL 452 - Senior Research (4 Credit Hours)

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 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 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.

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 312 - 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 311 or equivalent.

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

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

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

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

JAPN 400 - Special Topics in Advanced Japanese (4 Credit Hours)

JAPN 451 - Senior Research (4 Credit Hours)

JAPN 452 - Senior Research (4 Credit Hours)

Latin (LAT)

Latin - Classical Studies Minor

Latin is a minor in the Classical Studies Department.

LAT 111 - Elementary 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 - Latin Prose and Poetry (4 Credit Hours)
Readings from ancient and medieval Latin with attention given to the literature's relationship to cultural milieu.
Prerequisite(s): LAT 112 or consent.

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

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

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

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

Latin Amer & Caribbean Studies (LACS)

LACS 100 - Special Topics in Latin American & Caribbean Studies (4 Credit Hours)

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 mesticagem 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 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 200 - Special Topics in Latin American and Caribbean Studies (4 Credit Hours)
Studies in Latin American and Caribbean Studies.

LACS 201 - Introduction to Latin American Caribbean Study (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 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 220 - Introduction to Hispanic Literature (4 Credit Hours)
Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. Conducted in Spanish.
Prerequisite(s): SPAN 215.

LACS 230 - Introduction to Hispanic Culture (4 Credit Hours)
An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. Conducted in Spanish.
Prerequisite(s): SPAN 215 or consent.

LACS 300 - Special Topics in Latin American & Caribbean Studies (4 Credit Hours)

LACS 325 - Survey of Latin American Literature (4 Credit Hours)
Survey of literary genres, periods and movements in Latin American from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. Conducted in Spanish.
Prerequisite(s): LACS 220 or SPAN 220 and LACS 230 or SPAN 230.
Crosslisting: SPAN 325.

LACS 451 - Senior Research (4 Credit Hours)

LACS 452 - Senior Research (4 Credit Hours)

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. Not open for credit to students who have taken Psychology 370.

MATH 130 - Essentials of Calculus (4 Credit Hours)
A one-semester introduction to single-variable calculus focused on functions, graphs, limits, exponential and logarithmic functions, differentiation, integration, techniques and applications of integration, and optimization. Emphasis is given to applications from the natural and social sciences.

MATH 135 - Single Variable Calculus (4 Credit Hours)
An accelerated introduction to the calculus of single variable functions with early transcendentals. Topics include limits, derivatives, integrals, and applications of calculus to the natural and social sciences including optimization, differential equations, probability, volume, and Fundamental Theorem of Calculus.
Prerequisite(s): Placement or MATH 130.

MATH 145 - Multi-variable Calculus (4 Credit Hours)
A continuation of the study of single variable calculus, together with an introduction to linear algebra and the calculus of multivariable functions. Topics include: an introduction to infinite sequences and series, vectors, partial derivatives, gradient, optimization of functions of several variable, integration techniques, double integrals, elementary linear algebra, and differential equations with applications to the physical and social sciences.
Prerequisite(s): AP Calculus AB or BC score of 4 or 5 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 200 - Topics in Mathematics (4 Credit Hours)
A course used to introduce new intermediate-level courses into the curriculum. (Also listed under Computer Science offerings.)

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 is the study of computers as mathematical abstractions in order 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 decidability of other problems. Topics in complexity theory include the classes P and NP, NP-completeness, and other fundamental complexity classes.This course is a study of formal languages and their related automata, Turing machines, unsolvable problems and NP-complete problems.
Prerequisite(s): CS 109, 110, CS 111, or 112, and MATH 300 or CS 234.
Crosslisting: CS 334.

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

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

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

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

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 a number of presentations during the semester on substantive, well-researched themes appropriate to their status in their major.
Prerequisite(s): MATH 210 or MATH 300, or CS 271.
Corequisite(s): a 200-level mathematics or computer science course.

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 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, or consent.

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): MATH 213.
Crosslisting: CS 337.

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): MATH 213.

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. As there have been many randomized algorithms designed to solve problems on graphs, the course introduces numerous topics from graph theory of independent mathematical interest. Graphs are often used to mathematically model phenomena of interest to computer scientists, including the internet, social network 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.
Prerequisite(s): CS 271 or MATH 435 or MATH 242 or MATH 220 or DA 220, and MATH 300 and one from CS 109, CS 110, CS 111, or CS 112.
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 (which also uses Calculus). 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 essentially use the power of changing (orthogonal) bases 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): MATH 213.

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 110, CS 111, or CS 112, and MATH 213.

MATH 440 - Advanced 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 440 or consent.

MATH 447 - Vector Calculus and Complex Analysis (4 Credit Hours)
Study of Vector Calculus including vector valued functions, curves, Kepler's laws, curvature, torsion, multiple integrals, iterated integrals, Fubini's theorem, polar, cylindrical, spherical coordinates, center of mass, moments of inertia, determinants and n-dimensional volume, change of variables, differential forms, line integrals, Green's Theorem, surface integrals, flux, curl, divergence, Stoke's Theorem, Divergence Theorem, Gauss's law, Maxwell's equations and applications to Topology. The lens is then narrowed to study functions of a complex variable, including an introduction to complex numbers, analytic functions, derivatives, singularities, integrals, Taylor series, Laurent Series, conformal mappings, residue theory, analytic continuation. Cauchy-Riemann Equations, Cauchy's Theorem, Cauchy Integral Formula, Big and Little Picard Theorems, Riemann Mapping Theorem, and Rouche's Theorem.
Prerequisite(s): MATH 213 and MATH 300.

MATH 451 - Senior Research (4 Credit Hours)

MATH 452 - Senior Research (4 Credit Hours)

MATH 470 - Advanced Mathematical Topics (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 History before 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 Modern Middle East (4 Credit Hours)
This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict.
Crosslisting: HIST 122.

MENA 150 - Introductory Special topics in Middle East and North Africa Studies (4 Credit Hours)
Introductory special topics with Middle East and North African focus.

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 250 - Intermediate Special Topics in Middle East and North Africa Studies (4 Credit Hours)

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 347 - The Middle East in World Affairs (4 Credit Hours)
The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future.

MENA 350 - Advanced Special Topics in MENA (4 Credit Hours)
Advanced special topics with Middle East and North African Studies focus.

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

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

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

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

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 450 - Advanced Special Topics in MENA (4 Credit Hours)
Advanced special topics with Middle East and North African Studies focus.

MENA 451 - Senior Research (1-4 Credit Hours)

MENA 452 - Senior Research (4 Credit Hours)

Modern Language (LANG)

LANG 101 - The Language and Culture House Colloquium (1 Credit Hour)
This course will introduce you to a wide spectrum of cultures around the world through films of those countries. Concentrating on representation of the city, we'll consider the difference between rural and urban societies, the effects of urbanization and economic development policies, the formation of ethnic neighborhoods, and the way human relationships are shaped by the city.

LANG 211 - Intermediate Language I (4 Credit Hours)
A course listing for the awarding of intermediate language credit for languages other than those routinely taught at Denison University.

LANG 299 - Intermediate Language (5 Credit Hours)
A course listing for the awarding of language experiences completed by student on off campus programs, but without a corresponding course in the Denison University curriculum.

Music (MUS)

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 (including World/Country, World/Bluegrass) (4 Credit Hours)
(Including World/Country, World/Bluegrass). This course explores different approaches to music-making through 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. 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 104 - Music Theory I - Musical Materials (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.
Prerequisite(s): Successful completion of Music Theory Fundamentals (MUS 244) or Music Theory Placement exam or consent.

MUS 105 - Music Theory II - Harmonic Systems (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 104.

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)
As seen through the eyes of men and women who composed, performed, taught and patronized the instrument, this course surveys the major works for the piano and its precursors, and it explores the important role keyboard instruments had and continue to have in the social fabric of Western society. The course approaches matters of musical style, analysis and performance. It also discusses gender issues and the changing social position of the keyboardist during the past 300 years. No ability at the keyboard is required.

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 125 - Alexander Technique (2 Credit Hours)

MUS 199 - General Topics in Music (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 104.

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 204 - Music Theory III - Methods of Analysis (4 Credit Hours)
A survey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte and others.
Prerequisite(s): MUS 105.

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 105.

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 (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 224 - Computer Music II (4 Credit Hours)
An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others.
Prerequisite(s): MUS 217.

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 226 - Classical Era: Mozart, Haydn, Beethoven (4 Credit Hours)
This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart, and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. 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 Music (4 Credit Hours)
Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required.

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 is 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 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 243 - Special Topics in Music Composition (4 Credit Hours)
Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition.

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 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 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 sows through lenses of gender, race, exocitism, 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 326 - Classical Era: Mozart, Haydn, Beethoven (Majors/Minors) (4 Credit Hours)
This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. 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?

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 began 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 Music (Majors/Minors) (4 Credit Hours)
Bluegrass has become one of America's most popular folk musics. The History of Bluegrass Music is a comprehensive course that traces this unique art form from its European and African roots, to the hills of Appalachia and beyond. The ability to read musical notation is not required.

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 is 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 343 - Special Topics in Music Composition (4 Credit Hours)
Special Topics in Music Composition is a course offering that deals with the creative aspects of music composition.

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 345 - 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 361 - Directed Study (1-4 Credit Hours)

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

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

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

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)

MUS 452 - Senior Research (4 Credit Hours)

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.
Prerequisite(s): Piano Class I or instructor permission.

MUSP 115 - Gospel Piano (1 Credit Hour)

MUSP 118 - Class Woodwinds (1 Credit Hour)

MUSP 119 - Class Brass (1 Credit Hour)

MUSP 120 - Jazz Improvisation (1 Credit Hour)

MUSP 125 - Private Lesson (Alexander Technique) (1 Credit Hour)

MUSP 126 - Bluegrass Seminar (1 Credit Hour)
Bluegrass Seminar is a required course for students seeking a Bachelor of Arts degree in music with an emphasis in bluegrass. Students will develop skills in rhythm, timing, part-singing, transcription, and improvisation in a workshop setting.

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)

MUSP 131 - Concert Choir(Ensemble) (1 Credit Hour)

MUSP 132 - Singers' Theatre Workshop (Ensemble) (1 Credit Hour)

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

MUSP 134 - Jazz Ensemble (1 Credit Hour)

MUSP 135 - Bluegrass Ensemble (1 Credit Hour)

MUSP 136 - Chamber Singers (Ensemble) (1 Credit Hour)

MUSP 137 - Women's Choir (Ensemble) (1 Credit Hour)

MUSP 138 - Gamelan Ensemble (1 Credit Hour)

MUSP 139 - Gospel Ensemble (1 Credit Hour)

MUSP 140 - Jazz Combo (1 Credit Hour)

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)
Includes Trumpet Ensemble, French Horn Ensemble, and Brass Ensemble.

MUSP 143 - Latin Jazz Percussion (Ensemble) (1 Credit Hour)

MUSP 144 - Piano Chamber Music (1 Credit Hour)

MUSP 145 - Class Strings Ensemble (1 Credit Hour)
An introduction to string techniques and pedagogy.

