

# Course Descriptions

Undergraduate Catalogue 2010-2012

**ANTH 222                    INTRO TO CULTURAL ANTHROPOLOGY                    4 CR**

***Gen Ed Experience Tags: GJ***

This course provides an introduction to the nature and diversity of human society and culture through an examination of specific cross-cultural cases. It includes a comparative study of social, political and economic organization, patterns of religious and aesthetic orientations, gender issues, relations with the natural environment, as well as the process of sociocultural persistence and change. Special consideration will be given to the circumstances faced by contemporary small-scale societies. Cross-listed with ETHS 222.

**ANTH 310                    SELECTED TOPICS IN ANTHROPOLOGY                    4 CR**

A course which will examine vital areas of contemporary concern in anthropology. The topic or problem of the course changes each semester.

**ANTH 346                    MYTH AND SHAMANISM                    4 CR**

A cross-cultural approach to the study of belief systems with a focus on the use of myth and the practice of shamanism. Emphasis will be placed on hunter-gatherer and horticultural experiences, but consideration will also be given to the use of myth and shamanism in post-industrial societies.

**ANTH 366                    ANTHROPOLOGY OF SEX AND GENDER                    4 CR**

An exploration of cultural variation in the categorization of persons by sex and the operation of gender in social life, especially in small-scale societies. Special consideration will be given to women's position in non-Western societies.

**ANTH 380                    SEMINAR IN ANTHROPOLOGY                    2-4 CR**

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format.

**ANTH 480                    SEMINAR IN ANTHROPOLOGY                    2-4 CR**

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format.

**ART 101                    ART MATTERS                    4 CR**

***Gen Ed Experience Tags: 1A***

This course explores what it means to be an artist in our contemporary world. What do artists do, and for whom? In this course we will focus on meanings of creativity and art in diverse cultural contexts; connections between art and life; art as an expression of individual and collective values, beliefs, and identities; relationships between artists and their audiences; and ways that artists strive to build a more just and compassionate world. In addition, as we consider ways of understanding the visual language of artistic expression, students will be able to apply their learning to the expression of their own identities, values, and beliefs through art. Along with our classroom activities, we will experience Madison's art scene as we reflect upon our central question: does art matter? This course is for first semester freshmen or freshmen transfer students.

**ART 102                    WATERCOLOR                    3 CR**

***Gen Ed Experience Tags: B***

Watercolor introduces students to the basic traditional watercolor painting techniques as well as exploration into some more non-traditional methods. Once painting techniques are mastered, themes and concepts will require research into aesthetics and imagery of other cultures of the world. This research will serve as inspiration for student's own work. Previous experience in drawing is strongly recommended. \$30 Course Fee.







**ART 250                    ART OF AFRICA, OCEANIA & AMERICAS                    4 CR**

***Gen Ed Experience Tags: AGU***

This course explores various forms of visual expression produced by artists of diverse cultures in Africa, Oceania, and the Americas. Grounded in art history, this is an interdisciplinary course that looks at ways of thinking about art and its meanings from multiple perspectives. Emphasizing a thematic approach, looking at themes in visual expression and cultural production that are relevant across cultures, our study will focus on relationships between art, beliefs, cultural values, and social experience. Themes of this course will include colonial and postcolonial perspectives on representation, aesthetic systems, art and social structure, life passages, and continuity and change. We will also devote part of this course to a focused study of a particular region of the Americas, exploring the arts of ancient, colonial, modern, and contemporary Peru. Readings, class discussion, assignments, and student presentations will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Throughout the course, students will be asked to think critically about theoretical and methodological approaches to global studies and to the study of the arts of Africa, Oceania and the Americas, and what it means to look at the arts of formerly colonized people from our vantage point in the West.

**ART 252                    HISTORY OF WOMEN ARTISTS IN EUROPE AND NORTH AMERIC                    4 CR**

***Gen Ed Experience Tags: AQX***

This course offers an introduction to the lives and work of women in the visual arts in Europe and North America from the Renaissance to the present, with a focus on issues of gender, power, ideology, and representation that underlie the study of women artists and their work. We will look at the work of specific European and North American women artists with attention to the historical circumstances in which they produced their art, ideologies of gender and art at these particular historical moments, and artists' writings. This course will also address themes explored by many women artists: the relationship between art and craft; spirituality; self-portraiture; the female body; motherhood; and heritage and identity. Along with reading scholarly texts about women artists and various writings by historic and contemporary women artists, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper. Prerequisite: ENG 110 or W cornerstone. Cross-listed with WS 252 AQX.

**ART 254                    MODERN ART                    4 CR**

***Gen Ed Experience Tags: AQX***

This course offers an introduction to the lives and work of modern artists in Europe and North America from the 19th century through the 1970s. Topics include the history of painting, later art movements, and a brief survey of sculpture and architecture. The course will also address themes of international significance from Japan, Tahiti, Africa, and other non-Western sources. Artists' writings will also be discussed. Prerequisite: ENG 110 or W cornerstone. (S)

**ART 260                    HISTORY OF ART IN NORTH AMERICA                    4 CR**

***Gen Ed Experience Tags: ADX***

This course looks at the diversity of art produced in North America from the ancient times of pre-contact Native cultures to the present. Rather than attempting to consider all of the art produced over this long span of time, we will focus on particular aspects of American art, foremost among these the visual manifestations of the cross-cultural encounters between diverse peoples as central to the history of art of this continent. We will also consider the relationships between American art and European art, and visual art and material culture as the expressions of particularly "American" identities by American artists and craftspeople of various ethnicities. Our study will emphasize the historical and cultural contexts in which this diversity of art has been produced. Along with reading our course text, other scholarly publications, and artists' writings that are critical to the field of American art history, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper. Prerequisite: ENG 110 or W cornerstone.

**ART 264                    MULTICULTURAL ART IN USA                    4 CR**

***Gen Ed Experience Tags: ADU***

This course provides an inclusive, multicultural introduction to 20th and 21st century art of the US, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. We consider such questions as: How have the social dynamics of race and ethnicity, along with gender and class, shaped the experiences of American artists and their audiences at various historical moments during the past hundred years? How do artists' social positions inform their artistic responses to questions of modernity? What does art by artists of diverse ethnicities tell us about the historic and contemporary experiences of various cultural groups in the US? As well as exploring movements in art of the US and the work of individual artists of various ethnicities, this course introduces the students to methodological and theoretical issues underlying the study of modern and contemporary art in the US, and ways that consideration and critical analysis of multiple disciplinary and social perspectives can enrich our understanding of this art. Readings, class discussion, group inquiry projects, and other assignments will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Cross-listed with ETHS 264.

**ART 270                    ADVANCED VIDEO                    3 CR**

A continuation of Art 120F3 Video with added emphasis on individual development, image processing, editing and experimental use of the video camera as a creative tool. Extra \$35.00 course fee. (Prerequisite: Art 120F3 or consent of instructor) (S)

**ART 271                    HISTORY OF PHOTOGRAPHY                    3 CR**

***Gen Ed Experience Tags: AG***

This course looks at the history of photography as a global phenomenon. From its origins in the 19th century, photography has flourished as a means of fixing a visual record of land, built structures, and people; creating beautiful images; visualizing modernity; communicating globally as well as locally; documenting injustice; and urging action. This course is organized around themes that have been central to the history of photography across cultures: portraiture, images of landscapes, documentation, and artistic expression. Class discussion will emphasize the development of thoughtful and critical approaches to the study of the history of photography and photography as a medium of expression so that the knowledge gained here can be applied to consideration of photographers and their work beyond what is studied in this course.

**ART 275                    GRAPHIC DESIGN HISTORY                    4 CR**

***Gen Ed Experience Tags: AQX***

This class offers the student an art historical introduction to the History of Graphic Design. Emphasis will be placed on the social and historical contexts of typography, graphic imagery, and design. Ancient to pre-modern design will be considered, although focus will be given to key Bauhaus artists and designers. At the core of this class will be the Bauhaus as a turning point in the history of design education; in 1919, the Bauhaus accepted both female and male applicants. We will examine at length the role of the Bauhaus amidst the promise of equal rights between the sexes within the history of graphic design. Students will produce a significant research paper addressing the unique attributes of the Bauhaus as an educational model, and ways in which theories of gender enable us to better understand Graphic Design History. Prerequisite: ENG 110 or W cornerstone.

**ART 289                    STUDIO WORKSHOP                    1-3 CR**

A concentrated study of specific art media and techniques. This course may be repeated with different content area. Extra \$20.00 course fee. (Prerequisite: consent of instructor)

**ART 300                    DRAWING III                    3 CR**

A continuation of Art 214 (Drawing II) with added emphasis on individual development and experimental use in the medium of drawing. Extra \$30.00 course fee. (Prerequisite: Art 214 or consent of the instructor) (F)

- ART 305 PAINTING II 3 CR**  
This course is a continuation of Art 205 Painting I with added emphasis on individual development and experimental use in the medium of water soluble oil or acrylic painting. \$30 course fee. (Prerequisite: ART 205 or consent of instructor) (F/S)
- ART 306 ADVANCED RELIEF PRINTMAKING 3 CR**  
Research in advanced relief printmaking techniques with emphasis on development of personal concepts and expression. Extra \$50.00 course fee. (Prerequisite: ART 206 or consent of instructor) (F)
- ART 308 ETCHING 3 CR**  
Intaglio techniques; basic procedures used to create etching and drypoint on metal plates; the origins and development of intaglio prints. Extra \$50.00 course fee. (Prerequisites: ART 200F3, 202, or consent of instructor) (S)
- ART 310 LAYOUT DESIGN 3 CR**  
A continuation of ART 210, focused on developing skills in page layout and design. Extra \$50.00 course fee. (Prerequisite: ART 210 or consent of instructor) (F)
- ART 312 FIGURE DRAWING 3 CR**  
Develops mastery in drawing the human figure in a variety of media and techniques. (Prerequisites: ART 200F3, 202, or consent of the instructor) (S) Extra \$50.00 course fee.
- ART 316 SCULPTURE 3 CR**  
Contemporary sculptural techniques, concepts and expressions. Emphasis is on the student's ability to use various media as a means to express personal concepts. Extra \$40.00 course fee. (Prerequisite: ART 216 or consent of instructor) (S)
- ART 318 CERAMICS II 3 CR**  
This course provides an opportunity for continued concentration on pottery or ceramic sculpture. Students focus on specific construction and firing techniques. \$40 course fee. (Prerequisite: ART 218 or consent of instructor) (S)
- ART 320 ADV DIG VID FOR GRAPHIC DESIGNERS 4 CR**  
**Gen Ed Experience Tags: KU**  
The purpose of this course is to equip students with the necessary video editing skills for today's graphic designers. Students will be introduced to the concepts and processes involved in creating high quality video content for web, DVD, and other multimedia platforms. \$75 course fee. Prerequisites: ART 120, 150 and fulfillment of O tag or concurrently enrolled in an O tag course.
- ART 342 ADAPTED ART MEDIA AND METHODS 4 CR**  
**Gen Ed Experience Tags: K**  
This course examines the properties and therapeutic potential of studio art media, focusing on adaptations in media and methods for individuals with exceptional needs. Includes practice in developing and presenting adapted art experiences through in-class expressive art workshops for community partners. Students must be able to pass a background check to enroll in this course. Communication skills, effective organization and presentation of adapted art processes, approaches in offering, accepting and incorporating constructive feedback, and flexibility in presentation style are emphasized. \$35 course fee. Prerequisites: ART 240 and completion of the O tag or concurrent enrollment in an O tag course.
- ART 344 PERSPECTIVES IN ART THERAPY 4 CR**  
**Gen Ed Experience Tags: QU**

This course provides an exploration of the context and contributions of art therapists, primarily in the United States, from the turn of the 20th Century to the present. This course explores the modern history and contemporary practice of art therapy as well as the parallels between feminist theory and influences of feminism upon the profession. Fieldwork and site visits are required in this course. Students must be able to pass a background check to enroll in this course. \$30 course fee. Prerequisites: ART 240, PSY 101.