MUSP 146 - Guitar Ensemble (1 Credit Hour)

MUSP 147 - String Chamber Music (1 Credit Hour)

MUSP 148 - Class Percussion Ensemble (1 Credit Hour)
An introduction to percussion techniques and pedagogy.

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)

MUSP 152 - Private Lesson (Viola) (1 Credit Hour)

MUSP 153 - Private Lesson (Cello) (1 Credit Hour)

MUSP 154 - Private Lesson (Guitar) (1 Credit Hour)

MUSP 155 - Private Lesson (String Bass) (1 Credit Hour)

MUSP 156 - Private Lesson (Electric Bass) (1 Credit Hour)

MUSP 157 - Private Lesson (Harp) (1 Credit Hour)

MUSP 158 - Private Lesson (Bluegrass Guitar) (1 Credit Hour)

MUSP 160 - Jazz Improvisation (2 Credit Hours)
This class covers the basics of jazz improvisation and will include the study of modal forms and chord/scale applications, ii-VII-I progression (in the framework of standard jazz compositions) and a transcription project.

MUSP 161 - Private Lesson (Clarinet) (1 Credit Hour)

MUSP 162 - Private Lesson (Flute) (1 Credit Hour)

MUSP 163 - Private Lesson (Oboe) (1 Credit Hour)

MUSP 164 - Private Lesson (Bassoon) (1 Credit Hour)

MUSP 165 - Private Lesson (Saxophone) (1 Credit Hour)

MUSP 171 - Private Lesson (Trombone) (1 Credit Hour)

MUSP 172 - Private Lesson (French Horn) (1 Credit Hour)

MUSP 173 - Private Lesson (Trumpet) (1 Credit Hour)

MUSP 174 - Private Lesson (Euphonium) (1 Credit Hour)

MUSP 175 - Private Lesson (Tuba) (1 Credit Hour)

MUSP 181 - Private Lesson (Piano) (1 Credit Hour)

MUSP 182 - Private Lesson (Jazz Piano) (1 Credit Hour)

MUSP 183 - Private Lesson (Gospel Piano) (1 Credit Hour)

MUSP 190 - Private Lesson (Percussion) (1 Credit Hour)

MUSP 195 - Private Lesson (Voice) (1 Credit Hour)

MUSP 197 - Private Lesson (Composition) (1 Credit Hour)

MUSP 225 - Private Lesson (Alexander Technique) (2 Credit Hours)

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 244 - 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 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)

MUSP 252 - Private Lesson (Viola) (2 Credit Hours)

MUSP 253 - Private Lesson (Cello) (2 Credit Hours)

MUSP 254 - Private Lesson (Guitar) (2 Credit Hours)

MUSP 255 - Private Lesson (String Bass) (2 Credit Hours)

MUSP 256 - Private Lesson (Electric Bass) (2 Credit Hours)

MUSP 257 - Private Lesson (Harp) (2 Credit Hours)

MUSP 258 - Private Lesson (Bluegrass Guitar) (2 Credit Hours)

MUSP 261 - Private Lesson (Clarinet) (2 Credit Hours)

MUSP 262 - Private Lesson (Flute) (2 Credit Hours)

MUSP 263 - Private Lesson (Oboe) (2 Credit Hours)

MUSP 264 - Private Lesson (Bassoon) (2 Credit Hours)

MUSP 265 - Private Lesson (Saxophone) (2 Credit Hours)

MUSP 271 - Private Lesson (Trombone) (2 Credit Hours)

MUSP 272 - Private Lesson (French Horn) (2 Credit Hours)

MUSP 273 - Private Lesson (Trumpet) (2 Credit Hours)

MUSP 274 - Private Lesson (Euphonium) (2 Credit Hours)

MUSP 275 - Private Lesson (Tuba) (2 Credit Hours)

MUSP 281 - Private Lesson (Piano) (2 Credit Hours)

MUSP 282 - Private Lesson (Jazz Piano) (2 Credit Hours)

MUSP 283 - Private Lesson (Gospel Piano) (2 Credit Hours)

MUSP 290 - Private Lesson (Percussion) (2 Credit Hours)

MUSP 295 - Private Lesson (Voice) (2 Credit Hours)

MUSP 297 - Private Lesson (Composition) (2 Credit Hours)

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.

Narrative Journalism (NJ)

NJ 100 - Senior Coloquium (0 Credit Hours)
Once or twice per semester, the narrative journalism concentration will sponsor colloquia designed to explore the professional world of narrative journalism. These sessions will focus on a variety of topics, such as: journalistic ethics, types of narrative journalism publications, writing careers and internships, how to develop a portfolio, how to build a social media platform, the role of editors and agents, etc. There will also be opportunities to meet with recent graduates, attend talks and readings given by professional writers, and go on field trips. Colloquia are mandatory for seniors (and optional for all other students) in the concentration.

NJ 199 - Introductory Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 299 - Intermediate Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 310 - Special Topics in Narrative Journalism (4 Credit Hours)
Narrowly-focused courses exploring specific genres, mediums, topics, or journalistic skills. These courses are frequently cross-listed with other departments and/or programs.

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

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

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

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

NJ 399 - Advanced Topics in Narrative Journalism (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

NJ 451 - Senior Research (4 Credit Hours)
Individually designed projects on selected topics in Narrative Journalism.

NJ 452 - Senior Research (4 Credit Hours)
Individually designed projects on selected topics in Narrative Journalism.

ENGL 221 - Literary Nonfiction (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.

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 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.

Neuroscience (NEUR)

NEUR 299 - Introductory Topics in Neuroscience (1-4 Credit Hours)
A general category used only the evaluation of transfer credit.

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

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

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

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

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 412 - Neuroscience Senior Capstone Seminar (4 Credit Hours)
Neuroscience Senior Capstone Seminar – This course is the culminating experience for the Neuroscience concentration, taken in the spring of the senior year. 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 and critically evaluate primary neuroscience literature, and develop oral and writing skills for communicating neuroscience research to different audiences. Students will also integrate knowledge and skills from other courses they have taken as part of the concentration, their major, or as part of the General Education requirements. Students not completing the concentration but who have completed the prerequisites are also welcome in the course.
Prerequisite(s): BIOL 334 OR 349, PSYC 350, or consent of the instructor.

NEUR 450 - Special Advanced Topics in Neuroscience (1-4 Credit Hours)
This course provides a venue in which to explore chosen topics in neuroscience at the advanced level. Topics vary according to the interests of students and faculty.

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 and CHEM 132 (or concurrently) or consent, or CHEM majors - BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 300 (or concurrently), or NEURO concentrators- BIOL 150 or BIOL 220, and BIOL 201 or BIOL 210, and CHEM 131 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 110, CS 111, and CS 112. 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 310.

PSYC 330 - Cognitive Psychology (4-8 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.
Corequisite(s): PSYC 330.

PSYC 340 - Sensation and Perception (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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 (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

Philosophy (PHIL)

PHIL 101 - Introduction to Philosophy (4 Credit Hours)
This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology, and others. It is intended that the student develop skills in rigorous thinking and become involved 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 192 - 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 200 - Philosophical Studies (4 Credit Hours)
This course offers a careful study of some of the central texts, issues, and ideas in the history of Western philosophy. Among the figures studied will be Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein, Quine, and others. The course is intended for most students as a second course in philosophy; its goal is to prepare students for further philosophical work by providing them with experience in philosophical study beyond that offered in Philosophy 101. Some students with particular interest in the field, however, may choose to begin their philosophical studies with this course. In either case, the course will give students the opportunity to grapple with fundamental philosophical questions by examining the works of a series of great figures in the history of philosophy.
Prerequisite(s): One previous course in Philosophy or consent.

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 - Greek and Medieval Philosophy (4 Credit Hours)
An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus.
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)
Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed.
Prerequisite(s): One previous course in Philosophy or consent.

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, Environmental Studies major/minor, or consent.
Crosslisting: ENVS 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 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, WGST 275.

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 identical or reducible to brain states, how it is that our thoughts can be about anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions.
Prerequisite(s): One previous course in Philosophy, Neuroscience concentrator, or consent.

PHIL 291 - 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 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 from a variety of sources, including philosophical sources such as Nietzsche, Kierkegaard, Sartre, de Beauvoir, or Judith Butler as well as literary or biographical sources, e.g., Beckett, James Baldwin, Frantz Fanon, and others.
Prerequisite(s): One previous course in Philosophy or consent.

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): PHIL 232 and one other Philosophy course, or consent.

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 - History of 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)
The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course 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? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite(s): Two previous courses in Philosophy or consent.

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

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

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

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

PHIL 391 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

PHIL 392 - Advanced Topics Seminar in Philosophy (4 Credit Hours)

PHIL 399 - Advanced Topics in Philosophy (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

PHIL 431 - Seminar in Philosophy (Junior/Senior Seminar) (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)

PHIL 452 - Senior Research (4 Credit Hours)

Philosophy, Politics, & Econ (PPE)

PPE 451 - Senior Research (4 Credit Hours)
Research in selected topics in Philosophy, Politics, and Economics.

PPE 452 - Senior Research (4 Credit Hours)
Research in selected topics in Philosophy, Politics, and Economics.

Physical Education (PHED)

Physical Education Activity

All PHED 100-level offerings are activity classes/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.

PHED 100 - Special Topics in Physical Education. (1-2 Credit Hours)
Special topics in Physical Education.

PHED 103 - Basic Football for Beginners (0.5 Credit Hours)
An introduction to the techniques and rules required for participation in the sport of football.

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 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 151 - Soccer (0.5 Credit Hours)
For players on every level. Students will learn basic skills, rules and strategy and apply them during game situations.

PHED 152 - Co-Ed Volleyball (0.5-1 Credit Hours)
This course introduces students to the fundamentals of the game of power volleyball and strives to promote basic skill development, team play and strategy of the sport.

PHED 154 - Basketball (0.5 Credit Hours)
For players on every level. Students will learn the basic skills, rules and strategy and apply them during game situations.

PHED 158 - Floor Hockey (0.5 Credit Hours)
Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary.

PHED 159 - Speed and Agility Training (0.5 Credit Hours)
This course is intended for any intercollegiate, intramural, or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The course will address four major areas to improve athletic speed and agility including but not limited to: general physical preparedness and work capacity, core stabilization and extremity proprioception, muscular force production, and neurological/biomechanical efficiency. At the conclusion of the course, the student should be able to give examples of and effectively perform the following activities: dynamic flexibility; warm-up routine; rapid, short, and long response drills for vertical, linear, lateral, and multi-planar movements; upper and lower body plyometric and ballistic movements; linear, lateral, change of direction; and acceleration speed enhancement drills; and static proprioceptive neuromuscular facilitation (PNF) stretching.

PHED 160 - Lifetime Fitness (1 Credit Hour)
This course will provide the students with exposure to various means by which to become aerobically fit. Some examples include Tae Bo, Windsor Pilates, and aerobics. Aerobic exercise and aerobic fitness, as well as nutrition and basic health and fitness concepts will also be introduced as they relate to "Lifetime Fitness."

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 course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives.
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. Fee: $55.00 for equipment.

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. Fee: $255 which includes 2 testings, instructor fee, and gear. (Offered fall and spring semesters)

PHED 168 - Strength Training for Athletic Performance (0.5 Credit Hours)
This course is designed to accommodate experienced lifters with the desire to learn and apply advanced training methodologies. Students will be able to apply a variety of effective resistance training principles to their personal strength training program. The student will become efficient at predominantly free weight and bodyweight exercises including Olympic style weightlifting, traditional power lifting, and strongman event type training. This course is intended for any intercollegiate, intramural or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The first objective is to increase the student's chances of having success on the field or court.

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 174 - Recreational Sports (1 Credit Hour)
For players on every level. Students will learn and practice the basic skills, rules and strategies of a variety of indoor/outdoor sports.

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 178 - Varsity Golf (Women) (1 Credit Hour)

PHED 179 - Varsity Cross Country (Women's) (1 Credit Hour)

PHED 180 - Varsity Baseball (Men) (1 Credit Hour)

PHED 181 - Varsity Basketball (Men) (1 Credit Hour)

PHED 182 - Varsity Cross Country (Men) (1 Credit Hour)

PHED 183 - Varsity Football (Men) (1 Credit Hour)

PHED 184 - Varsity Golf (Men) (1 Credit Hour)

PHED 185 - Varsity Lacrosse (Men) (1 Credit Hour)

PHED 186 - Varsity Soccer (Men) (1 Credit Hour)

PHED 187 - Varsity Swimming & Diving (Men) (1 Credit Hour)

PHED 188 - Varsity Tennis (Men) (1 Credit Hour)

PHED 189 - Varsity Indoor/Outdoor Track (Men) (1 Credit Hour)

PHED 190 - Varsity Basketball (Women) (1 Credit Hour)

PHED 191 - Varsity Softball (Women) (1 Credit Hour)

PHED 192 - Varsity Field Hockey (1 Credit Hour)

PHED 193 - Varsity Lacrosse (Women) (1 Credit Hour)

PHED 194 - Varsity Swimming and Diving (Women) (1 Credit Hour)

PHED 195 - Varsity Tennis (Women) (1 Credit Hour)

PHED 196 - Varsity Indoor/Outdoor Track (Women's) (1 Credit Hour)

PHED 197 - Varsity Volleyball (Women) (1 Credit Hour)

PHED 198 - Varsity Soccer (Women) (1 Credit Hour)

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. Fee: $235, 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 - Current Topics in Physics (4 Credit Hours)
Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as energy and the environment. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry.

PHYS 121 - General Physics I (4 Credit Hours)
This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. Newtonian Mechanics and Dynamics, fluids, and thermal physics are covered. Three lectures and one three-hour laboratory each week.
Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

PHYS 122 - General Physics II (4 Credit Hours)
This calculus-based course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes electricity and magnetism, optics and waves. Three lectures and one three-hour laboratory each week.
Prerequisite(s): PHYS 121.

PHYS 125 - Principles of Physics I: Quarks to Cosmos (4 Credit Hours)
This course is designed for first-year students who intend to major in physics or pre-engineering. The goal of Physics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of physics and to help students develop quantitative reasoning and analytical skills that are necessary for further study in physics. Topics possibly covered include relativity, particle physics, cosmology, QED, and basic quantum mechanics. The course satisfies the quantitative reasoning requirement and is intended to help students make a smooth transition from high school math and physics courses to our Principles of Physics course (126-127). Three lectures and one three-hour laboratory per week.
Prerequisite(s): MATH 130 or MATH 135 or MATH 145 or concurrent.

PHYS 126 - Principles of Physics II (4 Credit Hours)
This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course satisfies the quantitative reasoning requirement and is also appropriate for those majoring in other physical sciences (see also Physics 121-122). Topics include Newtonian mechanics, vibrations, fluids, and thermal Physics. Four lectures and one three-hour laboratory each week.
Prerequisite(s): PHYS 125, MATH 135 or concurrent.

PHYS 127 - Principles of Physics III (4 Credit Hours)
This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences. (also see Physics 121-122). Topics include electricity and magnetism, waves, and optics. Four lectures and one three hour laboratory each week.
Prerequisite(s): PHYS 126 and 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, an introduction to the principles of quantum mechanics, and atomic physics. Additional topics may include solid-state physics, nuclear physics, or other contemporary topics. Analytical techniques are emphasized throughout.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 201 or concurrent, or consent.

PHYS 201 - Applied Mathematics for Physical Systems (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 will include operators, functions, vectors, complex numbers, integration, differentiation, geometry, 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.
Prerequisite(s): PHYS 121 or PHYS 126, and MATH 145, or consent.

PHYS 211 - Electronics (4 Credit Hours)
A course in digital and analog electronics with an emphasis on circuit design and lab work. Topics include binary encoding, combinational and sequential logic, microcontrollers and FPGAs, AC circuits, transistors, op-amps, and interfacing with scientific instruments.
Prerequisite(s): PHYS 122 or PHYS 127, or consent.

PHYS 220 - Geometrical and Physical Optics (4 Credit Hours)
A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. The course includes a laboratory.
Prerequisite(s): PHYS 122 or PHYS 127.

PHYS 245 - Special Intermediate Topics in Physics (4 Credit Hours)
This course provides a venue in which to explore chosen topics in physics at the intermediate level. Topics vary according to the interests of students and faculty. In some cases, the course may be repeated for credit.
Prerequisite(s): PHYS 126 and MATH 145, or consent.

PHYS 299 - Intermediate Topics in Physics (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

PHYS 300 - Physics Math Seminar (1 Credit Hour)

PHYS 305 - Classical Mechanics (4 Credit Hours)
A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis.
Prerequisite(s): PHYS 127, PHYS 201 or MATH 213, or consent.

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 305 or consent.

PHYS 312 - Experimental Physics (4 Credit Hours)
A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. May be repeated once for credit as either PHYS 312 or ASTR 312.
Prerequisite(s): PHYS 122 or PHYS 127, PHYS 211 recommended.

PHYS 320 - Thermodynamics (4 Credit Hours)
Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory.
Prerequisite(s): PHYS 200 or consent.

PHYS 330 - Introductory Quantum Mechanics (4 Credit Hours)
A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics.
Prerequisite(s): PHYS 305, PHYS 201 or MATH 213, or consent.

PHYS 340 - Advanced Topics (1-2 Credit Hours)
Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit.
Prerequisite(s): Junior standing and consent of chairperson.

PHYS 345 - Special Topics in Physics (4 Credit Hours)
Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, biophysics, astrophysics, geophysics and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson.
Prerequisite(s): PHYS 122 or PHYS 127, or consent.

PHYS 361 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

PHYS 362 - Directed Study (1-4 Credit Hours)
Prerequisite: Consent of chairperson.

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

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

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.

PHYS 405 - Advanced Dynamics (3 Credit Hours)
A course extending the work of PHYS 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical physics.
Prerequisite(s): PHYS 305 or consent.

PHYS 406 - Electromagnetic Theory (3 Credit Hours)
A course extending the work of PHYS 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics.
Prerequisite(s): PHYS 306 or consent.

PHYS 451 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or consent of chairperson.

PHYS 452 - Senior Research (4 Credit Hours)
Prerequisite: PHYS 312 or Consent of Chairperson.

PHYS 470 - Teaching Methods in Physics (1 Credit Hour)
This course is designed to provide an understanding of the basic methods used to teach physics. This course is primarily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week.
Prerequisite(s): PHYS 121 and PHYS 122, or PHYS 126.

Political Science (POSC)

POSC 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.

POSC 102 - Foundations of American Government (4 Credit Hours)
This course will lay the foundation for better understanding of contemporary American government and politics in the college coursework of our students. The purpose is to take a contemporary view of American politics to a more advanced level. In this course students will read and discuss Madison's journal of the Constitutional Convention, some of the state ratification debates, leading papers in the Federalist, and some of the Antifederalist arguments against adoption of the Constitution. In the process they will become familiar with federalism, national supremacy, consent of the governed, bicameralism, separation of powers, the size principle, and the importance that Madison and other founders attached to the diversity of interests and opinions in the extended republic of the United States. The course would also allocate time to the Bill of Rights.

POSC 110 - Introduction to American Politics (4 Credit Hours)
Is democracy workable in the United States? Toward this end, in this introduction to American politics, we ask questions about the behavior of the political institutions and actors trying to influence them. Significant attention is paid to the mechanisms constructed by political institutions that create a tether between the interests of the American public and government. Emphasis will be placed on learning analytic skills through papers and exams.

POSC 120 - Politics in Democratic States (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.

POSC 121 - Selected 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.

POSC 122 - Introduction to the Politics of Developing States (4 Credit Hours)
Using examples from Africa, Asia and Latin America, students will examine both the political and the social institutions and power configurations in developing states, characteristics and political outcomes, particularly with regard to the status of citizens, citizen rights, citizen input, and citizen mobilization. Who has citizen rights? Do rights vary by ethnicity, religion, language, gender, residency? Which states are democratic, authoritarian, or dictatorial? Which states have power structured by impersonal rules or cronyism or patron-client relations? Is citizen input regularized or marginalized? And how do these variables affect the way politics is done, the effectiveness of policy formation and implementation, and the mobilization of the people?

POSC 140 - Introduction to International Politics (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.

POSC 141 - 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.

POSC 180 - Introduction to Political Theory (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.

POSC 181 - 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.

POSC 199 - Introductory Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 201 - Analyzing Politics (4 Credit Hours)
This course introduces students to the discipline of political science as a bridge to upper level courses. Basic definitions, fundamental concepts, and various approaches used in the empirical study of politics are discussed. The course acquaints students with how political scientists think about studying society and provides a basis for more sophisticated research and understanding of empirical political theory, as well as skills for systematically analyzing political and social issues. Students will explore and use statistics and quantitative methods in the lab to address substantive research questions.

POSC 213 - Doing Political Science: American Political Behavior (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. 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.
Prerequisite(s): POSC 110 and POSC 201.

POSC 214 - Doing Political Science: 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.

POSC 225 - Doing Political Science: Ethnic Conflict (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This course will help students analyze the nature of ethnic conflict, as well as understand why some multiethnic states avoid ethnic wars while other do not. We will primarily focus on ethnicities that inhabit the former Soviet space but will look at other groups as well as for a more nuanced view of "ethnic" conflict.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 232 - Doing Political Science: Transitions to Democracy (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. The last quarter of the 20th century saw a sharp increase in the number of countries with democratic political systems. This course explores the politics and the circumstances of these transitions to democracy. It addresses questions such as: What accounted for this growth? Why the sudden and dramatic shift to democratic forms of governance? What did these transitions look like? Who were the key protagonists? The course examines several case studies from Latin America, Southern and Eastern Europe, Central America, Asia and Africa.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 284 - Doing Political Science: American Political Thought (4 Credit Hours)
This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. An introduction to the issues, debates and problems of American political theory. This course addresses the historical legacy of Puritan, republican, liberal, radical, and conservative traditions through a study of the primary texts of people like Mather, Jefferson, Madison, Tocqueville, Douglass, Stanton, Lincoln, Sumner, DuBois, Debs, Croly, FDR, King, or Reagan. We will also judge the debates about federalism, rights, popular sovereignty, slavery, and race during the colonial era, as well as the long term legacies of both industrial capitalism, and race, gender, and religious differences in the United States.
Prerequisite(s): POSC 201.