**ART 345                    APPL ART THERPY IN MULTICULT CONTXT                    4 CR**

**Gen Ed Experience Tags: DQ**

This advanced course for art therapy majors applies art therapy theory and methods in field experiences with diverse groups in the Madison area. This course cultivates an understanding of the intersection of power with class, race, culture, ethnicity, gender, and age in the delivery of art therapy-related services and programs. Considerations for learning, physical, psychological/ emotional and cognitive disabilities, and lifespan development issues also are included. Students are guided in exploration of their own ethnic and cultural identities and biases and the development of multicultural awareness through lecture, reading, discussion, art reflection and hands-on field experiences. \$35 course fee. (Prerequisite: ART 240 GU, 342 K, and permission of the instructor). (F)

**ART 346                    SELECTED TOPICS IN ART THERAPY                    3 CR**

Concentrated study in selected themes, perspectives and approaches in the current development or historical influences in art therapy. Topics will vary. This course may include a practicum, field experience, or travel. Specific courses may meet some general education requirements. Course may be repeated for credit; course fees will vary. Prerequisites ART 240 and permission of instructor.

**ART 346A                    TPC: MULTICULT COMM HLTH & ART THER                    3 CR**

**Gen Ed Experience Tags: 2D**

The arts in healthcare has become an increasingly important component of hospital programming over the past decade. This course explores the integration of art therapy into community health settings within a multicultural context. Art therapy students at Edgewood College and public health students at New Mexico State University will engage in collaborative, interdisciplinary study of the intersections of public health; multicultural practices, norms, and challenges; and the use of art to promote and enhance the well-being of African American, Latino American, and Native American communities. Students from both programs will engage in online discussion and assignments. Edgewood students will travel to New Mexico during Spring Break, to join NMSU students in several field experiences including a border health community center and Native American pueblo. Pre-requisites: COR 1; ART 240 Intro to Art Therapy or permission from instructor.

**ART 346B                    TPC: SUSTAIN HLTH ACROSS LIFESPAN                    3 CR**

**Gen Ed Experience Tags: 2**

At a time when "high tech" simulation labs define the quality of a student's educational experience, there is a simultaneous need to educate future professionals on the "art" of human interaction and caring. As the population of older adults continues to grow, students are challenged to appreciate the unique needs of this aggregate group. Stigma, combined with the lack of meaningful interactions, contributes to decreased student interest in career development within this population. Simultaneously, geriatric research clearly articulates several important components of successful aging; active engagement, positive relationships with others, personal growth and altruism are but a few. For educators, the challenge lies in creating mutually beneficial learning opportunities for these two disparate groups of individuals.

This course combines theory and experiential/interactional activities to create mutually beneficial learning experiences. This course will bring together art therapy and nursing students to increase student awareness of aging issues. In addition, students will participate with older adults living at Oakwood Village to create mutually beneficial learning communities.

**ART 352                    MEX & MEX-AMER ART MSC & CLTR                    4 CR**

**Gen Ed Experience Tags: 2DG**

This course offers students the opportunity to learn about the role that music and art have played in the development and expressions of Mexican and Mexican-American identity, and ways that the experience of immigration changes one's relationship to one's culture of origin and sense of identity. Through readings and discussion, students explore ways in which individual and collective cultural identity have been both reflected in and influenced by art and music in Mexico and in Mexican immigrant communities in the United States. During Spring Break the class will travel to Mexico in order to gain understanding of historic and contemporary art, music and culture in Mexico. Cross-listed with MUS 352. Prerequisites: COR 1 or equivalent, open to second and third year students or sophomore and above transfers.

**ART 354 CONTEMPORARY ART**

**4 CR**

**Gen Ed Experience Tags: AX**

This course examines trends in art of the last decades of the 20th and the early years of the 21st, with a focus on art of the United States. Emphasizing the cultural diversity of this country, we will explore historical, critical, and theoretical issues that inform the work of contemporary US artists. So that students can experience multiple ways of engaging with contemporary art, we will read about and discuss issues in contemporary art, contemporary theory and criticism, and current art world events; visit museums and galleries; and meet with working artists. Particular course-related activities may be determined based on interests of students in the class. Along with reading scholarly texts about contemporary art, contemporary critical theory, and various writings by contemporary artists, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper. Class discussion will include peer review of written work and will emphasize the development of thoughtful and critical approaches to the study of art of recent decades so that the knowledge gained here can be applied to consideration of art and artists not studied in this course. Prerequisite: ENG 110 or W cornerstone.

**ART 360 DIGITAL FINE ART**

**3 CR**

An exploration of the computer as a fine art tool for the production of limited edition prints. Contemporary digital artists and trends will be covered. Extra \$50.00 Course Fee. (Prerequisites: ART 350 or consent of the instructor) (S)

**ART 362 NATIVE AMERICAN ART**

**4 CR**

**Gen Ed Experience Tags: ADX**

This course provides an introduction to North American Indian art and to the broader questions underlying its study. Beginning with the question "What is Native American art?" we will explore ways that Indians and non-Indians in the past have viewed Native American art, and how this art is seen today. As we look at art from various regions of what is now the United States, we will look at pre-contact Native American art, the changes that came about with the arrival of Europeans to this continent, and post-contact Native American art, with particular consideration of the impacts on this art of encounters between Indian and non-Indian peoples. Finally, we will examine 20th and 21st century Native American art and the issues raised by the intersections of Indian and non-Indian arts and cultures that have taken place since the turn of the 20th century. Throughout this course we will address issues of art historical approach and method raised by the study of encounters among diverse peoples in North America, and the dynamics of continuity and change in American Indian art. We will give particular attention to indigenous perspectives on Native art as we study the writings of Native American scholars, artists, and those whose lived experiences provide a basis for their insight and knowledge. Students in this writing-enriched course will be expected to write informal responses to issues raised in this class, reflections on course readings, films, and works of art considered in class, and a substantive formal research paper. Prerequisites: ENG 110 or W cornerstone. (Cross-listed with ETHS 362 ADX.)

**ART 364 SELECTED TOPICS IN ART HISTORY**

**4 CR**

Themes in art, critical and theoretical perspectives, and/or particular art historical traditions or periods. May be repeated for credit; course topics will vary.

**ART 366 ECO-DESIGN FOR EVERYONE 4 CR**

***Gen Ed Experience Tags: 2AE***

This course examines sustainable design practice and theory from a critical and practical vantage point. Sustainable design has been championed by politicians as a solution for renewing America. At the core of this discussion is sustainable architecture and the implementation of design strategies which in turn limit energy consumption. Students will engage with Madison area designers and architects, in part, via the Madison Museum of Contemporary Art "Design MMOCA" exhibition.

**ART 378 EXTENDED STUDIO 1 CR**

Extended studio may be used in combination with any studio class. The student is responsible for an additional two hours per week of original work beyond that required for the studio class. May be used more than once in a semester. (Prerequisite: consent of instructor) (F/S)

**ART 392 COMMUNITY ART PRACTICUM 3 CR**

Participation in service learning projects utilizing art in community placements four hours per week. Class meets weekly for two hours for reflection on field experiences and discussions on service learning and community art. Extra \$30.00 course fee. (F/S)

**ART 392 COMMUNITY ART PRACTICUM 3 CR**

***Gen Ed Experience Tags: 2E***

This course explores how studio artists, art therapists, art historians, and art educators join with community partners to create art programs that strengthen and nurture communities. Particular emphasis is placed upon the role of art and artists as they participate in and act upon the community as leaders from an environmental perspective. Students will be challenged to critically examine their understandings of community from an ecosystems perspective as well as how they form, attend to, and act as stewards in their relationship with the natural world as artists. Students will work individually or in pairs to develop and implement a community-based art project which integrates community art goals with the principles of an environmental studies approach. As a class, students will prepare and sponsor an on-campus art workshop for a selected community partner. Students will also explore course topics and objectives selected to provide an understanding of the social, economic, political, geographic, and other factors that influence access to and shape community beliefs, practices and values in art programming. Prerequisites: Cor 1 and a major/minor in the Art department, or permission.

**ART 405 EXPLORING PAINTING MEDIA 3 CR**

This course contains advanced painting with an emphasis on figurative painting; thematic painting; and exploration of painting media such as fresco, encaustic, egg tempera, casein and alkyds. Extra \$30.00 Course Fee. (Prerequisite: ART 305 or consent of instructor) (F/W)

**ART 408 ADVANCED ETCHING 3 CR**

Advanced intaglio techniques: color printing; contemporary methods. Extra \$50.00 course fee. (Prerequisite: ART 308 or consent of instructor) (S)

**ART 410 FIGURE AND LANDSCAPE PAINTING 3 CR**

Advanced painting with an emphasis on figurative, series and plein air painting. Students should expect to purchase approximately \$100-150 of painting supplies. The Art Department will provide French easels for plein air painting. Extra \$30.00 Course Fee. Prerequisites: Art 205 or consent of the instructor. (F)

**ART 450 DESIGN CONCEPT DEVELOPMENT 3 CR**

A continuation of ART 310, focused on graphic design concept and strategy development. Extra \$50.00 course fee. (Prerequisite: ART 310 and 220) (S)

**ART 455 TOPICS IN GRAPHIC DESIGN 3 CR**



**ART 480**                    **PORTFOLIO DEVELOPMENT**                    **3 CR**  
Students work to develop professional graphic design portfolios through career-tailored projects as well as peer and instructor feedback. Extra \$50.00 course fee. (Prerequisite: ART 450)

**ART 490**                    **ART INTERNSHIP**                    **1-4 CR**  
Work experience related to the major. (Prerequisite: junior or senior status in the major; consent of instructor) (F/S)

**ART 491**                    **GRAPHIC DESIGN INTERNSHIP**                    **1-4 CR**  
Student completes professional graphic design as an intern. Internship may be paid or unpaid. 1 credit for every 5 hours worked during the course of a semester. Prerequisite: ART 310 or consent of the instructor.

**ART 492**                    **ART THERAPY INTERNSHIP**                    **4 CR**  
***Gen Ed Experience Tags: 3X***  
This senior, capstone course for the Art Therapy major integrates knowledge, skills and experiences from prior coursework and practicums with the particular needs of the student's chosen community partner setting. Through extended, hands-on application of art therapy theory, media, and methods, individual mentoring, and participation in the weekly seminar, students will develop increased understanding of the role of art therapy, art therapists, and themselves as art therapy students, in building a more just and compassionate world. Placements are tailored to each student's individual interests, skills and goals. Students are required to work 10 hours a week for 15 weeks at an approved site, arranged by student and the art therapy professor prior to the beginning of the semester. Students also attend a weekly two-hour class with required reading, research and oral and written assignments related to their internship and the profession of art therapy. Extra \$35.00 Course Fee. Prerequisites: ART 240G, 342 K, 344 QU, 345D, and COR2.

**ART 495 3**                    **GRAPHIC DESIGN INTERNSHIP SEMINAR**                    **4 CR**  
***Gen Ed Experience Tags: 3X***  
This course is an internship in the graphic design industry for 10 hours per week. The seminar component addresses specific issues including ethics and copyright law, responsibility to client, public and industry, overview of professional organizations and specializations, and the importance of giving back to the community, as well as the technical skills required in order to be successful professionals. Students will also develop action plans on personal growth, professional development and networking opportunities levels based on the following questions: Who am I and who can I become? What are the needs and opportunities of the world? What is my role in building a more just and compassionate world? Extra \$30.00 Course Fee. Prerequisites: ART 310, COR 2 or its equivalent, and Junior standing.

**BIO 101**                    **BIOTECH, BIOETHICS AND YOU**                    **3 CR**  
***Gen Ed Experience Tags: 1V***  
This course explores the science behind "new" biological advances, their potential, and their limitations. It challenges students to explore and to critically reflect upon their personal values, beliefs, spiritualities and worldviews in the context of decision making. It utilizes an inquiry-based approach to investigate modern biological advances, relevant human issues, and the importance of informed analysis in decision making. This course is for first-semester freshmen or freshmen transfer students. (F)

**BIO 151**                    **GEN BIOLOGY: CELL BIOLOGY & ECOLOGY**                    **4 CR**  
***Gen Ed Experience Tags: ESU***



This course is the first semester of a two-semester sequence exploring basic biological concepts organized around the unifying themes of energy flow in ecology and cell biology. Information flow is addressed in the second course of the sequence BIO 182. We highly recommend that students that complete this course take the second semester (BIO 182), although they may complete BIO 152 to complete a biology sequence.