POSC 290 - Doing Political Science (4 Credit Hours)
Doing Political Science: This class should be taken immediately after you complete POSC 201, Analyzing Politics in your sophomore year. The 200 level "doing political science classes" are designed to focus on issues of method and writing skills expanding on what you learned about skills and methods in 201 and preparing you for upper division work in political science while also focusing on one of the major subfields of political science. This iteration is: US Security in a Globalizing World This course addresses US security in a globalizing world. In the first half of the course students survey the evolution of US security policy and are introduced to theoretical models of national security and the effects of globalization. These are then applied in the second half of the course to analyze contemporary issues in US security, including traditional issues of great power conflict, nuclear proliferation, and resource competition as well as nontraditional issues of terrorism, weaponized drones, and climate change. Emphasis is placed on critically evaluating past and present policy and developing practical, empirically-grounded policy proposals.
Prerequisite(s): POSC 201 or consent of instructor.

POSC 299 - Intermediate Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 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): POSC 110.

POSC 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 at the level of POSC 201 or an equivalent is recommended.
Prerequisite(s): POSC 110.

POSC 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. POSC 110 is a prerequisite for the course and POSC 201 is highly recommended. The course counts towards the fulfillment of Lugar Track I program requirements.
Prerequisite(s): POSC 110.

POSC 310 - America in Vietnam (4 Credit Hours)
The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism.

POSC 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.
Prerequisite(s): POSC 110.

POSC 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.
Prerequisite(s): POSC 110.

POSC 315 - 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.

POSC 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.

POSC 322 - Politics of Russia (4 Credit Hours)
This course focuses on contemporary Russian politics. Because Russian politics cannot be understood in the absence of historical context, the course will devote some time to the Tsarist and Soviet periods. At least half of the course deals with the Russian Federation under presidents Yeltsin, Putin, and Medvedev. Constitutional debates, federalism, ethnic issues, political struggles, the Chechen war, changing relations with the U.S. and NATO, and more will be covered, as well as executive, legislative, and judicial institutions.

POSC 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 broader range of countries than POSC 120 including 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.

POSC 324 - Politics of Sub-Saharan Africa (4 Credit Hours)
This course explores contemporary issues of political systems of Africa from a variety of theoretical perspectives. These issues discussed include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical texts and apply their insights to contemporary problems.

POSC 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.

POSC 328 - Politics of the Environment (4 Credit Hours)
This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. Course fulfills the ENVS Social Science requirement.
Crosslisting: ENVS 328.

POSC 332 - Politics in Latin America, Africa, and Asia (4 Credit Hours)
This course explores the politics of developing countries of Asia, Africa and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class.

POSC 339 - Topics 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.

POSC 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.

POSC 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.

POSC 345 - Human Rights in Global Perspective (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.

POSC 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.

POSC 347 - The Middle East in World Affairs (4 Credit Hours)
The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future.

POSC 348 - Foreign and Security Policy in Western Europe (4 Credit Hours)
This course aims to compare key post Cold War foreign policy behaviors during crisis situations concerning the three "big" states in Western Europe: France, Germany, and the United Kingdom (also referred to as the EU3, as they all are members of the European Union (EU). Why is it that we know so little about the foreign policies of three countries which have been the most important allies for the US in the past fifty years? Are these countries "middle powers" or "big powers"? What role do they play in the international hierarchy? What others states in Western Europe also conduct foreign policies, they frequently do so as part of the EU, or at least tailor their policies so that they do not substantially deviate from the EU. They also tend to have more of a regional focus as they lack the means and influence to project their power beyond the confines of Europe. Thus, the "three big" can be put in a special category because of their status, wealth, influence and power. To explore their behaviors we first establish conceptual framework for a comparative study of foreign policy (comparative foreign policy analysis). This framework guides our analysis in subsequent empirical cases examining decision-making processes, the domestic and international environment, and foreign policy outputs. We will assess key variables at the individual, group, state and systemic levels of analysis and develop a framework for comparing the foreign policy incentives of these three powers. Specific areas of inquiry include cognitive and psychological theories of decision-making, group dynamics, organizational interests, public opinion, national role conception, strategic interaction and relative power/capability changes in the international system.

POSC 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.

POSC 353 - Russian Foreign and Military Policy (4 Credit Hours)
In this course we will seek to understand the motives and objectives of Russian foreign and military policies. We will look at Russian interests throughout the world with particular attention to the 'near abroad' (countries that were part of the Soviet Union), China, and Europe as well as the US-Russian relationship. Issues of arms sales, military power, and the politics of energy (oil and gas) will form a significant portion of the course.

POSC 355 - International Political Economy (4 Credit Hours)
This course introduces the theory and practice of international political economy. It is a blend of the study of both economics and politics in that it explores the interaction of power or authority (the subject matter of politics) and markets (the subject matter of economics). The prior study of economics may be helpful, but it is neither necessary nor sufficient to do well in this course. The course follows a topical and a historical approach. The selection of topics includes trade, monetary systems, international finances, and at least one current global economic issue.

POSC 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.

POSC 361 - Directed Study (1-4 Credit Hours)
Directed Studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

POSC 362 - Directed Study (1-4 Credit Hours)
Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor.

POSC 363 - Independent Study (1-4 Credit Hours)
Independent Study in Political Science.

POSC 364 - Independent Study (1-4 Credit Hours)
Independent Study in Political Science.

POSC 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.

POSC 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.

POSC 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.

POSC 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.

POSC 384 - Black Political Thought (4 Credit Hours)
This course focuses on transnational black political thought by considering African-descended scholars, activists, and intellectual thinkers throughout the African Diaspora. We will examine themes of freedom, nation, racism, black nationalism, and womanism. Some of the thinkers we focus on are CLR James, Malcolm X, Frantz Fanon, Patricia Hill Collins, and Domingos Alvares. First, we focus on African healers and why they are considered intellectuals. We will pay special attention to an African-centered approach that privileges the ways in which African descendants seek freedom. Second, we examine freedom and what that meant for enslaved Africans in America who eventually gained freedom. Third, we examine how black American intellectuals and activists define racism, resistance, and freedom. We also examine the notion of black power. Fourth, we examine post-colonialism and black political thought in Africa, the Caribbean and Brazil. Fifth, we examine black feminist thought and define womanism. Lastly, we consider Hip Hip music as a movement and explore if it can be considered black political thought.

POSC 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.

POSC 399 - Advanced Topics in Political Science (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

POSC 451 - Senior Research (4 Credit Hours)
Senior Research in Political Science.

POSC 452 - Senior Research (4 Credit Hours)
Senior Research in Political Science.

POSC 491 - Senior Seminar (4 Credit Hours)
Senior Seminar is a required part of the political science 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.

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)

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

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

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

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.

PSYC 210 - Development in Infancy and Childhood (4-8 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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 210.

PSYC 215 - Adult Development and Aging (4 Credit Hours)
This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 216 - 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 and PSYC 200.
Corequisite(s): PSYC 215.

PSYC 220 - Social Psychology (4 Credit Hours)
The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non-verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 221 - Research in Social Psychology (4-8 Credit Hours)
Provides the student with research experience on problems of current interest in social psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 220.

PSYC 225 - Environmental Psychology (4 Credit Hours)
An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment.
Prerequisite(s): PSYC 100 or PSYC 199.
Crosslisting: ENVS 225.

PSYC 226 - Research in Environmental Psychology (4 Credit Hours)
Provides the student with experience in conducting field research. A variety of approaches are utilized, including field experiments and naturalistic observation.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 225.

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 current interest in organizational psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 230.

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.
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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 245.

PSYC 250 - Abnormal Psychology (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 Abnormal Psychology (4-8 Credit Hours)
Provides the student with research experience on problems of relevance to abnormal psychology.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 250.

PSYC 260 - Human Sexuality (4 Credit Hours)
A survey of psychological and biological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexually transmissible infections, sexual dysfunction, and cancer and other diseases of the reproductive system. Crosslisting: QS 260.
Prerequisite(s): PSYC 100 or PSYC 199.

PSYC 265 - Cultural Psychology (4-8 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.
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.
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.
Prerequisite(s): PSYC 100 or PSYC 199 and PSYC 200.
Corequisite(s): PSYC 270.

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 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 (4-8 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.
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 301 - Seminar: Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering).
Prerequisite(s): WGST major, or PSYC 100 or PSYC 199, PSYC 200, or consent; open to students in their junior and senior years only.
Crosslisting: WGST 301.

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.
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. This course fulfills a Writing Competency (W) GE requirement.
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 (4-8 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.
Corequisite(s): PSYC 330.

PSYC 340 - Sensation and Perception (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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 (4-8 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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 350.

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. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 355.

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

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

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

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

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 (formerly MATH 242) and PSYC 200. Cannot be taken concurrently with MATH 120 (formerly MATH 102.
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 (4-8 Credit Hours)
This course offers experience in conducting research on how people communicate with their bodies. This course fulfills a Writing Competency (W) GE requirement.
Prerequisite(s): PSYC 100 or PSYC 199, PSYC 200, and one 200-level research course combination.
Corequisite(s): PSYC 380.

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.
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 (4 Credit Hours)
Senior research is not required for the Psychology major. It is a two-semester experience; for those who choose to conduct senior research, the work must be conducted during Fall (451) and Spring (452) semesters of the senior year. Students considering senior research should consult with their academic advisor and other Psychology faculty regarding feasibility well before the start of the senior year. PSYC 451 must be taken after, or be taken concurrently with, PSYC 370. 4 credits each semester.

PSYC 452 - Senior Research (4 Credit Hours)
Must have taken or be taken concurrently with Psychology 370.

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 108 - Bible, Gender and Sexuality (4 Credit Hours)
This course introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory.

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 studio art 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.

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. At some point in the past it was cross-listed with WGST 379, but recent iterations have not been cross-listed, and currently we have no plans to cross-list the course.

QS 229 - Mediating Gender and Sexuality (4 Credit Hours)
In this class we will examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in the course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussion, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism.
Crosslisting: COMM 229.

QS 235 - Introduction to Black Studies (4 Credit Hours)
An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America.

QS 238 - Queer Night (1 Credit Hour)
This course explores issues in Queer Studies through weekly discussions, often but not exclusively centered around fiction and documentary films selected and screened by faculty and students, as well as readings and other materials to provoke thought and discussion. One of the purposes of this course is to provide students a venue in which to discuss the meanings of sex, gender identity, gender performance, gender roles, and sexual orientation—both in their relationships to each other and their intersections with race, ethnicity, class, religion, culture, and location. Such relationships are central to the themes of the topics course materials selected each semester. The course further seeks to bring a diverse group of faculty and staff together with students to engage in conversation and to learn collaboratively about concepts and themes in Queer Studies. Students may enroll in Queer Night multiple times since the films screened and materials assigned will be different each semester.