BIO 181 is an honors course and as such requires a high level of active involvement, critical thinking, and writing. As an honors course, BIO 181 will incorporate discussions and active-learning experiences into traditionally lectures. These discussions will build on readings within and outside the text. The goals of discussions are to critically assess the course material, generate questions, consider scientific approaches, and explore relationships between scientific tenets and the technology of modern life. A formal paper and two field trips are included to expand students' direct experiences with cell biology and ecology. Prerequisites: placement into ENG 110, MATH 101, MATH 114A or higher; completion of MATH 101, MATH 114A or equivalent is recommended.

**BIO 182 INFO FLOW IN LIVING SYSTEMS-HONORS 4 CR**

**Gen Ed Experience Tags: S**

This course explores the development, concepts, and application of our current understanding of genetics and evolution. The course begins with a study of transmission genetics, followed by molecular biology, evolution, and a brief introduction to the diversity of life on Earth. Lecture, discussions, and laboratory experiences are tightly linked; each component of the course includes exploration of the history of biological thought. In addition, students are expected to develop 'habits of mind' foundational to the study of biology. Prerequisites: placement in ENG 110; completion of the M requirement at a grade of CD or higher.

**BIO 201 BIOTECHNOLOGY 2 CR**

This course will discuss the tools and techniques of modern biotechnology, the application of biotechnology to medicine, agriculture and the environment, and the ethical, legal and social issues associated with these applications. (S)

**BIO 206 NATURAL COMMUNITIES OF WISCONSIN 3 CR**

**Gen Ed Experience Tags: EV**

This course is an exploration of the natural communities of Wisconsin, including wetlands, lakes and streams, prairies, and forests. Field trips and labs focus on the identification of local plants and animals, the historical and current distribution of natural communities in Wisconsin, the science behind our current understanding of the various factors that draw species together, and our efforts to preserve our natural heritage. Cross-listed with ENV 206. (F/SS)

**BIO 208 NUTRITION 2 CR**

Nutrients and their relationship to normal body function. Course Objective: To become knowledgeable consumers of nutrition information by being aware of the rapidly changing nature of nutritional science, and how you can responsibly evaluate and apply such information to your life. To be achieved by planning a nutritious diet, using the acquired basic understanding of good nutrition; discussing the major nutrition issues regarding the U.S. diet; listing the necessary changes in his/her diet to provide optimal nutrition; describing how nutrients are used in the body. (F/S)

**BIO 210 ANATOMY & PHYSIOLOGY I 4 CR**

This course is the study of structure and function of the cells, tissues, skin, skeletal, muscular, and nervous systems of the human body. It has three lectures and one two-hour lab per week. (F/S)

**BIO 211 ANATOMY AND PHYSIOLOGY II 4 CR**

This course is the study of structure and function of the endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive systems of the human body. It has three lectures and one two-hour lab per week. (Prerequisite: successful completion (CD or higher) of BIO 210; or consent of instructor) (F/S)

**BIO 220 INTRO HUMAN BIOMECHANICS 3 CR**

**Gen Ed Experience Tags: V**

Biomechanics is a field which uses mechanical analyses to investigate biological problems. Biomechanics involves combining what we know about the anatomy and physiology of the body, and physics to investigate problems. It is an increasingly popular field of study, as it has applications in health, prosthetic design, ergonomics, athletics, and computer gaming. Students who complete this course will study the methods that are currently used in investigating human biomechanical problems. Topics covered will include: mechanical and structural properties of living tissues, loads applied to joints, common sports injuries and treatments, linear and angular kinematics, linear and angular kinetics, equilibrium and torque. Prerequisites: MATH 111 or 112 or equivalent. Course cross-listed with PHYS 220.

**BIO 250 ENVIRONMENTAL BIOLOGY 3 CR**

**Gen Ed Experience Tags: EV**

This course is an introduction to ecological ideas and principles, with emphasis on their application to human concerns. Lecture/discussion format. Cross-listed with ENVS 250 (F/S)

**BIO 251 INTRODUCTION TO BIOLOGY RESEARCH I 3 CR**

**Gen Ed Experience Tags: IX**

This course is the first semester of a two-semester introduction to the scientific process that provides a framework for undergraduate research. Discussions of scientific ethics, experimental design, research methods, data analysis, presentation, and current biological literature complement the design and execution of independent research projects. Prerequisites: BIO 151 and BIO 152 or concurrent enrollment; ENG 110 or W cornerstone.

**BIO 252 INTRODUCTION TO BIOLOGY RESEARCH II 1-2 CR**

This course is an optional second semester of our introduction to the scientific process, which provides a continuing framework for undergraduate research. It includes discussions of scientific ethics, experimental design, biostatistics, written and oral presentation, and the current biological literature for students currently doing independent research. (Prerequisites: successful completion (CD or higher) of BIO 251; concurrent enrollment in BIO 489) (F/W/S/SS)

**BIO 275 DENDROLOGY 2 CR**

A field course in the identification of the wild and cultivated woody plants growing in the Great Lakes region. Emphasis is on observation of plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. There is one three-hour laboratory per week. Cross-listed with ENVS 275 (F)

**BIO 292 BIOLOGY EXCURSIONS 1-3 CR**

The Natural Science Departments recognize that science learning experiences occur in the classroom, in the laboratory, and in the field. In this experience-based course, students discover and experience facts, concepts, and laws of science for themselves, much as scientists do in their professional lives. Experiences that extend from the classroom into the field allow students to explore, observe, and investigate things in the natural world that cannot be effectively brought into the classroom learning environment. Travel is an essential part of the class and locations will be chosen for their scientific and/or environmental significance. Classroom sessions will precede the travel portion of the course. Specific prerequisites of the course will vary based on the requirements of the specific travel experience. Potentially offered each semester. Cross-listed with NATS 292 and GEOS 292 (S)

**BIO 312 MICROBIOLOGY 4 CR**

**Gen Ed Experience Tags: S**

This course is the study of morphology, physiology, and activities of micro-organisms. There is three lectures and one two-hour lab per week. (Prerequisites: successful completion (CD or higher) of CHEM 111 or CHEM 121 or BIO 155 or the consent of the instructor.) (F/S)

**BIO 333 ECOLOGICAL HISTORY OF CIVILIZATION 3 CR**

**Gen Ed Experience Tags: E**





This course is a forum in which our advanced students use a scientific talk on undergraduate research to display their expertise in biology, demonstrate their understanding of the scientific process and its application, and articulate a personal philosophy regarding their role in the scientific community. The course models the value of scientific communication. All members of the course also take an active role in the discourse that is a critical part of the scientific community through evaluation and discussion of the work of peers. Prerequisites: BIO 251, COR 2, O tag, Junior status, or consent of the instructor.

**BIO 489                      FIELD/LABORATORY RESEARCH                      1-3 CR**

Opportunities are available for students to engage in biological research through collaborative student-faculty projects or projects done in collaboration with researchers from various local and state agencies. This course may be repeated. (Prerequisite: consent of instructor)

**BUS 120                      INTRODUCTION TO BUSINESS                      2 CR**

Conducting business embraces many disciplines. This course will explore several areas such as marketing, management, and entrepreneurship and how they all work together when engaging in socially responsible commerce. Anyone interested in how business activities are carried out should take this course. (F)

**BUS 150                      IT'S YOUR BUSINESS!                      4 CR**

**Gen Ed Experience Tags: 1**

Leadership is action, not a position. Be better prepared for ethical leadership by applying concepts of business, economics, organizational behavior, and entrepreneurship to your life plan. Using the framework of business principles, paint a picture of yourself and the organizations of which you are a part. Business concepts such as management and marketing have exciting universal insights that can be employed to uncover your own vision, mission statement, core values, and distinctive advantage. Skills in planning organizing, leadership building teams, communication, motivation, branding, and differentiation are both personally and professionally valuable. Know your value, define your place, and be prepared to change the world.

**BUS 220                      TOPICS IN BUSINESS                      2 CR**

Current business practice can be applied to many industries, both profit and nonprofit. This course will explore the concepts and principles of enterprise and how they can be applied to the administration of business activity. Topics will vary with the changing times.(F)

**BUS 280                      FINANCIAL ACCOUNTING                      3 CR**

This course explores the role of financial accounting in measuring and communicating business activities to external users. Information is measured through the application of the double entry system of accounting to financial transactions which impacts a company's resources and claims to those resources. Fundamental principles of financial accounting are explored as they relate to accounting systems, internal control, asset, liability and equity accounts. The impact of these transactions on the financial statements, the primary means of communication of information to external users is explored, as well as the preparation and interpretation of these financial statements. The course also includes an introduction to the time value of money concepts and to the Intuit QuickBooks small business accounting software. (Prerequisite: MATH 121) (F/S)

**BUS 281                      MANAGERIAL ACCOUNTING                      3 CR**

This course defines the role of management accounting in producing information that is relevant in a fast-paced, competitive environment for internal decision makers within business organizations. Alternative methods for the computation of costs for products and services will be explored including job order costing, process costing, activity0based costing and standard costing. The behavior of costs will be analyzed using cost-volume-profit analysis. Cost information will then be utilized for budgetary planning and controlling, capital investment decisions, pricing, variance analysis and decision making activities in organizations. This course also completes the financial topics of BUS 501 through an in depth analysis of the form and content of the cash flow statement and comprehensive review of the financial statements. (Prerequisites: BUS 280, MATH 122 ) (F/S)

- BUS 301**                    **MARKETING PRINCIPLES**                    **3 CR**  
This is an introductory course to survey the principles of marketing. Concepts relating to product, price, promotion, and distribution as well as of the sources of marketing information will be studied. (Prerequisites: ENG 110, completion of 40 credits) (F/S)
- BUS 302**                    **MANAGEMENT OF HUMAN PERFORMANCE**                    **3 CR**  
This course examines human behavior in work organizations, as well as effective means to manage that behavior in a way that contributes to both organizational effective and human satisfaction. Topics include team development, communication, leadership, motivation, problem solving, and ethical decision making. (Prerequisites: ENG 110, COMMS 100 and completion of 40 credits) (F/S)
- BUS 303**                    **CORPORATE FINANCE**                    **3 CR**  
This course is an introduction to the financial management of firms and investments. Topics include: Forms of business, taxes, cash flows, financial analysis of firms, the financial system, business planning, Corporate Governance, interest-rate theory, time-value-of-money, valuation & characteristics of financial securities, and financial risk & return. (Prerequisites: BUS 280, 281; MATH 121, 122; ENG 110; ECON 255; CS 150; completion of 40 credits.) (F/S)
- BUS 304**                    **BUSINESS LAW I**                    **3 CR**  
**Gen Ed Experience Tags: U**  
This course introduces students to the court system, the legal process, contract formulation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provide students with (1) an understanding of how the law affects business operations, (2) an understanding of the principle of "stare devises" and the ability to apply the rule of precedent to case studies, (3) skills to use current technology in completing a legal research project involving a current ethical issue, and (4) a thorough understanding of basic contract law principles. (Prerequisites: ENG 110, completion of 40 ceditis.) (F/S)
- BUS 305**                    **OPERATIONS MANAGEMENT**                    **3 CR**  
Operations in an industrial or service enterprise must work as a system to be efficient and competitive. Students will learn how operations management topics such as inventory management topics, project management, forecasting, capacity planning, scheduling, facility design and quality are interrelated. Quantitative methods are taught as the basis for decision making and process improvement. Spreadsheet analysis and process simulation are integral components of the course.(Prerequisites: MATH 121, 122; CS 150; ENG 110; completion of 40 credits.) (F/S)
- BUS 306**                    **PROFESSIONAL COMMUNICATIONS**                    **3 CR**  
This course focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes communicate more effectively in teams, master listening and non-verbal communication and be able to communicate inter-culturally. (Prerequisites: COMMS 100, ENG 110, BUS 301, 302, completion of 40 credit hours) (F/S)
- BUS 306**                    **BUSINESS COMMUNICATIONS**                    **4 CR**  
**Gen Ed Experience Tags: KX**  
This course focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes communicate more effectively in teams, master listening and non-verbal communication and be able to communicate inter-culturally. (Prerequisites: ENG 110 or W cornerstone; completion of the O tag or concurrent enrollment in an O tag course; BUS 301, 302; completion of 40 credits) (F/S)

**BUS 307**                    **VOL INCOME TAX ASSISTANCE I**                    **1 CR**  
The first of a two-semester, academic and experiential series, BUS 307 introduces students to different types of tax systems while presenting diverse perspectives on what makes up a fair and just tax system. This course will explore how culture plays a role in the development of tax systems both in the US and internationally. We will also discuss how government uses taxes to influence behavior and promote social goals. During this 8 week session, you will also complete the Department of Revenue certification required to volunteer at the IRS sponsored Volunteer Income Tax Assistance (VITA) sites during the spring semester. VITA provides free tax service to clients in need, generally low-income, handicapped and/or the elderly. Prerequisites: COR 1 or equivalent open to second and third year students or sophomore and above transfers. (F)

**BUS 308**                    **VOL INCOME TAX ASSISTANCE II**                    **2 CR**  
**Gen Ed Experience Tags: 2**  
Course includes participation in IRS sponsored Volunteer Income Tax Assistance (VITA) Program giving students an opportunity to provide free tax service to clients in need, generally low-income, handicapped and/or the elderly. The course will challenge the student to develop a philosophy on what constitutes a just and compassionate tax system and to understand what the social goals are for a tax system. 50 volunteer hours through VITA is required spring semester for 2 credits; 100 volunteer hours through VITA is required for 3 credits. (Prerequisite: BUS 307)(S)

**BUS 340**                    **MANAGEMENT OF ORGANIZATIONS**                    **3 CR**  
Designed to give the student a thorough understanding of how organizations, as social and goal-directed entities, perform in a dynamic environment. In addition, special emphasis is placed on the role of management in successfully managing organizations to meet a variety of stakeholder goals. Topics include organizational culture, diversity, organizational conflict, organizational politics, and organizational change. (Prerequisites: BUS 302, 305; MATH 121, 122; ENG 110; COMMS 100) (F)

**BUS 350**                    **PRINCIPLES OF INSURANCE**                    **3 CR**  
Risks (personal and business) that are insurable are discussed to lay the basis for principles of insurance. The fundamental insurance process is covered, including insurance contracts and entities assuming risk. Specific types of insurance are discussed, including property and liability (automotive, homeowners, renters, business and workers compensation), life insurance, annuities, estate planning, health and governmental insurance. Course is offered pass/fail. (Prerequisite: completion of 40 credits) (Cross-listed with BUS 771) (F)

**BUS 380**                    **INTERMEDIATE ACCOUNTING I**                    **3 CR**  
This course is an in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include the accounting conceptual framework, the accounting information system, advanced financial statement preparation (balance sheet, income statement, and statement of cash flows), time value of money concepts, accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. International accounting convergence issues are covered for main topics. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses is required. (Pre-requisites: BUS 281, MATH 121, 122, ENG 110, CS 150, or consent of instructor) (F/S)

**BUS 381**                    **INTERMEDIATE ACCOUNTING II**                    **3 CR**  
A continuation of Intermediate Accounting I. Topics covered include accounting for current and non-current liabilities, contingencies and equity accounts; accounting for leases, investments, income taxes and pensions; dilutive securities and earnings per share; accounting changes, disclosure in financial reporting and revenue recognition. International accounting convergence issues are covered for main topics. Application of topics through written case analysis is required. (Prerequisites: BUS 380, MATH 121, 122, ENG 110, CS 150, or consent of instructor) (S)

**BUS 385**                    **COST ACCOUNTING**                    **3 CR**

The fundamentals of cost accounting, covering job order, process and activity based costing. It emphasizes current practices in cost control through reports to management. (Prerequisites: BUS 281) (F)

**BUS 411 Intermediate Corporate Finance 3 CR**  
This course is a continuation of BUS 303 Corporate Finance. Topics include: Capital Budgeting, Long-Term Financing, Working Capital Management, Corporate Restructuring, and International Finance. (Prerequisites: BUS 303; MATH 121, 122; ENG 110; ECON 255, 256; CS 150) (S)

**BUS 412 INVESTMENTS 3 CR**  
Stocks, bonds, derivatives, portfolio theory and other aspects of investment theory are explored. (Prerequisites: BUS 303; MATH 121, 122; ENG 110; ECON 255, 256; CS 150) (S)

**BUS 414 MONEY, BANKING, MARKETS 3 CR**  
This course covers the evolution of money, the development of banking institutions, the theory and implementation of monetary policy, and recent developments in international monetary affairs. A final section focuses on international banking, the Eurocurrency market and the international monetary system. (Prerequisite: ECON 255F4 recommended) May be cross-listed with ECON 460 and/or BUS 772. (F alternate years)

**BUS 430 HUMAN RESOURCE MANAGEMENT 3 CR**  
Increasingly, companies are shifting human resource management responsibilities to supervisors and managers. This course focuses on the manager's role in human resource planning, job analysis and design, recruitment and selection, performance management, examines within a larger context of the organization's strategic direction and legal environment. (Prerequisites: BUS 302 and BUS 306 or concurrent registration.) (S)

**BUS 431 MARKETING STRATEGY 3 CR**  
This course focuses on strategic marketing decisions using case studies and covering current topics in marketing management. (Prerequisites: BUS 301, ENG 110) (F)

**BUS 432 CONSUMER BEHAVIOR 3 CR**  
Analysis of how consumers process information, form attitudes, and make decisions, and how consumer behavior is affected by cultural factors and interpersonal influences. (Prerequisites: BUS 301, ENG 110) (S)

**BUS 433 ADVERTISING AND PROMOTION STRATEGY 3 CR**  
This course covers the elements of the promotional mix, including the communication process, creative advertising strategies, media and planning strategies, direct marketing and interactive media, sales promotion strategies, the role of personal selling in sales promotions, measuring advertising and promotional effectiveness, and social, ethical and regulatory issues in advertising and promotion strategy. (Prerequisites: BUS 301, ENG 110, completion of 40 credits.) (S)

**BUS 434 MARKET RESEARCH 3 CR**  
This course includes qualitative and quantitative research methods, with an emphasis on quantitative survey-based research applications. (Prerequisites: BUS 301, MATH 121, 122, ENG 110)(F)

**BUS 435 PROFESSIONAL SELLING AND SALES MGMT 3 CR**  
The steps of the relationship selling process, including the creation of effective sales presentations, analysis and use of state-of-the-art sales methods and negotiating techniques, use of technology in prospecting and selling, exploring careers in professional selling, ethical issues in sales, as well as effective hiring, training, and managing of salespeople. (Prerequisites: BUS 301, ENG 110) (F)

**BUS 440 IMPROVING ORGANIZATIONAL EFFECTIVENESS 3 CR**

To be competitive in a global economy, organizations need a process for continuous improvement and effective planning. This course is designed to give the undergraduate student an understanding of process for continuous improvement and as an opportunity to apply human and organization knowledge to real-life business improvement problems. Topics include: strategies for continuous improvement; leadership and organization for continuous improvement; application of statistical methods; small group involvement and problem-solving; and customer and supplier involvement. (Prerequisites: BUS 302, 305; MATH 121, 122; ENG 110; COMMS 100) (S)

**BUS 445                      EXPLORING ENTREPRENEURSHIP                      3 CR**

Sustainable business development relies heavily on creating an entrepreneurial environment. Students will explore concepts of business development, opportunity analysis, marketing, management, economic advancement, distributive justice, and their understanding of political frameworks and physical environments to create a strategic plan for sustainable urban and rural development. (Prerequisites: BUS 302) (F)

**BUS 455                      ORG SUSTAINABILITY AND INNOVATION                      3 CR**

This course explores the fundamental concepts of and relationship between organizational sustainability and innovation. Sustainability for businesses has evolved from a largely environmental perspective (think "green") to a consideration of the full range of ecological, social, and economic impacts of the organization and the opportunities this presents. John Ehrenfeld defines sustainability as "the possibility that humans and other life will flourish on Earth forever." We will discuss how such a definition based in an abundance model can help organizations leverage sustainability strategies to drive innovation for competitive advantage. Key topics will include: basic sustainability principles and terms, the business case for sustainability, sustainability frameworks, alternative business models, organizational sustainability strategies, and ecological accounting. Prerequisite: Junior standing. (F/S)

**BUS 462                      PRINCIPLES OF LEADERSHIP                      3 CR**

This course will prepare students for leadership roles in their professional and personal lives. While the course cannot teach students to become leaders, it will provide a theoretical and practical foundation that students can use to develop and improve their leadership abilities necessary to be effective in a variety of settings. Students will also have the opportunity for personal development through self-assessment exercises and practical experiences. Topics include leadership theories, power and influence, change, diversity, innovation, conflict and negotiation. Prerequisites: BUS 302 and 340. (F)

**BUS 465                      SOCIAL RESPONSIBILITY IN BUSINESS                      3 CR**

**Gen Ed Experience Tags: 3U**

This COR 3 interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations and an ethical society. First, students examine "Who am I" by writing weekly journal entries about ethical dilemmas experienced at work and compose a purpose of life essay associated with your professional goals. Second, students develop a better understanding of "the needs and opportunities of the world" through a service-learning project that improves social well-being. Third, explore their "role in building a just and compassionate world" by learning how to create and manage an ethical organization and enhance their ethical decision-making skills. Prerequisites: COR 2 course, senior standing.

**BUS 475                      BUSINESS INTERNSHIP                      3-4 CR**

It provides an opportunity for the business student to intern in a professional business organization and to develop an understanding of the practice of business. The practicum will be supervised by the Business Internship Director working with a mentoring member of the organization interning the student. The student, the BID, and the interning organization's mentor will develop a printed contract with stated learning objectives, means of performance evaluation, and expected time commitments. The student is expected to successfully complete all required expectations of the business organization as well as the expectations of the BID. (Prerequisites: Senior standing as a business major, BUS 306 and consent of academic advisor.) (F/S/SS)

**BUS 476                      PROFESSIONAL ACCOUNTING INTERNSHIP                      4-9 CR**











Situates the prison and the correctional system within the processes of the American and comparative criminal justice structures, exploring the historical development of the prison and imprisonment within changing legal, political, and religious definitions of crime and punishment. Questions regarding political legitimacy, coercive power, and the processes of socialization and adaptation within the prison and the wider correctional system are explored, as well as the administrative relationships between the correctional system and other political and socio-economic structures. The course includes field trips to correctional institutions. Offered in alternate years. (F)

**CJ 340 THEORIES OF DEVIANCE 4 CR**

A theoretical study of criminal and deviant behavior in society, since the 18th century in Europe to present day. Various schools of thought, from the Classical School, Positivist School, and the Chicago School will be examined. Deviance will be viewed from sociological, biological, and psychological perspectives. Cross-listed with SOC 340. (Prerequisite: CJ 232J) (F)

**CJ 342 CAPITAL PUNISHMENT 4 CR**

A historical study of capital punishment in the United States from the 1600s to the present. A close examination on the five methods of execution. An overview of wrongful deaths and high profile capital cases. Revisit issues on: Execution of youth for heinous crimes; submission of DNA evidence in capital cases; and the U.S. Constitution's VIII Amendment as it relates to what constitutes "Cruel and Unusual Punishment." A critical analysis of arguments in favor of and in opposition to capital punishment.

**CJ 343 VIOLENCE AND VICTIMIZATION 4 CR**

**Gen Ed Experience Tags: Q**

This course is a criminological overview of current patterns of violence and victimization in the United States and abroad. It is also an introduction to the sub-discipline of victimology, and covers several theories of victimization. Further, the social and psychological impacts of victimization on crime victims are discussed. Specific topics covered include rape, child victimization, and partner violence. Further, possible solutions to maladaptive victim responses and methods to increase victim empowerment through criminal justice system services are covered. Prerequisite: CJ 232.

**CJ 355 INTRODUCTION TO CRIMINAL LAW 4 CR**

Criminal law to obtain a basic understanding of the criminal process and its underlying purposes and legal principles, and the fundamentals of legal analysis. The course will include the study of several areas of current concern in criminal justice. (S of alternate years)

**COMMS100 Introduction to Communication 3 CR**

**Gen Ed Experience Tags: O**

This course will introduce students to concepts in interpersonal, organizational, public and mediated communication, and will focus primarily on developing applied communication competencies in the following areas: personal relationships, conflict management, careers, small groups, public presentations, basic media literacy and civic engagement.

**COMMS101 Speech 3 CR**

A fundamentals course that focuses on public speaking with some attention to group presentation. The course emphasizes communication theory and ethical practice as to how to organize an argument for effective persuasion and expression. The goal of the course is to help the students find their own voices in order to better use their public speaking skills. (F/S/SS)

**COMMS201 Communication and Civilization 3 CR**

Provides students with the history of the discipline and the importance of communication in the development of civilization. The class covers the contributions of rhetoric and communications theory from early Greek times to the present, and offers vital insight to past and future contributions of Communication Studies.