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 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 268 - Topics in Queer Studies (4 Credit Hours)

QS 275 - Philosophy of Feminism (4 Credit Hours)
Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary 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, 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)
Theology can be understood as a quarrel with normality. With a transcending disposition, it challenges the ideologies of the age with an alternative consciousness. Issues of race, gender, sexual orientation, environmental deterioration, and the death penalty are confronted. Metaphors for God penetrate and deconstruct.

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 301 - Seminar: Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering).
Prerequisite(s): PSYC 100, PSYC 200, and junior or senior status, or consent of instructor.

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.
Prerequisite(s): One Women's and Gender Studies course or consent.

QS 323 - Transgender Studies/Transgender Issues (4 Credit Hours)
This course offers an introduction to the growing interdisciplinary field of Transgender Studies, focusing on key figures and writings that contributed to its development. Transgender Studies is primarily concerned with directing critical concentration on the diversity and politics of gender, the embodied experience of transgender people, as well as the material conditions and representational strategies that surround, enable, and constrain trans* lives. We will consider relevant selections of scholarship in feminist, queer, and transgender studies; first-person and autobiographical writings by transgender people; and media representations of transgender people and politics that are shaping perspectives of gender within our contemporary cultural moment. Transgender scholarship and perspectives made available by transgender lives provide opportunities to consider and critique the range of apparatuses and systems of regulations that produce the limits and frontiers of embodying sex and gender.

QS 329 - Gender and Communication (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics.
Prerequisite(s): COMM 280 and COMM 290.

QS 330 - Gay and Lesbian Issues in Education (4 Credit Hours)
In this seminar students will examine gay and lesbian issues in what is, arguably, the most central social institution in contemporary American culture. We will begin with an introduction to sexuality, drawing upon scientific and historical scholarship, and collectively delineate critical issues regarding sexuality in U.S. schools. We will study Queer Theory as a foundation for the work to follow and read central texts in the queer history of education. We will read major legal documents regarding sexuality in the United States and secondary literature relating to them. In this section our focus will be on students' rights regarding Gay Straight Alliances, safety, and educators' employment rights. We will discuss gay and lesbian issues in a multicultural education framework in terms of issues identified by the class earlier in the semester.

QS 332 - Music and Sexuality (4 Credit Hours)

QS 340 - Social Movements (4 Credit Hours)
In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color,".
Prerequisite(s): ANSO 100 or consent.
Crosslisting: BLST 340.

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. 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 sexuality, disability, gender roles, body size, and more.
Prerequisite(s): COMM 280 and COMM 290 or QS 101 or consent of instructor.
Crosslisting: COMM 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)

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

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

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

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 406 - Rhetoric and Social Movements (4 Credit Hours)
This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy.

QS 451 - Senior Research (4 Credit Hours)

QS 452 - Senior Research (4 Credit Hours)

Religion (REL)

REL 101 - Introduction to Theology (4 Credit Hours)
Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, violence and the death penalty. 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 theories of justice and examine these theories in social realities at both domestic and global levels. Questioning how to become responsible citizens and discerning moral agents, students will contemplate possibilities to build community for peace and justice crossing religious differences. Topics include theories of justice, global economy, food, environmental 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 introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory. This course fulfills the Power and Justice (P) GE requirement.
Crosslisting: WGST 108/QS 108.

REL 109 - Introduction to American Religions (4 Credit Hours)
This course examines American religions from the pre-colonial period to the present. Why has religion in the United States always been energetic and diverse? What forms has this religious vitality taken? How does religion fit within the larger trajectory of American history? What is specifically American about the American religious experience? Exploring these questions will inevitably concern such important themes as race, immigration, gender, pluralism, and religious freedom.

REL 199 - Introductory Topics in Religion (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 203 - Asian-American Religions (4 Credit Hours)
Who are Asians and Asian-Americans in the 21st century's United States? What religions have they brought? How have they changed the ecology of our contemporary U.S. society? What issues are they facing? Particular attention goes to Islam, Buddhism, Hinduism and urban immigrant Christianities. Mandatory site-visits to immigrant religious organizations in Greater Columbus are required.

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 210 - The Nature of Religion (4 Credit Hours)
This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology.

REL 211 - Introduction to the Bible (4 Credit Hours)
The Bible is a book -- or rather, a collection of books -- produced and assembled over long stretches of time, worked and re-worked by various groups within the relatively small and usually crisis-ridden community of Israel. In other words, it is a history of revisions, as Israel attempted to make sense of itself amidst changing times and new empires. This course introduces students not only to the historical contexts, literary variety, and major narrative traditions of the Bible, but the social forces guiding its eventual composition as a book. Thus the New Testament will be engaged not as the founding documents of Christianity, but as one of many ongoing Jewish interpretations of Israelite traditions in the context of the Roman Empire.

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 213 - History of Christian Thought (4 Credit Hours)
A study in the development of Christian teachings to the early Middle Ages. Changing concepts of Church Doctrine and the nature of the church, with its approach to human problems are studied.

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 216 - Religions of China and Japan (4 Credit Hours)
This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion.

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, 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.
Crosslisting: INTL 250/ENVS 265.

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.
Crosslisting: CLAS 301.

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)
The premise of the course is that America functions in the world and in our lives as an empire. While some would argue that we are "the indispensable nation," others contend that America uses its power in its own interests, even the interests of an elite segment of the country. Consideration is given to the role of capitalism as a distributor of goods and services and the ways in which it forges identity and addresses issues of equity. While there is a discreet focus on class, race, and gender, those issues emerge in other contexts. Attention is given to the biblical tradition as a model for responding to empire, and the ways in which it is exploitive. This course fulfills the Power and Justice (P) GE requirement.

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 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 317 - Religion and Society (4 Credit Hours)
This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology.

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 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)

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

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

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

REL 399 - Advanced Topics in Religion (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

REL 451 - Senior Research (4 Credit Hours)

REL 452 - Senior Research (4 Credit Hours)

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 199 - Introductory Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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.

SPAN 220 - Introduction to Hispanic Literature (4 Credit Hours)
What is literature? What is it good for? How is Hispanic literature different from literature written in English? Short stories, poems, plays and essays representative of various Spanish-speaking countries are read and analyzed in this class. Students will learn and practice the skills of close reading, informed discussion and analytical writing about literature. Students will develop an understanding of the nature of literary genres and literary concepts (themes, character, conflict, point of view, figurative language). Students will develop an appreciation of literature and the ability to interpret it by writing short analytical essays, doing oral presentations, reciting poetry and performing plays. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish.
Prerequisite(s): SPAN 215 or placement.

SPAN 230 - Introduction to Hispanic Cultures (4 Credit Hours)
Students are introduced to important cultural characteristics and productions from both Latin America and Spain. This course offers a historical framework to identify, analyze and contrast fundamental cultural themes, actors and events. Students will develop analytical and critical skills to understand similarities and differences between Spain and Latin America. Students will achieve an intermediate-mid ACTFL level. Conducted in Spanish.
Prerequisite(s): SPAN 215 or placement.

SPAN 299 - Intermediate Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

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 to create literature of their own. Students will explore the process of writing, edit and evaluate their work and that of their peers.
Prerequisite(s): SPAN 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220, and SPAN 230 or LACS 230.

SPAN 315 - Grammar in Context (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 220 or LACS 220 or SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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 220 or LACS 220, and SPAN 230 or LACS 230.
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, 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.
Prerequisite(s): SPAN 220 or LACS 220, and SPAN 230 or LACS 230.

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 220 or LACS 220 and SPAN 230 or LACS 230.

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

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

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

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

SPAN 399 - Advanced Topics in Spanish (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

SPAN 415 - Seminar in Language (4 Credit Hours)
This course focuses on language and its applications. This means that we will discuss language as it relates to teaching and learning as well as to professional areas such as health, business or tourism. Moreover, we will explore the relationship between language and society. Students in this class will read and write different academic texts ranging from outreach texts to research proposals.
Prerequisite(s): SPAN 315 and one additional 300-level SPAN course.

SPAN 420 - Seminar in Peninsular Literature (4 Credit Hours)
Study and discussion in depth of a selected topic, writer or work from Peninsular literature. Students will summarize, compare and contrast, synthesize and evaluate the literary works of an author or a specific literary group of writers. 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. This course will involve the writing of a research paper. Conducted in Spanish.
Prerequisite(s): Two 300 level SPAN courses.

SPAN 425 - Seminar in Latin American Literature (4 Credit Hours)
Study and discussion in depth of a selected topic, writer or work from Latin America literature. 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. This course will involve the writing of a research paper. Conducted in Spanish.
Prerequisite(s): Two 300 level SPAN courses.

SPAN 430 - Seminar in Spanish Culture (4 Credit Hours)
Students will study and discuss in depth a selected topic, artist or creative work in the culture of Peninsular Spain. Building up on cultural structures studied in previous courses, students will advance personal critiques and evaluations of creative works. 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): Two 300 level SPAN courses.

SPAN 435 - Seminar in Latin American Culture (4 Credit Hours)
Students will study and discuss in depth a selected topic, artist, creative work or cultural period in Latin America. 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): Two 300-level SPAN courses.

SPAN 440 - Seminar in Hispanic Transatlantic Culture (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): Two 300 level SPAN courses.

SPAN 451 - Senior Research (4 Credit Hours)

SPAN 452 - Senior Research (4 Credit Hours)

Theatre (THTR)

THTR 101 - Introduction to Theatre-making (4 Credit Hours)
An introduction to theatrical design and performance that engages the questions "How and why is theatre made?" conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text (or idea) and will work collaboratively in weekly "Co-Labs" to create, to solve problems, and to apply skills discussed in their other sessions. The course seeks to establish 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.

THTR 105 - Theatrical Style and Creation (4 Credit Hours)
This course will explore theatrical style and innovative theatre artists who have influenced theatrical production practices, and will investigate the process of various theatre artists within the framework of their goals, choices, and the historical moment.

THTR 106 - Presenting Theatre (4 Credit Hours)
This is an introductory course which will explore theatrical style, and innovative theatre artists who have influenced theatrical practices in historical and contemporary productions. Students will investigate the process of theatre artists within a framework of goals, choices and the historical moment. In addition, students will study the principles and skills of effective oral communication and develop those skills in discussion and presentation opportunities in class.

THTR 120 - Practicum: Scenery Construction (2 Credit Hours)
A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop.

THTR 125 - Practicum: Lighting and Electrics (2 Credit Hours)
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 160 - Practicum: Costume & Makeup Running Crew (1-2 Credit Hours)
A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production.

THTR 165 - Practicum: Scenery & Lights Running Crew (1-2 Credit Hours)
A workshop laboratory in which students serve on the scenery and/or lights running crew for a departmental theatre production.

THTR 170 - Practicum: Performance (1 Credit Hour)
A workshop laboratory in which students perform in a departmental theatre production.

THTR 175 - Practicum: Special Topics (1-4 Credit Hours)
A production workshop and directed study in which a student serves in some special capacity for a departmental theatre production.

THTR 180 - Costume Crafts I (2 Credit Hours)
An introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students will develop their sewing skills and learn basic concepts in patterning, fitting, fabric modification, and corset construction.