**COMMS218A INTERCOLLEGE & ACADEMIC ACTIVITIES 1-2 CR**

(One credit per semester, may be repeated up to a maximum of four credits.) Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

**COMMS218B      Intercollege and Academic Activities      1-2 CR**

One to two credits per semester, may be repeated up to a maximum of four credits.) Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

**COMMS218C      Intercollege and Academic Activities      1 CR**

(One credit per semester, may be repeated up to a maximum of four credits.) Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

**COMMS218D      Intercollege and Academic Activities      1 CR**

(One credit per semester, may be repeated up to a maximum of four credits.) Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

**COMMS219      APPLIED COMMUNICATION      2 CR**

A practicum course providing guided experience in applied communication. (F/W/S)

**COMMS220      PARILAMENTARY PROCEDURE      2 CR**

Introduction to the rules and forms of parliamentary procedure, their rationales, and practical application.

**COMMS225      ADVANCED APPLIED COMMUNICATION      2-3 CR**

A practicum course providing advanced guided experience in applied communication. (F/W/S)

**COMMS228      Television Criticism      3 CR**  
**Gen Ed Experience Tags: A**

A survey class covering the history of broadcast, satellite and cable television with content analysis of program genres and media research on TV effects, including viewing violence, news and political coverage, advertising and effects of TV on children concerning violence and advertising. This class also covers public health issues, including obesity and its links to TV viewing. This class has a strong emphasis on media literacy and how this media industry works.

**COMMS230      Civic Engagement and the Common Good      3 CR**  
**Gen Ed Experience Tags: 2K**

Through classroom work and volunteering for the Boys and Girls Club of Dane County, students will learn the essential role of communication in the organization's internal functioning and in its relation to the larger community. Among other activities, students will develop a significant public message (oral presentation, brochure, or web inclusion) about the agency. The total volunteer commitment will be 15 hours per student. Students will need to be available to spend at least 2 hours per visit during the hours of 9:00am to 5:00pm, weekdays. This time commitment does not include about 20 minutes each way to the Taft St. location. Students will be assigned to assist with a variety of communication-related roles. Prerequisites: completion of the O tag or concurrent enrollment in an O tag course; COR 1 or equivalent, open to second or third year students or sophomore and above transfers.

**COMMS240      Intro to Interpersonal Communication      3 CR**

Helps students develop a strong theoretical base needed to become an expert in communication. By surveying a wide variety of communication concepts, theories, and research concerning communication in interpersonal contexts, students learn to build positive, productive relationships.

**COMMS241      Introduction to Organizational Communications      3 CR**  
**Gen Ed Experience Tags: J**

Explores the communication that originates from and within profit and non-profit organizations. A survey of concepts, theories, and research helps the student to apply communication knowledge to the professional environment and prepare for a successful career.

**COMMS243 Introduction to Media Studies 3 CR**

Explores the structure, history, functions, potentials, and impact of technologically based communication. (F/SS)

**COMMS245 Speech for Teachers 3 CR**

Practical study of oral communications problems and methods especially adapted to the teacher's situation. Emphasis on modes of classroom presentation, counseling, interviewing, and self-evaluation.

**COMMS250 Relational Communication 3 CR**

Theory and practice of relational communication, with emphasis on strategic and ethical uses of communication to build relationships interpersonally, in families, and in groups.

**COMMS260 Writing for the Media 3 CR**

**Gen Ed Experience Tags: X**

This course introduces students to writing in a professional environment and to the forms of writing for the mass media (including news and feature stories for print and broadcast, advertising copy, writing for the Web, and writing for public relations). The class is heavily practice-based, with the majority of the final grade coming from weekly writing assignments and in-class writing workshops. The main course objective is for students to leave the class able to write clearly, concisely, and appropriately for a variety of media settings. (Prerequisites: ENG 110 or W cornerstone).

**COMMS310 Advanced Communication Theory 3 CR**

In depth study of the genesis and development of key issues in contemporary communication theory and research

**COMMS311 Qualitative Communication Research Methods 3 CR**

A qualitative approach for evaluating and criticizing communication from rhetorical, ethical, and aesthetic perspectives. The goal of this course is to help the student become a decisive scholar and intelligent critic of communication research and human expression.

**COMMS312 Argument and Controversy 3 CR**

**Gen Ed Experience Tags: KU**

This study of argumentation and controversy is designed to cultivate concepts and abilities which are practically important to the use of reasoned discourse in public contexts which involve disagreement, doubt, and/or opposition. The course aims at developing competence in the conduct of arguments calling for policy decision both in isolation and within public contexts. It seeks to enhance a student's ability to analyze, criticize, produce, and report arguments. The course also explores functions of argumentation in democratic societies. The study of argumentation focuses on two levels of concepts and abilities: (1) at a macro-level argumentation involves the overall calculations and responsibilities of advocates, e.g., the positions they occupy, the issues they address, the cases they deploy and the burdens of proof they undertake; and (2) at a micro-level the finer structure of argumentation involve study of the kinds of reasons advocates use, evidence and its tests, questions and cross-examination, etc. Prerequisite: completion of the O tag or concurrent enrollment in an O tag course; completion of PHIL 101.

**COMMS313 QUANTITATIVE COMM RESEARCH METHODS 3 CR**

Provides the student with the tools to better comprehend quantitative social science and organizational communication research. The class covers the basics of scientific inquiry, how to collect/analyze data for communication research and teaches students how to use the fundamentals of SPSS statistical analysis software for creating their own communication research projects. Prerequisites: successful completion of an M tag course, or placement into MATH 111B, MATH 231, or higher. (S)

**COMMS314 Persuasion, Promotion and Advertising 3 CR**

Mass communication theory with special attention given to the nature and role of persuasion in the media, and in advertising and promotion. Topics include analysis of public and mass audience, types and development of campaigns, influence of the media, and the ethics of mass communication. (S)

**COMMS316      Mass Media and Communication      3 CR**

Provides comparative and historical analysis of the power of mass communication and the media. Topics include societal, economical, political, legal and ethical impacts of mass communication and the role of the media. Special attention is given to the influence of the mass media on cultural diversity and information distribution.

**COMMS317      Intercultural Communication      3 CR**

**Gen Ed Experience Tags: D**

This course is the study of how individuals perceive and react to cultural rules, and how those perceptions and reactions affect the ways they communicate with one another. The general goals of the class are for students to develop understanding of the role that identity plays in intercultural communication, develop understanding of how cultural rules affect communication, learn how cultures differ from each other and how they come together and coexist, and develop competence in communicating with people of various cultures in the United States and beyond.

**COMMS318      Advanced Organizational Communication      3 CR**

Gives students hands on experience in analyzing and auditing the communication within and disseminating from organizations. Beyond increasing students' research theory-based knowledge of how to best organize and deliver effective communication essential for organizational success, efforts will be made to assess the communication of local organizations.

**COMMS319      MASS COMM CMPGN: COMM 4 PUBLIC GOOD      3 CR**

**Gen Ed Experience Tags: 2**

This course asks students to investigate how communication campaigns can help improve the quality of life for diverse individuals and populations in the Madison community and beyond. Working in teams, students will develop the knowledge, understanding, and skills necessary to plan, design, and carry out a mass communication campaign based on principles of social marketing for a real-world client, a nonprofit organization in the Madison area. The issue addressed in this campaign will depend on the needs of the nonprofit organization, but whatever the issue, students will carefully consider relevant aspects of diversity including culture, gender, socioeconomic status, and more. Prerequisites: background in media communication (possibly from COMMS 243, 260, or graphic design courses) is suggested but not required.

**COMMS320      Group Discussion and Team Leadership      3 CR**

Theory and practice of effective participation in and leadership of groups, committees, and public discussion; application to problem solving, information sharing and team leadership.

**COMMS325      GENDER, CULTURE, AND COMMUNICATION      3 CR**

**Gen Ed Experience Tags: JKQ**

In this course we will examine how gender is communicated within cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationship of the two. We will also look at how feminists' theories illuminate gender issues in communication.

**COMMS329      INTRODUCTION TO RADIO BROADCASTING      3 CR**

**Gen Ed Experience Tags: BK**

This course looks at the impact of radio within American culture and mass media. Students will complete several projects, both in groups and individually, to showcase their knowledge of radio history, genres, news writing, marketing, advertising, and radio production. Students will work on the fundamentals of writing and public speaking for radio. However, these skills are applicable to all areas of public communication. To increase confidence in writing and oral communication, we will work on writing and speaking skills with a focus on specific radio audiences. Students will acquire strategies for organizing, gathering and evaluating information; so, it is both accessible and appealing to an audience. This course concludes with a final project, a 30-minute radio program.

**COMMS330 Introduction to Video Production 3 CR**

Students learn to conceptualize, develop, produce and edit in basic television genre. Students are required to produce at least one short segment with TV content. Prerequisite: Membership in WYOU Community TV and completion of camera recording and editing workshops.

**COMMS332 Advanced Video Production 3 CR**

Complex story production and editing of segments exploring ethical and journalistic issues in depth.

**COMMS334 Documentary Video Production 3 CR**

Basic documentary production styles and issues; how to conceptualize and create journalistically sound documentaries. Students will produce a 30 minute video documentary. (Prerequisites: COMMS 318 and 332) (S)

**COMMS378 Communications Teaching Practicum 2-3 CR**

Gives the student an opportunity to experience the classroom from the other side of the desk. This course additionally serves as a great experience builder to preparing for the role of a graduate teaching assistant in grad school. Duties will include assisting with teaching, grading, and student support. (Prerequisite: student must earn a grade of 'A' in the course in which they will assist) (F/S)

**COMMS381 Teacher Encounter Seminar 1 CR**

Twelve encounters throughout the school year with master teachers, special project directors, school administrators, music directors, union representatives, and guidance representatives.

**COMMS430 Special Topics in Communication Studies 3 CR**

A variable topics seminar that treats specialized areas of communications study, e.g., health communications, communication, communication and the environment, persuasion, and marginalized communities. (S)

**COMMS430A Topics: Health Communication 3 CR**

**COMMS430B TOPICS: AFRO-AMERICAN COMMUNICATION 3 CR**

This course explores African-American language, culture and communication with in-depth and critical interpretations within a social and historical context. (S) Crosslisted with ETHS 430B.

**COMMS430C Topics: Gender Communication Issues at Home, Work, and in Public 3 CR**

Study of differences and similarities in gender communication with regard to the family, the workplace, and public settings. Issues in gender communication will be approached from a variety of scholarly perspectives; the seminar will focus on conversational analysis from a pragmatic perspective. (S)

**COMMS430D Topics: Unspinning Campaign Rhetoric 3 CR**

Characteristic of political campaigns is the "spinning" of factual information. Campaigners employ a variety of techniques including bending "facts," mischaracterizing the words of others, and ignoring or denying crucial evidence to create support for their value and/or policy positions. Guided by previous communication research, students will identify important assertions of fact in the campaigns of state and local candidates in the 2010 elections and seek to verify such assertions by consulting relevant literature and experts. If the candidates' assertions are not supported, the candidates themselves will be asked for clarification. The study will be conducted within the context of general campaign communication and will pursue such questions as "What political realities encourage "spin?" "What is the ethical importance of veracity in political speech?" "What is the role of the media in perpetuating "spin" and/or "fact checking" assertions made in political campaigns?" Cross-listed with HI 404.

**COMMS430E      SOC MEDIA: BRANDS, INFLUENCERS & HM      3 CR**  
**Gen Ed Experience Tags: K**

This course will help students understand how social media has changed the way we do business and explore the influence of social networks and personal connections. Learning will take place both in virtual and face-to-face environments. Students who complete this course will know how to create profiles, appropriately post, tweet, comment, chat and tag. Students will gain confidence in their participation in virtual communities and have hands-on experience with the latest social media platforms, developing the online communication skills that today's employers demand.

**COMMS430F      CIVIC ENGAGE, COMM, & COMMON GOOD      3 CR**  
**Gen Ed Experience Tags: 2K**

While volunteering for the Boys and Girls Club of Dane County, each student will develop an understanding of the values implicit in the agency's program area and its importance to the community. Through classroom work and their volunteer experiences students will learn the essential role of communication in the organization's internal functioning and its relation to the larger community. Among other activities, students will develop a significant public message (oral presentation, brochure, or web inclusion) about the agency. The total volunteer commitment will be 15 hours per student. Students will need to be available to spend at least 2 hours per visit during the hours of 9:00am to 5:00pm, weekdays. This time commitment does not include about 20 min each way to the Taft St. location. Students will be assigned to assist with a variety of communication-related roles.

**COMMS430G      HOW TALK WORKS: PRAGMATICS OF COMM      3 CR**

Topics seminar focused on the strategic design of human communication. Draws on advances in the philosophy of language and in communication theory to illuminate various communication practices, e/g, testifying, gossiping, proposing, accusing, advising, praising, story-telling, etc. (S)

**COMMS440      Topics: Senior Capstone      3 CR**

Senior capstone in communication studies seeks to prepare graduating students for entering a professional environment. This class helps the student to organize his/her portfolio of accomplishments and develop resumes/curriculum vitas, practice communication theory-based interviewing skills, and explore avenues for locating career and graduate study opportunities.

**COMMS450      Communication Internship      3-4 CR**

Required of Communication Studies majors. The Communication Studies Program will make efforts to locate internships for students; however, it cannot guarantee availability. Internship experience should be relevant to the student's area of emphasis and career goals.

**COMMS499      SENIOR PROJECT      1 CR**

**COR 101      UNDRSTDG WI CLTR OF ALC USE & ABUSE      3 CR**  
**Gen Ed Experience Tags: 1**

Alcohol 101 provides an opportunity to: (1) explore personal beliefs and values around alcohol use and (2) understand connections to the unique Wisconsin alcohol culture. Areas of exploration include: study the Wisconsin cultural perspectives on alcohol use; study the biological impacts of alcohol use; reflect on personal, family and community experiences of alcohol use and abuse; and act through making deliberate, conscious personal choices on alcohol use. This course is for first-semester freshmen or freshmen transfers.

**COR 102                    DIVERSE LANDSCAPES IN US CULTURE                    4 CR**

**Gen Ed Experience Tags: 1D**

This course examines from a sociological perspective the ramifications of a multicultural population within a given setting, paying special attention to the complex relationships between landscapes and the diverse communities who inhabit these spaces. Students will examine their relationships to these communities and the relationships within, paying attention to the ways race, class, gender and sexuality shape these settings. Emphasis will be placed on the research method of ethnography, with each student learning how to write an ethnography centered on a specific setting. S/he will take special note of all interactions within the setting.

**COR 103                    UNDRSTND&ADVOC 4 INDIV WITH DISABIL                    3 CR**

**Gen Ed Experience Tags: 1**

This course is designed to enrich students' understanding and appreciation of students with cognitive disabilities (Learning Disability, Down Syndrome, ADHD, Mental Illness, Autism Spectrum, etc.). The course will provide an overview of the thirteen categories of disability with the focus on the disabilities most identified in a college setting. We will explore students' identification and understanding of the disabilities, their perceptions/misperceptions of people with a disability, their beliefs, values and personal feelings regarding the rights of people with disabilities, and their role in building a more just and compassionate world by advocating for people with a disability in their classrooms, dorm and community at large. Prerequisite: This course is for first-semester freshmen or freshmen transfers.

**COR 104                    GENDER AND CARING                    4 CR**

**Gen Ed Experience Tags: 1Q**

Feminist perspectives of caring and care-giving will be explored. The questions, "who am I?" and "who can I become?" will be explored by deconstructing the meaning of "caring", how it has been defined, and by whom (i.e., the influence of culture, race/ethnicity, class). The question "What are the needs and opportunities of the world?" will be discussed by looking at the following: how technology has influenced caring behaviors, and how gender roles are "assigned" to infants and children. Finally, "what is my role in building a more just and compassionate world?" will be answered by looking at how caring and care-giving behaviors (especially in care-giving professions) are practiced in our families, communities, and society. This course is for first-semester freshmen or freshmen transfers.

**COR 105                    HUMOR: ALWAYS A LAUGHING MATTER?                    3 CR**

**Gen Ed Experience Tags: 1K**

We will look at the verbal and nonverbal symbols used in humor from a variety of perspectives. You will have a chance to share the humor you enjoy and speculate on how it reflects your identity. We'll also take a broader societal and historical view of humor. Has our understanding of humor evolved through the history of western civilization? Has it always been just entertainment or has it played a role in interpersonal relations, health, commerce, politics and /or as a reflection of culture? Can we detect ways in which the use of humor might be adapted for the betterment of self and society? This course is for first-semester freshmen only.

**COR 107                    RETHINKING THE BORDER: US IMMIGRATN                    3 CR**

**Gen Ed Experience Tags: 1D**



This course will explore current local issues and how they affect the lives of all of us living in South-central Wisconsin. Possible issues include jobs, schools, politics and kids, as well as new urban living, sustainable agriculture and food policies, the environment and green economy, and civic engagement and public life.

**COR 253                    COMM CHNG THRU REFLECTION & ACTION                    3 CR**

**Gen Ed Experience Tags: 2**

This course allows students to explore community change questions such as how groups work collectively to encourage change, create a collective vision, build relationships, sustain energy over time, address barriers and celebrate successes. Students will learn about institutional and community-based approaches to change. They will examine the cultural assumptions and community identity underlying change efforts. Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

**COR 254                    RESTOR COMM:INTRO TO RESTOR JUSTICE                    3 CR**

**Gen Ed Experience Tags: 2**

Students will learn about concepts of restorative justice such as the three dimensions of harm when a crime is committed and the peacemaking circle as a tool to transform brokenness into a place of healing. They will learn how to create consensus, build community, incorporate the process into a community-based setting, and create positive environments and the means to build community. Prerequisites: COR 1 or equivalent; open to second or third year students and sophomore and above transfers.

**COR 255                    INTEGRATN DISABILTY&ENGAGED CITIZNS                    3 CR**

**Gen Ed Experience Tags: 2**

This course will give students the ability to be a part of the only program in Wisconsin serving adults with more severe disabilities in higher education. While they learn more about disability in our society and the barriers this population confronts in our community, they will be serving to help them overcome these same barriers. Through a unique collaborative relationship with individuals with severe disabilities, students will be involved in a totally integrated, service learning project of their choosing on and off the Edgewood college campus. Undergraduate students will be paired with Cutting Edge students with like interests and together they will explore becoming engaged citizens. Both will learn and grow while reflecting on the nature of volunteerism and the as powerful change and growth experience in their lives.

**COR 295                    CARING FOR OURSELVES, THE WORLD                    3 CR**

**Gen Ed Experience Tags: 2**

This COR2 seminar has been designed as an opportunity to explore the connections between our life work as helping professionals, development as leaders in these careers, and building resilience through self-care and mindfulness. Using the lens of the COR2 essential questions (Who am I and who could I become? What are the needs and opportunities of the world? What is my role in building a just and compassionate world?), the class will pose such questions as, What are the relationships between self and community, and between personal activities and public service? What responsibilities exist in these relationships? How do social forces (e.g., poverty, racism, and sexism) shape these roles and inform one's responsibilities? Through reading, discussion, and service activities, students will reflect upon community experiences, how these experiences influence their personal and public worlds, and their personal values in relation to these spheres, while identifying and examining their own value systems as they are situated in the values systems of other contexts, including those of their service sites and the Dominican tradition. Class members must have a concurrent field placement within their majors, and content will be based in part of the experiences of students in these placements. Pre-requisites: COR1; sophomore standing; and concurrent field placement within major.

**COR 304                    PERFORMING SOCIAL JUSTICE                    4 CR**

**Gen Ed Experience Tags: 2X**

In this class students deepen their understandings of and capacity for pursuing social justice through performative approaches, with the goal of crafting and carrying out innovative and effective social action. This class brings study and reflection to action. Students begin the semester with small performative action projects, supported by reading, writing, and discussion, as they learn about human issues, histories of structural inequalities, activist theater, and how critical social theory relates to justice activism. The class devotes some of that time to clarifying students' passions and values, trying out innovative approaches to social issues and honing the critical skills necessary to create do-able and meaningful work in the second half of the course. Prerequisites: ENG 110 or W cornerstone; COR 1 or equivalent; open to second or third year students or sophomore and above transfers .

**COR 307                    RDNG WRTNG RNNG: RACE FOR THE CURE                    4 CR**

**Gen Ed Experience Tags: 2X**

Reading, Writing, and Running studies the advocacy run/walk in modern America with students participating in the Madison Susan G Komen Race for the Cure. This course integrates physical training for the race with the study of breast cancer advocacy. While training for the Race, students simultaneously explore their personal relationship to the disease, the larger social conversation on breast cancer, running and advocacy; they will write personal narratives, academic analyses, and become advocates for breast cancer research as part of building a more just and compassionate world. To do this, they will organize a Susan G. Komen Race for the Cure Edgewood team, write for and participate in the organization's goals, and support each other as they set physical goals to prepare for the Race for the Cure. Prerequisites: ENG 110 or W cornerstone; COR 1 or equivalent; open to second or third year students and sophomore or above transfers.

**COR 310                    CIVIC LEADERSHIP                    3 CR**

**Gen Ed Experience Tags: 2**

This course is offered as an academic seminar to support the study, reflection, and action of students already serving in leadership roles in community organizations (non-profits, political or advocacy organizations) or campus organizations with a specific focus on addressing community issues (SGA, Alternative Breaks, Woods Edge, etc.). Students will learn about different models of community involvement and use their own experience working on a community issue to examine how these models relate to and support their practical experiences. In addition, students will examine and explore how leadership roles inform social change. Consent of instructor required.

**COR 351                    LIFETIME LEGACIES: LIFE REVIEW II                    2 CR**

**Gen Ed Experience Tags: 2**

This course is the second in a two part series that studies dying, death and bereavement. Special attention is given to the stresses that are inevitably part of a terminal illness and how these stresses affect the people involved -- the dying patient, the family and friends, the hospice health care professionals, and the volunteers. All students must complete the 24-hour Hospice Care, Inc. volunteer training program during the summer before this class begins. This is required before participating in the 12 hours of volunteering at Hospice Care, Inc. first semester and before working with patients on their life reviews second semester. Prerequisite: COR 251.

**COR 380                    SEMINAR: IMMIGRANT NARRATIVES                    4 CR**

**Gen Ed Experience Tags: 2CD**

An integrative seminar in ethnic studies, literary studies, and community-based learning, this course investigates, through multidisciplinary lenses, the issues of migration, border, and identities in the United States in the 20th and 21st centuries. Focusing on immigrant narratives of various genres, such as fiction, film, autobiography, and oral narrative, by women and men of diverse ethnic and racial ancestries, and integrating classroom inquiry and community engagement, we will explore the following questions: What are the major themes and issues in immigrant narratives? What does it mean to cross borders, and what motivates and causes border crossings? What are the possibilities and problems of border crossings? In what ways do immigrant and diasporic subjects challenge or negotiate boundaries that seek to oppress, exclude or constrain? How do the forces of race, ethnicity, gender and class intersect in the construction of immigrant or diasporic identities? In what ways do immigrant narratives challenge or accommodate the US national discourse of immigrant integration and progress? How does the study of migration, border, and identities shape our understanding of our own histories and identity constructions? What is our role in building communities committed to cultural pluralism and social justice? Prerequisites: COR 1, ENG 110 or a "W" tag course, Junior standing or consent of the instructor.

**CS 101                    INFORMATION, COMPUTERS & THE WEB                    3 CR**

**Gen Ed Experience Tags: I**

This course introduces the ways in which information, computers and the Web come together as part of our digital world. Students explore the societal impact of digital resources, how the Web is constructed and access and complete a series of exploratory activities that employ commonly used applications (such as search engines, word processing and graphical presentation software). Emphasis is placed on the ethical use of information and practical applications for life in college and work.