THTR 185 - 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 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 - 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 230 - Acting: Realism I (4 Credit Hours)
A studio course in the fundamental techniques of realistic acting. The course explores the demands and conventions of realistic acting through the theories and writing of Konstantin Stanislavsky. Students will study and carry out numerous in-class exercises, pioneered by Stanislavsky, that develop actor skills through exploration of "work on the self and work on the role." Character will be explored through the use of vocal and physical control, script analysis, and the active pursuit of objectives. Participants in this course will perform improvisations, monologues, and scenes. Written work will include character analyses, research papers, and critical review of outside performances.

THTR 250 - Acting: Pre-20th Century Styles (4 Credit Hours)
A studio course in the fundamental techniques of stylized acting traditions popularized before the twentieth century. Exploration of the vocal demands created by the patterns, images, and rhythms built into verse and heightened dialogue. Physical life is defined through the examinations of historical space, time period, and costume. The creation of character is linked to the development of mask and dramatis personae. Periods and styles of exploration may include Greek, Shakespeare, Comedy of Manners, Commedia, and Farce. Performances will include sonnets, soliloquies, and scenes.
Prerequisite(s): THTR 230.

THTR 290 - Playwriting: Form, Structure, Narrative (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 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 300 - 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 101.

THTR 310 - Scenic Design (4 Credit Hours)
A study of the basic theories and practices of theatrical scenic design and the role and function of the scenic designer. The course will examine the scenographic process from initial concept through finished design, including the principles and issues of visual design, sketches, mechanical drawings, CAD, color renderings, and scaled models.
Prerequisite(s): THTR 101.

THTR 320 - Lighting Design (4 Credit Hours)
A study of the basic theories and practices of theatrical lighting design and the role and function of the lighting designer. The course will examine the design process from initial concepts through finished design, including basic electrical theory, lighting instruments and lamps, lighting control systems, characteristics of light, use of color, and creating the light plot using CAD.
Prerequisite(s): THTR 101.

THTR 330 - Acting: Realism II (4 Credit Hours)
Primarily a continuation of THTR 230, a brief review of the basic work precedes the study of a great variety of approaches to arguably the most dominant style of performance: realism. This course combines class exercises and scene study to deepen the understanding and playing of action in the realistic mode. Special attention is given to the development of acting theory and practice in America in the 20th century. The integration of character-specific movement, dialects, and personalization are given special attention.
Prerequisite(s): THTR 230.

THTR 340 - Practicum: 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 345 - Practicum: 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 350 - Practicum: 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 360 - Acting: Special Topics (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. By consent.

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

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

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

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

THTR 370 - Directing: Realism (4 Credit Hours)
This course in the art of directing for the stage explores the philosophies and techniques of prominent contemporary directors in a historical context. Students perform practical exercises in proscenium staging, text analysis, scheduling, directorial concepts, developing ground plans, actor coaching, and tracking of dramatic action. Various systems of leadership are defined and explored. Teaching methods include lecture, class discussion, and in-class projects.
Prerequisite(s): THTR 230.

THTR 371 - History, Literature, and Theory of the Theatre: Premodern 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, civilization, 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. 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. The goals of this course are: to discuss the major movements and processes of early modern European theatre during the period of the "Renaissance," exploring drama, contemporaneous performance theory, and the evidence of performance in Italy, England, Spain, and France (and especially in the cities of Florence, London, Madrid, and Paris); to interrogate the received histories of theatre and dramatic storytelling, the nineteenth- and twentieth-century Euro-American historiographical traditions; and, to practice the craft of the theatre scholar, exercising and refining critical, analytical, and research skills in discussion and four writing assignments (historiographical/critical essay, analytical essay, prospectus, and research project) in the context of a Writing Intensive seminar at Denison.

THTR 373 - History, Literature, and Theory of the Theatre: Modern World (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. Course readings combine primary sources, secondary analyses, and drama and theory texts. 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. The goals of the course are to introduce the major movements, events, and processes of theatre and performance in the Americas from precolonial evidence to the twenty-first century by exploring drama, performance theory, and evidence of theatrical practice; to assess the historical context and relationships among the theatre and other art forms in the Americas; to interrogate the received histories of theatre and dramatic storytelling (i.e. the nineteenth- and twentieth-century Euro-American historiographical traditions); to debate and discuss major texts in performance and drama theory; and to practice the craft of the theatre scholar, exercising and refining critical, analytical, and research skills in discussion and four writing assignments (the critical essay, the analytical essay, the prospectus for research, and the research project) in the context of a Writing Intensive seminar at Denison.

THTR 375 - Practicum: 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 376 - Directing: Special Topics (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.
Prerequisite(s): THTR 370.

THTR 380 - Practicum: Stage Manager (2 Credit Hours)
A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production.

THTR 390 - 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 290 or consent.

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 400 - 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. Junior/Senior standing and consent of instructor.

THTR 430 - Playwriting: Workshop (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 290 or ENGL 237 or CINE 328 or consent.

THTR 450 - Senior Project: Acting (4 Credit Hours)
The student serves as an Actor for a departmental theatre production.
Prerequisite(s): Three acting courses.

THTR 451 - Senior Research (4 Credit Hours)
Senior standing and consent from the instructor.

THTR 452 - Senior Research (4 Credit Hours)
Senior standing and consent from the instructor.

THTR 455 - Senior Project: Directing (4 Credit Hours)
The student serves as Director for a departmental theatre production.
Prerequisite(s): THTR 101 and one acting class.

THTR 460 - Senior Project: Costume Design (4 Credit Hours)
The student serves as Costume Designer for a departmental theatre production. The focus will be placed on the process, analysis, research and analytical skills of the designer within the framework of a practical project.
Prerequisite(s): THTR 101, THTR 180, THTR 200, THTR 300, THTR 340, or consent.

THTR 465 - Senior Project: Scenic Design (4 Credit Hours)
The student serves as Scenic Designer for a departmental theatre production.
Prerequisite(s): THTR 101, THTR 120, or consent.

THTR 470 - Senior Project: Lighting Design (4 Credit Hours)
The student serves as Lighting Designer for a departmental theatre production.
Prerequisite(s): THTR 101, THTR 220, THTR 125, or consent.

THTR 475 - Special Project: Special Topics (4 Credit Hours)
The student serves in some capacity on a departmental theatre production.
Prerequisite(s): To be decided on a case by case basis.

THTR 495 - Special Topics in Theatre (1-4 Credit Hours)
This course will explore a variety of special topics in the Theatre Arts.

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.
Crosslisting: QS 290.

WGST 108 - Bible, Gender, and Sexuality (4 Credit Hours)
This course introduces students to the many conflicted attitudes and images around men, women, and sexuality found in the Bible, from the very different creations of Adam and Eve to Revelation's representation of the Roman Empire as the "whore" of Babylon; from the assertive and sexually suspicious female figures of Ruth and Rahab to Jesus' uncertain masculinity in accounts of his death. We will ask: does the Bible support heterosexuality and decry homosexuality? In addition to close, historically-oriented study of select biblical texts, students will be acquainted with core readings in contemporary gender theory. This course fulfills the I and P GE requirements and the Humanities area distribution requirement for WGST majors/minors.
Crosslisting: REL 108 and QS 280.

WGST 110 - Biology & the 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 sociocultural 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. This course fulfills the I, Y, and R GE requirements and the Sciences distribution requirement for WGST majors/minors.
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 course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives.
Crosslisting: PHED 162.

WGST 180 - Special Topics in Women's and Gender Studies (4 Credit Hours)

WGST 199 - Introductory Topics in WGST (1-4 Credit Hours)
A general category used only in the evaluation of transfer credit.

WGST 210 - Sex and Gender in Society (4 Credit Hours)
This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of gender in American society. In particular, it explores a number of settings that may include: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race, ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Crosslisting: ANSO 210.

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. This course fulfills the Arts distribution requirement for WGST majors/minors.
Crosslisting: MUS 220 MUS 230.

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.minors.
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.minors.
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)
We will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Crosslisting: COMM 229 and QS 229.

WGST 250 - IntermediateTopics 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/minor.

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/minor.

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/minor.

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/minor.

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.
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 the P GE requirements and the Arts distribution requirement for WGST major/minors.
Crosslisting: DANC 274.

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. How does feminism destabilize philosophy and affect philosophical conceptions of knowledge, 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. We will consider philosophical conceptions of sex, gender, and race. How do they shape people's understanding of themselves and the world? What kinds of agency do they foster and what kinds of agency do they inhibit? How does resistance to oppression and privilege lead to social change? Are knowledge and reality themselves gendered and, if so, in what sense? We will examine these issues in the context of debates about gender violence, work and family, as well as feminist ethics and epistemologies. This course fulfills the I, P, and W GE requirements and the Humanities distribution requirement for WGST majors/minors.
Prerequisite(s): One previous course in Philosophy or Women's and Gender Studies or consent.
Crosslisting: PHIL 275, 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 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 301 - Psychology of Women (4 Credit Hours)
This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). This course fulfills the Sciences distribution requirement for WGST majors/minors.
Prerequisite(s): WGST major, or PSYC 100, PSYC 200, and junior or senior status, or consent.
Crosslisting: PSYC 301 and QS 301.

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 on the art of everyday life. Questions about creativity, expectations, limitations, 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. This course fulfills the I GE requirement and Arts distribution requirement for WGST majors/minors.

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 Transnational Feminism distribution requirement for WGST major/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.
Prerequisite(s): WGST 101.

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.
Prerequisite(s): WGST 101.

WGST 320 - Women in Sport (4 Credit Hours)
This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women. Each topic will be studied through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives. This course fulfills the I GE requirement and the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors/minors.
Crosslisting: HESS 101.

WGST 323 - Transgender Studies/Transgender Issues (4 Credit Hours)
This course offers an introduction to the growing interdisciplinary field of Transgender Studies, focusing on key figures and writings that contributed to its development. Transgender Studies is primarily concerned with directing critical concentration on the diversity and politics of gender, the embodied experience of transgender people, as well as the material conditions and representational strategies that surround, enable, and constrain trans* lives. We will consider relevant selections of scholarship in feminist, queer, and transgender studies; first-person and autobiographical writings by transgender people; and media representations of transgender people and politics that are shaping perspectives of gender within our contemporary cultural moment. Transgender scholarship and perspectives made available by transgender lives provide opportunities to consider and critique the range of apparatuses and systems of regulations that produce the limits and frontiers of embodying sex and gender. This course fulfills the I and P GE requirements and the Social Sciences distribution requirements for WGST majors/minors.
Prerequisite(s): WGST 101 or QS 101.
Crosslisting: QS 323.

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 Womnen of Color in the U.S distribution requirements for WGST majors/minors.
Crosslisting: BLST 325, 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 the Transnational Feminism distribution requirements for WGST majors/minors.
Crosslisting: REL 327.

WGST 329 - Gender and Communications (4 Credit Hours)
This course focuses on (1) the role of interpersonal, social and political communication in the construction of gender expectations in American culture, and (2) how those expectations get communicated/performed, and thus reified, in our daily lives. We will explore the complex interplay between self expectations and social expectations of gender that get expressed, challenged, and ultimately influenced by and within a variety of social and interpersonal contexts: education, the body, organizations, friends and family, romantic relationships, the media, and politics. This course fulfills the Social Sciences distribution requirement for WGST majors/minors.
Prerequisite(s): COMM 280 and COMM 290, or WGST major.
Crosslisting: COMM 329.