**CS 105                    DIGITAL LIFE THROUGH MULTIMEDIA                    3 CR**

**Gen Ed Experience Tags: I**

Multimedia has emerged as a common thread with which to connect individuals to the digital world. The course uses various multimedia technologies to explore everyday life, the societal impact of digitally produced resources and how the Web is exploited by both individuals and organizations. Emphasis is placed on how multimedia is used for life in college and the world of work. (F/S/SS)

**CS 150                    COMPUTING & BUSINESS APPLICATIONS                    3 CR**

**Gen Ed Experience Tags: I**

This course is designed to provide students in-depth skills in business productivity systems including Microsoft Office Suite as well as necessary Information Literacy skills. Prerequisites: Basic knowledge of Windows and initial familiarity with Microsoft Office suite. This course should be taken by students who seek a Business degree. (F/S)

**CS 180                    INTRO TO COMPUTING AND PROGRAMMING IN JAV                    4 CR**

As an introductory course to programming in Java, it includes a history of computers and computing. Students are also introduced to programming in HTML to create standards compliant websites. (F)

**CS 220                    INTRODUCTION TO NETWORKING TECH                    4 CR**

The course concentrates on the theory and practical application of networking principles, with an emphasis on the technical components of data and voice communications and TCP/IP. (S)

**CS 250                    IT PROJECT MANAGEMENT                    4 CR**

This course is focused on project management principles and practices for the information systems and technology profession. (S)

**CS 270                    INTRODUCTION TO DATABASE STRUCTURES                    4 CR**

Concepts of files, databases, data objects, and presentation of data in various formats are covered. Introduction to types of database applications includes student project and use of open source tools such as MySQL and PHP. (S)

**CS 301                    INFO SYSTEMS ANALYSIS & DESIGN                    4 CR**

**Gen Ed Experience Tags: X**

This course blends theory with practical application. Today's information systems are built using object-oriented approaches. CS301 focuses on the definition, analysis and design stages of systems development. Students will apply theoretical concepts through practice using case studies. Projects will be completed both on an individual basis and in a collaborative team environment. CS301 must be followed by CS302. (Prerequisites: CS 180 CS 270, ENG 110 or W cornerstone) (F)

**CS 302                    INFORMATION SYSTEMS: DESIGN & IMPLM                    4 CR**

Continues the work started in CS301. This course completes the study of information systems design and implementation processes. Students will be required to complete a major project, created specifically to apply their knowledge at a practical level. Emphasis is placed on the participatory nature of system design and implementation and will require active contributions by the students during and outside of official class hours. (Prerequisite: CS301) (S)

**CS 320                    PROFESSIONAL ISSUES IN IS & IT                    3 CR**

To effectively work in the digital world, one must understand not just the terminology but also its impact in one's environment, organization and in the broader community. This course examines technology, change, society leadership, and the role those using digital technology in their professional lives. (F)

**CS 340                    INTRODUCTION TO WEB DEVELOPMENT                    4 CR**

This course introduces the students to core concepts of developing for the web environment including end user interface, back end, database and client server interactions. Various languages are utilized during completion of individual and team projects. (Prerequisites: CS 180 and CS 270) (F)

**CS 430                    INFORMATION SECURITY & NETWORK MGMT                    4 CR**

The securing and management of networks poses some of the most complex challenges to the Information Systems/Technology professional. This course, designed to follow CS 220, explores various methods used to secure a network, including commonly used encryption algorithms. Effective network management techniques ensure that all types of information travel the network in an efficient manner. (Prerequisite: CS 220) (F)

**CS 470                    INTERNSHIP IN COMPUTER SCIENCE                    1-3 CR**

Students complete this course as part of the internship requirement for the major. (Prerequisite: Junior standing in the major or minor; consent of department)

**CS 480                    ADVANCED WEB DEVELOPMENT                    4 CR**

This course covers advanced web development techniques, including student and team projects, database development for enterprise systems, and multiple platforms. (Prerequisites: all 300 level courses) (F)

**CS 490                    TOPICS IN COMPUTER SCIENCE                    1-4 CR**

Under the supervision of a faculty member of the CIS department, this course provides students the opportunity to conduct research in a topic of their choosing to deepen their knowledge in a particular area of the Computing profession. (Prerequisites: CS 340 CS 301) (S)

**CS 492                    INFORMATION SYSTEMS PROJECT                    4 CR**

**Gen Ed Experience Tags: 3**



<b>ECON 310B</b>	<b>TPC: ECONOMICS OF CREDIT</b>	<b>1 CR</b>
A course which will examine vital areas of contemporary concern in economics.		
<b>ECON 315</b>	<b>HEALTH CARE ECONOMICS</b>	<b>2 CR</b>
An intensive exposure to the economics of health care with special emphasis on rising health care cost, comparative health care systems, access to health care, and economic implications of local and national health care policy. Offered in alternate years. (S)		
<b>ECON 325</b>	<b>ENVIRONMENTAL ECONOMICS</b>	<b>2 CR</b>
Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use. Cross-listed with ENVS 325.		
<b>ECON 330</b>	<b>COMPARATIVE ECONOMIC SYSTEMS</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GJ</b>		
A seminar designed to study the response of different societies to the economic problem of production, distribution and consumption. The creation of market institutions as the most prevalent solution to the basic economic problem will be the major focus of the course. Alternative solutions to the basic economic problem will be analyzed with the special emphasis on traditional and command style solutions to the economic problem. Comparative institutional responses will be explored with special attention to Japan, China, India, Russia, Poland and Bangladesh. The difficulties associated with the transition from a traditional society to a market driven society and the equally perilous transition from a socialist economy to a market driven economy will be explored through case studies.		
<b>ECON 341A</b>	<b>TOPICS IN AMERICAN ECONOMIC HISTORY</b>	<b>2-4 CR</b>
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.		
<b>ECON 341B</b>	<b>TOPICS IN AMERICAN ECONOMIC HISTORY</b>	<b>2-4 CR</b>
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.		
<b>ECON 341C</b>	<b>TOPICS IN AMERICAN ECONOMIC HISTORY</b>	<b>2-4 CR</b>
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.		
<b>ECON 341D</b>	<b>TOPICS IN AMERICAN ECONOMIC HISTORY</b>	<b>2-4 CR</b>
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.		
<b>ECON 350</b>	<b>ECON OF LABOR,POVERTY,&amp;INCOME DISTR</b>	<b>4 CR</b>
The methodology of economics to evaluate current issues in the labor market, including, but are not limited to, unions, collective bargaining, poverty, income distribution, wage differentials, discrimination, unemployment, education, technological change, and employer monopsony power. (F of alternate years)		
<b>ECON 450</b>	<b>INTERNATIONAL ECONOMICS</b>	



This course is designed to provide support to the Cutting Edge students who reside in 'on campus' student housing. Students who want to live in a residence hall receive support from a Cutting Edge Resident Support Person who is responsible for oversight of the safety and integration of Cutting Edge students. Students learn practical daily living skills such as money management, personal care, and effective interpersonal communication skills. Prerequisite: admission to Cutting Edge Program.

**ED 096 CUTTING EDGE CAREER EXPLORATION 0-2 CR**

This course offers a variety of short-term hands-on experiences in the business community, as well as job shadowing and company tours. Students learn how to access Career Services and prepare a resume and portfolio. Prerequisite: admission to Cutting Edge program.

**ED 097 SUMMER OUTREACH PROJECT 2 CR**

This course is an independent living workshop that involves an independent living overnight component. Students will be involved in a one week intensive curriculum focused on daily living and functional skills carried out in the residence halls of the college campus. This experience will include such skills as grocery shopping, cooking, cleaning, and living away from home. Prerequisite: admission to Cutting Edge program.

**ED 099 EDUCATION PRACTICUM PARAPROFESSIONAL 3 CR**

This course provides students with a hands-on experience in the classroom. Students will actively participate in duties that are typically assigned to paraprofessional educators. Prerequisite: Consent of Advisor. (F/S/SS)

**ED 198A ETHOS, IDENTITY & SELF: ED RECONSIDERED 4 CR**

**Gen Ed Experience Tags: 1D**

This course explores what it means to think about education through an exploration of self and mass media on a global and local scale. The course challenges traditional or common sense approaches by helping students understand identity through "intersectionalities" of difference (one's race, class, gender, sexuality, etc.). Particularly this course looks at privilege and marginalization with expansive lenses towards understanding "isms" (i.e., racism, classism, ableism, etc.). Students will be challenged to understand how "isimistic," discriminatory, and restrictive interactions undermine basic human sustainability and socially just distributions of resources, and how culturally relevant approaches to education and human behavior can work towards equitably supporting all peoples. Prerequisite: This course is for first-semester freshmen and freshmen transfers.

**ED 200 ED & IDENTITY IN PLURALISTIC SOCIETY 3 CR**

**Gen Ed Experience Tags: D**

Students will examine, interact with, and explore the pluralistic and diverse educations and identities of peoples in Wisconsin, the United States, and beyond through the lenses of privilege, oppression, and opportunity before and beyond the 21st century. Individual and institutional discrimination will be examined through culturally significant identity vistas that include race, ethnicity, gender, sexuality, class, language, and ability. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication-skill building, students will learn how to be culturally responsive to the contexts of communities and the dynamics of difference. Course meets Wisconsin DPI American Indian Tribes requirement. Course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. Prerequisite: second year student's only or consent of the School of Education.

**ED 200A EDUCATION IN A PLURALISTIC SOCIETY 1 CR**

ED 200A focuses on human relations and conflict resolution. Students will develop the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. The implications of individual and institutional discrimination will be examined through culturally significant characteristics (such as race, culture, socioeconomic status, language, ability, gender, gender identification, and sexual orientation) of individuals and groups within the United States, and the intersections among them. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/ community-based experiences, and communication skill-building. Students will learn how to be responsive to the cultural contexts of communities and the dynamics of difference. Students will use their understanding of the past and present to inform their professional practice, and consider their role in working for positive change in the face of complexity. Course meets Wisconsin DPI Conflict Resolution requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. (Prerequisite: Consent of the School of Education).

**ED 200B                      EDUCATION IN A PLURALISTIC SOCIETY                      1 CR**

Students will develop the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. The implications of individual and institutional discrimination will be examined through culturally significant characteristics (such as race, culture, socioeconomic status, language, ability, gender, gender identification, and sexual orientation) of individuals and groups within the United States, and the intersections among them. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/ community-based experiences, and communication skill-building. Students will learn how to be responsive to the cultural contexts of communities and the dynamics of difference. Students will use their understanding of the past and present to inform their professional practice, and consider their role in working for positive change in the face of complexity. Course meets Wisconsin DPI American Indian Tribes requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. (Prerequisite: Consent of the School of Education).

**ED 201                      TEACHER AS INQUIRER I: REF PRAC                      2 CR**

This practicum-based course (in a formal classroom setting) explores the teaching profession and introduces students to the conceptual framework, program, and portfolio at Edgewood College. The practicum site will be used as a learning laboratory to develop skills in observation, analysis, and reflection, and make use of the practicum to promote professional growth. Students should be prepared to participate in a wide variety of classroom activities, which may include observation, one-on-one tutoring, small group facilitation and whole class interaction. Course includes seminar meetings as arranged by instructor, which may be held off campus. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 5, and 9 and will involve practicum. (Prerequisite: sophomore status required or consent of the School of Education)

**ED 210                      INFANCY AND CHILDHOOD                      4 CR**

**Gen Ed Experience Tags: J**

This course is designed to provide a study of the physical, cognitive, social, and emotional development of the child through prenatal, infancy, early childhood, and middle childhood periods. It will focus on the comprehension, application, and analysis of theories and issues of childhood, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications for children from diverse backgrounds. A 20-30 hour practicum is required. Prerequisites: ED 201, declared Child Life major, or consent of the instructor.

**ED 215                      INFANCY THROUGH YOUNG ADULT                      4 CR**

**Gen Ed Experience Tags: J**

This course is designed to provide a study of the physical, cognitive, social and emotional development of the child through prenatal, infancy, early childhood, middle childhood, pre-adolescence, adolescence, and young adulthood periods. It will focus on: (a) the comprehension, application, and analysis of theories and issues of childhood, including social, emotional, intellectual, physical, and moral development and learning; (b) changes and problems in the transition from childhood to adulthood, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications for children from diverse backgrounds. A 20-30 hour practicum is required. Prerequisites: ED 200, ED 201, declared Child Life major, or consent of instructor.

**ED 220                      ADOLESCENT PSYCHOLOGY                      4 CR**

**Gen Ed Experience Tags: J**

This course is designed to provide a study of physical, cognitive, social and emotional development of the adolescent. It will focus on the comprehension, application, and analysis of theories and issues in adolescence, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications for adolescents from diverse backgrounds. A practicum is required. Prerequisites: ED 200, ED 201, declared Child Life major, or consent of instructor.