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.
Crosslisting: EDUC 340.

WGST 350 - Advanced Topics in Women's and Gender Studies (4 Credit Hours)
This course may satisfy one of the distribution requirements within the major/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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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/minor.
Prerequisite(s): WGST 101.

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

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

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

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

WGST 383 - Sex and Sexuality in Latin America (4 Credit Hours)
This course critically examines gender and sexuality in Latin America. Particularly it will explore the various attempts by the ruling elite to define acceptable and deviant gender roles and sexual identities, how the non-elite resisted the imposition of those elite notions of propriety to create their own codes of conduct, and how those conflicts have changed over time. This course fulfills the Humanities distribution requirement for WGST majors/minors.
Crosslisting: HIST 243.

WGST 391 - Critical Pedagogy: Gender, Race and Class in U.S. Education (4 Credit Hours)
In its examination of current critical issues in U.S. education, 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 critical and feminist pedagogies informed by critical theory. The Curricular Service Learning course includes a 25-30-hour service-learning commitment in an area school or community organization . This course fulfills the Social Sciences and Women of Color in the U.S. distribution requirements for WGST majors/minors.
Prerequisite(s): EDUC 213.
Crosslisting: BLST 390, EDUC 390.

WGST 396 - Women, Sex, and Power in the Modern World. (4 Credit Hours)
This course focuses on histories of women around the world since the eighteenth century in order to examine the various ways in which women have struggled first to claim and then to maintain power over their bodies and experiences. The course analyzes sources that speak to women's efforts to assert political, economic, cultural, and personal power in society and in their own lives. Topics include a study of the development of organized women's movements in the nineteenth and twentieth centuries and an examination of the extent to which women have been successful in building coalitions to achieve power. The course also examines the role of other categories of identity in these struggles for power, including race, class, nationality, sexual orientation, and religion. This course fulfills the Humanities distribution requirement for WGST majors/minors.
Crosslisting: HIST 266.

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.
Prerequisite(s): ECON 301.
Crosslisting: ECON 416.

WGST 451 - Senior Research (4 Credit Hours)

WGST 452 - Senior Research (4 Credit Hours)

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.

SPECIAL PROGRAMS AND OPPORTUNITIES

Pre-Professional Programs

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.

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 "3-2" program in which students study three or four years at Denison, and an additional two years at an affiliated engineering school, resulting in two bachelor's degrees. Denison is affiliated in such dual-degree programs with Washington University (St. Louis) and Columbia University. Students interested in these plans should contact the 3-2 Engineering Advisor, in care of Denison Physics Department, at their earliest opportunity. The required math and science courses typically include:

Code	Title
PHYS 125	Principles of Physics I: Quarks to Cosmos
PHYS 126	Principles of Physics II
PHYS 127	Principles of Physics III
PHYS 200	Modern Physics
MATH 135	Single Variable Calculus
MATH 145	Multi-variable Calculus
MATH 213	Linear Algebra and Differential Equations
MATH 430	Fourier Analysis
CHEM 131	Atoms and Molecules: Structure and Dynamics
CHEM 132	Organic Structure and Reactivity
CS 173	Intermediate Computer Science

Additional courses may be required, depending on the chosen field of engineering.

Denison Internship Program

The Denison Internship Program, managed by the Austin E. Knowlton Center for Career Exploration (https://my.denison.edu/node/83), 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://my.denison.edu/node/5171), students will earn academic transcript notation for their internship experience once all requirements are met successfully and approved by the Knowlton Center.

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).

Service-Learning

The J.W. Alford Center for Service Learning collaborates with students, faculty, and staff to experience active citizenship through service and interaction with the Licking County community and beyond. Service learning enables students to creatively think about society, question its possible inequalities and inequities, and to develop ways of evoking positive social change. Three main functions comprise the work of the Alford Center:

- Curricular Service learning courses in which students and faculty partner with schools, agencies, and organizations to contribute and to experience the course content through hands-on experience.
- The Denison Community Association, in which students organize themselves into more than 20 committees that contribute in excess of 19,000 hours of volunteer service annually; and
- America Reads, that sends work-study students to 10 area schools to provide literacy education.

In all of these functions, students have opportunities to learn to work within a sustainable experiential cycle of defining an issue, researching it, creating and implementing an action plan, and then reflecting on their work through evaluation, and reconsideration of the issues.

Advising Circles

The advising relationship is an important place for conversations that connect the dots between academic work and the learning that occurs beyond the classroom walls. AC 101 - Advising Circles: Engaging the Mission is a structured, weekly opportunity for a small group of first-year students to come together to talk about their experiences, to learn more about the university and the community, to explore how our community is shaped by the diversity of perspectives, and to think productively about how to plan for four years of a meaningful, educational experience.

Students who have participated in this course have been overwhelmingly positive about their experience; 90% of students who have taken an AC 101 - Advising Circles would strongly recommend it to entering students.

Center for Learning and Teaching

The primary goal of Denison's Center for Learning and Teaching is to support and collaborate with faculty at all career stages, considering questions, ideas, activities, and research on teaching and learning. The Center provides support for faculty development and mentoring related to the practice of effective teaching. Specific goals include:

1. Conduct teaching and learning seminars for first-year and early-career faculty.
2. Develop or sponsor workshops, brown-bag lunches, reading and discussion groups, and other programs (e.g., *Teaching Matters!*) that address specific teaching approaches, strategies, activities, and pedagogies including digital technology.
3. Provide a structured program for one-on-one consultations and classroom teaching observations as a way of delivering formative feedback for faculty at all experience levels and providing mentoring relationships for early-career faculty.
4. Coordinate and enhance collaboration among faculty, faculty groups, professional staff, and administrative offices in order to initiate and promote a variety of faculty development programs and resources that address teaching, learning, scholarship, and mentoring for our college.
5. Support the development of faculty pedagogy and curricular projects focused on the intersection of innovative teaching, integrated learning, and scholarship of teaching and learning.
6. Participate and provide leadership in forging relationships and collaborations between Denison's faculty development programs and other professional organizations that address issues in teaching, learning, and curriculum in higher education.
7. Foster use of the Center's meeting spaces in the Library's atrium level for workshops, discussions, meetings, and any type of program relevant to teaching, learning, advising, mentoring, the curriculum, and other higher education forums.

The Center is located on the atrium level of the Library. Jeffrey Kurtz (Department of Communication) is the Center's director.

ADMISSION, COSTS, AND FINANCIAL AID

Admission

Denison is committed to enrolling students of high intellectual ability who come from 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 programs 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 you graduate from secondary school, you 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).

The admission committee takes particular note of Advanced Placement, International Baccalaureate, PSEO, honors, and enriched courses.

Admission Criteria

The quality of your 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. SAT II subject tests are also not required, although you may provide these scores as additional information in support of your application for admission. International applicants must demonstrate adequate English proficiency (considerations include, but are not limited to the following: English as the primary language of school instruction; English as the first/native language; TOEFL of 80+; IELTS of 6.5+; Duolingo English Test of 65+; SAT Reading of 600+; ACT English Language Arts of 26+; an admission interview); English proficiency waivers are considered on a case-by-case basis after a student applies for admission. Your application essay, as well as written statements from your college/guidance counselor and an academic teacher, give us a greater understanding of your personal character and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school-, community-, or job-related. An offer of admission is always pending the receipt of the final transcript and its confirmation that the coursework has been completed in good standing and that no disciplinary issues have been added to the record. All offers of admission are conditional based on Denison's policy on rescinding an offer of admission (https://denison.edu/forms/policy-on-rescinding-an-offer-of-admission).

Application Process

Denison accepts the Common Application and the Coalition Application.

Early Decision

If, after careful research, you decide that Denison is your first-choice college, you are encouraged to apply through one of our two early decision rounds. Early decision applicants must sign and submit an early decision agreement form.

The deadline for Early Decision 1 is November 15, and the deadline for Early Decision 2 is January 15. Students are notified on a rolling basis once the Office of Admission has received all the required application materials. All decisions will be released within one month of the application deadline. Admitted students must accept our offer of admission and pay a nonrefundable $300 enrollment deposit by the indicated deadline to confirm their place in the entering first-year class. An offer of admission is always pending the receipt of the final transcript and its confirmation that the coursework has been completed in good standing and that no disciplinary issues have been added to the record. All offers of admission are conditional based on Denison's policy on rescinding an offer of admission (https://denison.edu/forms/policy-on-rescinding-an-offer-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 our admission decisions for completed applications will be made by mid-March, and admitted students must respond to our offer and pay their nonrefundable $300 deposit by the national deposit deadline of May 1. An offer of admission is always pending the receipt of the final transcript and its confirmation that the coursework has been completed in good standing and that no disciplinary issues have been added to the record. All offers of admission are conditional based on Denison's policy on rescinding an offer of admission (https://denison.edu/forms/policy-on-rescinding-an-offer-of-admission).

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend a few hours (depending on the time of year that you visit): 30 minutes for an information session, one hour for a campus tour, 30 minutes for an interview, and another hour to visit a class of your choosing.

The Office of Admission, located in the Burton D. Morgan Center, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and most Saturday mornings at 10:00 and 11:00 a.m., when school is in session.

Because our admission staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these senior interviewers if you visit campus. Senior interviewers share with our regular staff the responsibility for describing the university to you and assessing your candidacy for admission. Interviews are intended to be conversational.

You are encouraged to schedule your visit online (https://denison.edu/campus/admission/visit-campus). You may also call the Office of Admission at 740-587-6276.

Alumni Interviews

Denison alumni located in many metropolitan areas across the country and overseas can serve as valuable resources and can often interview you if you are unable to visit campus. The report of your interview with a Denison graduate will become a part of your admission file. For local Denison alumni assistance or to arrange an interview, please contact the Office of Admission by phone (740-587-6276) or email (admission@denison.edu).

Overnight Accommodations on Campus

Visiting high school seniors can request overnight accommodations with a student host in one of the university residence halls. Requests must be made at least two weeks in advance of your visit. Overnight stays and airport shuttles can be arranged Sunday through Thursday. The Office of Admission also hosts several visit programs each semester.

If you wish to stay with a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. The John Glenn Columbus International Airport (CMH) is served by major airlines, and rental cars and rideshares are available at the airport.

Deferred First-Year Student Matriculation

You have the option, upon being admitted to Denison, to request deferred enrollment (https://denison.edu/campus/admission/deferred-enrollment) for up to one year. After being offered fall admission to Denison and paying the nonrefundable enrollment deposit, students seeking deferred enrollment may request a gap year no later than June 1. Requests must be made in writing by emailing the Office of Admission at admission@denison.edu. The request must include a clear explanation of why the deferral is being requested and how it is in the student's best interest. Review the full Deferred Enrollment Policy (https://denison.edu/forms/deferred-enrollment-policy) for more information.

Transfer Admission

The transfer application deadline for January admission is November 15, and the transfer application deadline for August admission is April 15. For further information on Denison's transfer program, please contact the Office of Admission by phone (740-587-6276) or email (admission@denison.edu).

Office of Admission
Denison University
100 W College Street
Granville, Ohio 43023

740-587-6276
denison.edu/admission

Annual Costs

Actual 2019-2020

Fee	Cost
Tuition	$52,620
Activity Fee	$510
Health Center Fee	$700
Board (Big Red - The Hill - Olmsted - West Loop - West College)	$6,250 - $5,910 - $5,570 - $5,570 - $5,230
Room (multiple - single - apartment - suite - Stone Hall apartment/ shared bedroom)	$7,140 - $8,650 - $10,160 - $8,650 - $9,530

The university reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee, and student health center fee three months in advance, and for board and room, 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 $1,645 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 $1,645 for each semester hour of credit.

Activity Fee

The activity fee provides basic support to the Denison Campus Government Association and the organizations they sponsor.

Health Center Fee

The health center fee provides basic support to student health services. This fee covers general operating expenses. Fees for inpatient care, medicine, laboratory tests and procedures, office surgery, and medical equipment will be charged to the student.

A group accident and sickness insurance plan is also available to students. Student Accounts sends details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during scheduled vacation breaks. More detailed information on this and the other meal plan options will be sent to students along with their semester bill.

Room Rent

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.

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 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 ($822.50 per registered hour).

Off-Campus Programs

An administrative fee charged to each student participating in an off-campus program is $920 per semester. However, students participating in full-year program will be charged a reduced fee ($105) for the second semester of the same program. An administrative fee of $285 will be charged for summer 2020 off-campus programs.

Books and Supplies

Bookstore purchases may be paid by cash, check, credit card, or a "Denison Dollars" debit account. Book grant funds (if awarded as part of your financial aid package) can also be used at the bookstore to purchase books and supplies. 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 $530 per half-hour (1 credit) or $1,060 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 moot court and Model U.N. 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 $300 enrollment deposit ($50 for certain low income students) is required of all students prior to enrollment at Denison. It is due by May 1 for entering first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a continuing student withdraws after June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester. For any new or transfer student (a student who has not attended Denison during at least one semester), the deposit is forfeited if the student withdraws after May 1.

Semester Bills and Late Payments
Denison bills electronically. Semester bills are available in MyDenison Self-Service in early July for Fall Semester and in early December for Spring Semester. Bills are due approximately three weeks after the bill date. Bills may be paid in advance. Bills not paid by the due date are subject to a late payment fee of 1% per month or any portion thereof on the unpaid balance until the bill is paid in full. 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 his or her 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, medications and other health services, and driving and parking infractions are issued by the department authorizing the bill, with a copy mailed to the student at his/her Slayter Box and a copy sent to Student Accounts. All charges (except as noted below) are included on the comprehensive billing statement, which is available electronically in Denison Self-Service. Confidential health center services are added to the account only if not paid within 10 days. 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 his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma 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.

Where applicable, refunds are automatically issued upon withdrawal or graduation. Continuing students may request refunds any time their account has a credit balance of $25 or greater, or at the end of the academic year if the credit balance is less than $25.

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.

Payment Plans
Several monthly payment plans and long-term loans are available to parents of Denison students. Details of these plans are sent to students each spring for the following year of enrollment.

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 his or her 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 Financial Aid office is the office 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, Activity Fee, Health Center Fee, and Room and Board

Withdrawal from the university at any time is official only upon written notice to the dean of students. 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 room and/or board reservation. For further information, please consult Withdrawal from the College.

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 his/her 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 will be forfeited if a withdrawal is made after June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester (for continuing students), or after May 1 (for entering first-year or transfer students).

A student will receive a refund of tuition, activity fee, and health center fee based upon withdrawal before the end of the respective full week of classes. The room refund (including personal possessions) will be based on the date the student is determined to have vacated university premises and returned their room key. Please see 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 of their withdrawal is not entitled to a refund of charges.

A pro rata refund of the board charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates university premises and discontinues use of university facilities and services. The dean of students 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 may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Development or Admission, whichever is appropriate.) If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is June 1 for the ensuing fall semester and November 1 for the ensuing spring semester for continuing students, and May 1 for entering first-year or transfer students.

Fees for applied music lessons 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 from the university.

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, room, and board 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. Because qualified, committed, and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison. Denison meets 100% of the institutionally determined financial need of all students who apply for need-based financial aid.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate to apply for financial aid (https://denison.edu/campus/admission/apply-for-financial-aid). The Office of Financial Aid welcomes the opportunity to help you and your family plan for college.

Applying for Financial Aid

To apply for need-based financial aid at Denison University, domestic students must file a Free Application for Federal Student Aid (FAFSA) by November 15 (for Early Decision 1 applicants) or by January 15 (for Early Decision 2 and Regular Decision applicants). All need-based aid applicants must also submit the CSS Profile by those same deadlines. International applicants who do not wish to apply for financial aid must submit a Certification of Finances. Denison's FAFSA code is 003042 and Denison's CSS Profile code is 1164.

If you are admitted, we want you to have a realistic opportunity to enroll at Denison. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your need.

Denison students intending to apply for financial aid while enrolled elsewhere must consult with the Office of Financial Aid. Individual circumstances will vary, but accepting aid elsewhere may impact a student's ability to receive aid after returning to Denison.

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 up to four types of aid: 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 $60 million.

Scholarships

Denison annually offers several merit scholarships to first-year 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. All of Denison's merit scholarships and awards are given for four years (eight semesters), and they cannot be applied toward off-campus study tuition charges. Merit scholarships require recipients to maintain a 2.0 GPA, unless otherwise stipulated in the donor agreement.

A limited number of departmental scholarships are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply by the appropriate academic department.

Grants

Grant aid is typically based on financial need, as determined by your FAFSA and CSS Profile, if you filed these for your first year at Denison. Denison awards grants from our own 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 awarded a work program in their award letter, 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.

Loans

Your financial aid award may contain a Denison Scholar Loan, a Federal Direct Subsidized Loan, or a Federal Direct Unsubsidized Loan. The Denison Scholar Loan and Federal Direct Subsidized loans are similar in that there is no interest or repayment on the principal while the student is in school at least half-time, and interest begins to accumulate following graduation or upon ceasing to be enrolled half-time. The Federal Direct Unsubsidized Loan is available to students who are not eligible or have limited eligibility for the Federal Direct Subsidized Loan. The loan terms

are similar to the subsidized loan except that interest is charged while the student is in school for the Federal Direct Unsubsidized Loan. The student may choose to have the interest accrue while enrolled at least half time or pay the interest quarterly. The interest rates and terms of these loans are subject to change by the Congress of the United States. Students must accept or decline their loans offered to them via MyDenison Self-Service. Loan entrance counseling and promissory notes(s) are required prior to loan disbursing to a student's account. Parent and alternative loans are also available. For more information, consult with the Office of Financial Aid.

Renewal of Financial Assistance

Financial need must be determined every year by re-filing the FAFSA to re-qualify for need-based financial aid. Financial aid may vary from year to year depending on increased costs, FAFSA results, income fluctuations, number of students in college, 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.

Denison University Office of Financial Aid

100 W College Street

Granville, Ohio 43023

740-587-6276

denison.edu/finaid

INDEX

A

Academic Credit Policy 7
Academic Majors 8
Academic Minors, Concentrations, and Electives 9
Academic Policies 15
Academic Standing 19
Accreditation and Recognition 6
Admission, Costs, and Financial Aid 305
Advising Circles (AC) 194
Anthropology and Sociology 21
Anthropology and Sociology (ANSO) 195
Arabic 24
Arabic (ARAB) 197
Art History and Visual Culture 26
Art History and Visual Culture (AHVC) 198
Art Studio 30
Art Studio (ARTS) 200
Assessment of Academic Programs 20
Astronomy 34
Astronomy (ASTR) 203

B

Biology 35
Biology (BIOL) 204
Black Studies 42
Black Studies (BLST) 209

C

Catalog 4
Chemistry and Biochemistry 47
Chemistry (CHEM) 212
Chinese 51
Chinese (CHIN) 215
Cinema 52
Cinema (CINE) 215
Classical Studies 54
Classical Studies (CLAS) 217
Communication 56
Communication (COMM) 217
Computational Science (Concentration) 62
Computer Science 66
Computer Science (CS) 223
Course Descriptions 194
Courses of Study 21

D

Dance 71
Dance (DANC) 226
Data Analytics 76
Data Analytics (DA) 229
Degrees Offered and Graduation Requirements 7
Denison Seminar (DS) 230
Denison Seminars 78
Denison's History 5

E

East Asian Studies 79
East Asian Studies (EAST) 230
Economics 82
Economics (ECON) 232
Education (EDUC) 236
Educational Planning and Advising 10
Educational Studies 87
English 90
English (ENGL) 237
Environmental Studies 94
Environmental Studies (ENVS) 240

F

First-Year Program 100
Freedom of Expression and Academic Freedom 5
French 100
French (FREN) 244

G

Geosciences 102
Geosciences (GEOS) 245
German 105
German (GERM) 247
Global Commerce 107
Global Commerce (GC) 248
Grading System and Evaluation 18
Greek (GRK) 248

H

Health, Exercise, & Sport Studies (HESS) 249
Health, Exercise, and Sport Studies 109
History 114

History (HIST) 251
History, Mission, and Values 5
Home 3

I

Interdepartmental 122
Interdepartmental (INTD) 257
International Studies 123
International Studies (INTL) 258

J

Japanese 124
Japanese (JAPN) 259

L

Latin Amer & Caribbean Studies (LACS) 260
Latin American and Caribbean Studies (Concentration) 126
Latin (LAT) 259
Library, Information Resources, and Information Technology Services ... 19
Lugar Program 127

M

Mathematics 128
Mathematics (MATH) 260
Middle East & North African Studies (MENA) 262
Middle East and North African Studies (Concentration) 132
Modern Language (LANG) 263
Music 134
Music - Applied & Performance (MUSP) 267
Music (MUS) 263

N

Narrative Journalism (Concentration) 142
Narrative Journalism (NJ) 269
Neuroscience (Concentration) 144
Neuroscience (NEUR) 269

O

Off-Campus Study 146
Organizational Studies 149
Our Mission 5

P

Philosophy 151
Philosophy (PHIL) 271
Philosophy, Politics, & Econ (PPE) 274
Philosophy, Politics and Economics (PPE) 154
Physical Education (PHED) 274
Physics 155
Physics (PHYS) 276
Political Science 158
Political Science (POSC) 278
Portuguese 164
Portuguese (PORT) 283
Psychology 166
Psychology (PSYC) 283

Q

Queer Studies (Concentration) 173
Queer Studies (QS) 288

R

Registration 14
Religion 176
Religion (REL) 290

S

Spanish 180
Spanish (SPAN) 293
Special Academic Honors 14
Special Academic Projects 13
Special Programs and Opportunities 303
Statement on Campus Sustainability 6

T

The Academic Program 7
The General Education Program 8
The Lisska Center for Scholarly Engagement 11
The Value of Diversity to a Denison Education 6
Theatre 184
Theatre (THTR) 295

W

Women's and Gender Studies 187
Women's and Gender Studies (WGST) 298
Writing Program 193
Writing (W) 302