**ED 251                      BUSTING THRU THE PIPELINE: MENTRNG                      2 CR**

The first course in a two-semester sequence, this course is an introduction and exploration of what the achievement gap and education debt mean in the lived lives of high school students from the Madison community and how to build and sustain authentic mentoring relationships with high school youth. Candidates in this course students will learn the theoretical underpinnings of what has been framed as both/either an achievement gap and education debt. With the theoretical underpinnings in place candidates will learn about mentoring and how sustained and meaningful mentoring relationships can support both the mentee and the mentor. Candidates in this two semester course will enter into a yearlong mentoring relationship with a high school student and engage in both structured experiences as a whole group and individual experiences with their mentee. Prerequisites: COR 1 and sophomore standing; permission of instructor.

**ED 252 2                      BUSTING THRU THE PIPELINE: MENTRNG                      2 CR**

The second course in a two-semester sequence, this course is an introduction and exploration of what the achievement gap and education debt mean in the lived lives of high school students from the Madison community and how to build and sustain authentic mentoring relationships with high school youth. Candidates in this course students will learn the theoretical underpinnings of what has been framed as both/either an achievement gap and education debt. With the theoretical underpinnings in place candidates will learn about mentoring and how sustained and meaningful mentoring relationships can support both the mentee and the mentor. Candidates in this two semester course will enter into a yearlong mentoring relationship with a high school student and engage in both structured experiences as a whole group and individual experiences with their mentee. Prerequisites: ED 251.

**ED 260                      LINGUISTICS FOR ELL TEACHERS                      3 CR**

The study of language from a broadly sociolinguistic perspective and exploration of understandings and interpretations of language and the part it plays in our lives. Emphasis on how to study and investigate language with reference to pedagogical implications of this inquiry; phonology, morphology, and syntax including implications for language instruction. (Prerequisites: Preliminary Entry to Teacher Education)

**ED 261                      SECOND LANGUAGE ACQUISITION                      3 CR**

Investigates how people learn a second language and examines factors that affect this process and school performance: environment, age, motivation, academic background, and developmental processes as well as intrinsic and sociocultural factors. Focus is on understanding the language learning process and on communicating this process to administrators, teachers, and parents. Current research is explored with opportunities for application to curriculum design and classroom practices. (Prerequisites: Preliminary Entry to Teacher Education)

**ED 262                      FOUNDATIONS OF ESL/BILINGUAL EDUC                      3 CR**

The sociolinguistic aspects of bilingualism and theoretical foundations of bilingual/bicultural education, including historical, political, social, and current issues and research findings. The course explores areas of controversy and examines how language reflects power, social class, and ethnic background. Models of bilingual/ bicultural programs, parental and community involvement, and their effects on children is examined. (Prerequisites: Preliminary Entry to Teacher Education) (F)

**ED 271                    INTRO TO PHILOSOPHY OF EDUCATION                    3 CR**

**Gen Ed Experience Tags: P**

This course offers an introduction to what lies beyond certain common sense understandings of education by examining the philosophical roots of traditionalist, progressivist, and functionalist understandings of education, examining two antagonistic views of moral education, and examining the meaning of authenticity in educational thinking through post-Cartesian existentialism. Prerequisite: PHIL 101.

**ED 275A                    TOPICS: PEDAGOGY FOR MUS: FOLK INST                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 275B                    TOPICS: PEDAGOGY FOR MUS: BRASS PED                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 275C                    TOPICS: PEDAGOGY FOR MUS: WOODW PED                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 275D                    TOPICS: PEDAGOGY FOR MUS: STRING                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 275E                    TOPICS: PEDAGOGY FOR MUS: PERCUSSN                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 275F                    TOPICS: PEDAGOGY FOR MUS: VOCAL                    1-2 CR**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

**ED 276                    DRAMA IN EDUCATION                    3 CR**

Study of the techniques used in creative dramatics to develop creative imagination through original work in drama. Crosslisted with THA 276. (F)

**ED 301                    INTRODUCTION TO CHILD LIFE                    3 CR**

The child life profession, including theoretical and historical perspectives on child life; programming, job availability, trends affecting academic preparation; program requirements, field experiences, including practicums, internships and volunteer experiences; supplemental career options; interviews and presentations of program directors, child life professionals, and alumnae working in the field of child life. (S, SS)

**ED 302                    TECH LITERACY & ED APPLICATIONS                    3 CR**

**Gen Ed Experience Tags: I**

This course makes use of library and other instructional resources, including school instructional media programs; students will gain experience in evaluating and using instructional materials and technological resources. Special attention will be given to the concepts of digital citizenship, use of Web 2.0 tools and the ways in which technological standards form the basis for selection of educational tools for pedagogical use. (Prerequisite: ED 200, 201, or concurrent enrollment)

**ED 303                      TEACHING AND LEARNING I                      3 CR**

**Gen Ed Experience Tags: X**

The first of a two-course sequence to introduce and critically explore models and theories of curriculum, teaching, and assessment. The class will use multi-disciplinary methods to consider key educational issues and tensions in these areas including the relationships between schooling, educational access and equity, and society. Requires formal and informal writing, including reflections on course readings, films, and discussions; peer reviews of written work; and the use of different genres to critically explore tensions in education. Course meets Wisconsin DPI conflict resolution requirement. Primary emphasis on Wisconsin Teacher Standards, 4, 5, 6, 7, and 8. Prerequisites: ENG 110, Preliminary Entry, sophomore standing, ED 201.

**ED 304                      TEACHING AND LEARNING II                      4 CR**

The second of a two-course sequence, this course further explores the meaning of curriculum design using an array of fundamental teaching and assessment tools. The aim of this course is to build on the tools and techniques of the previous course and practice designing curriculum for differentiated learning environments, taking account of such things as the impact of readiness level and cultural or other differences in order to meet the needs of all learners in the classroom. Students will be expected to create simulated and real curriculum projects and to 'test' these at the practicum site. Course meets Wisconsin DPI conflict resolution requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 4, 5, and 7 and will involve practicum. (Prerequisites: Aspiring Transition, ED 303)

**ED 306                      EXCEPTIONAL CHILDREN AND YOUTH                      3 CR**

Addresses the nature of learners who are members of special populations. Examines disabilities and exceptionalities through demographic and characteristic lenses, as well as incidence rates and etiology. Best practice methodologies conclude all analyses. This course will have primary emphasis on Wisconsin Teacher Standards 3, 4, and 7 and will involve fieldwork. (Prerequisites: Preliminary Entry level, sophomore standing, ED 200, 201, and 210, 215 or 220)

**ED 307                      ENGLISH LANGUAGE LEARNERS                      3 CR**

**Gen Ed Experience Tags: K**

This course will provide an historic framework for understanding the special issues that affect the teaching of students who are learning English in the mainstream classroom. It's designed to nurture educational equity for English language learners in the classroom and in the wider school community by addressing the theories of second language acquisition, implications for curriculum and assessment, and research in sociolinguistics relevant to mainstream teacher practices. This course emphasizes the art and science of spoken word, use of language, and oral communication as fundamentally important to the lives of humans. Students will acquire enhanced competence and confidence in language communication while simultaneously acquiring structures for language use and language performance. Appropriate techniques for working with the parents/guardians and families of immigrant and refugee ELL students will also be explored. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 7, and 8 and will involve fieldwork. (Prerequisites: completion of the O tag or concurrent enrollment in an O tag course; ED 200,201 and ED 303)

**ED 311                      WELLNESS IN EDUCATION                      3 CR**

This course provides introductory knowledge and skills to integrate concepts of health, nutrition and physical education into the elementary school curriculum. Instruction in developmentally appropriate programs for physical fitness and health promotion will build understanding of personal and community health issues in schools today. Prerequisites: ED 210, 215, or 220; or Child Life major.

**ED 324                      THE HELPING RELATIONSHIP                      3 CR**



Analysis and investigation of literature written for the young child. The relationship of language development, reading and early childhood experiences, and parenting; storytelling, bookmaking, and writing children's books. The development of skills at the pre-reading level is presented and coordinated with teaching methodology. Extensive reading and evaluation of literature from birth through kindergarten levels; techniques involved in literature presentation. Practicum is required. (Prerequisites: ED 306, Aspiring Professional Transition required.)

**ED 382                    LIT FOR MID CHLD THRU EARLY ADLSCNC                    3 CR**

**Gen Ed Experience Tags: C**

This course provides an overview of literature for elementary and middle school readers. The emphasis is on reading, analyzing and evaluating selected literary works across genres including traditional literature, poetry, picture books, fantasy, contemporary realistic fiction, historical fiction, and nonfiction. The course primarily emphasizes diverse perspectives in contemporary children's literature, acquainting students with key authors and texts; strategies for incorporating literature and literary strategies within educational settings will be modeled as texts are examined. The course uses knowledge in child development theory in order to inform the process of identifying appropriate literature for children. (Prerequisites: completion of the W tag or concurrent enrollment in a W tag course; ED 210 or ED 215 or consent of instructor)

**ED 383                    LIT FOR EARLY ADOLESC THRU ADOLESC                    3 CR**

**Gen Ed Experience Tags: C**

An overview, exploration, and critical examination of literature suitable for students from Early Adolescence through Young Adulthood. The course emphasis is on reading and evaluating selected literary works within such genres as poetry, memoir, popular fiction, historical fiction, graphic novels, and other (non)fiction texts. Candidates in this course will learn a variety of approaches to literary critique (including Reader Response, Deconstructive, Biographical, Historical, Psychological, Feminist, and Queer Criticisms), and practice such approaches on course texts both in and out of class. Candidates will draw on previous knowledge, skills, and dispositions from earlier education courses in thinking about pedagogical approaches, activities, and strategies situated within sociocultural theories of learning to engage youth from ages 12-18. Pre-requisites: ED 220; or consent of instructor.

**ED 384                    LITERATURE FOR EARLY CHILD TO ADOLE                    3 CR**

**Gen Ed Experience Tags: C**

An overview, exploration, and critical examination of literature suitable for students from Middle Childhood through Young Adulthood. The course emphasis is on reading, evaluating, and applying literary criticism to selected literary works within such genres as poetry, memoir, popular fiction, historical fiction, graphic novels, and other (non)fiction texts. Candidates in this course will learn a variety of approaches to literary critique (including New Criticism, Reader Response Criticism, Deconstructive Criticism, Biographical, Historical, and New Historical Criticisms, Psychological Criticism, Trauma Theory, Ecocriticism, Spatial Criticism, Feminist Criticism, and Queer Criticism), and practice such approaches on course texts both in and out of class. Candidates will draw on previous knowledge, skills, and dispositions from earlier education courses in thinking about pedagogical approaches, activities, and strategies situated within sociocultural theories of learning to engage youth from ages 5-18. Prerequisites: ED 210, 220; or consent of the instructor.

**ED 399                    PRACTICUM EXPERIENCE                    1-4 CR**

This practicum fulfills hours that may not have been completed with previous courses. The content of the experience is determined by faculty and practicum supervisor.

**ED 399A                    PREPROFESSIONAL EXPERIENCE IN EDUC                    1-4 CR**

**ED 399B                    PREPROFESSIONAL EXPERIENCE-EXCEP ED                    1-4 CR**

**ED 399C                    PREPROFESSIONAL EXPERIENCE-MULTICUL                    1-4 CR**

**ED 399D                    PREPROFESSIONAL EXPERIENCE-CHILD                    1-4 CR**

- ED 399S                    STRUCTURED PRACTICUM                    1-3 CR**  
This course explores the interrelationships between science and environmental education in elementary and middle level classrooms. A practicum in a science setting is required (Emerging Professional Transition and School of Ed approval.) Prerequisite: ED 303.
- ED 401                    TEACHER AS INQUIRER 2                    2 CR**  
This course constitutes the capstone experience of the Professional Core segment of the undergraduate license program. The course provides the opportunity for candidate teachers to choose a promising area of inquiry, in the field of pedagogy, which will enhance their own professional field and round out the portfolio. Support and direction for the inquiry will be provided in a seminar format. Prerequisite: ED 304.
- ED 401                    TEACHER AS INQUIRER II                    2 CR**  
**Gen Ed Experience Tags: U**  
This course introduces candidates to major ideas and trends in educational action-based research, critically examining relevant paradigms and methods. With a conceptual understanding of research methodology, candidates will practice making judgements within contrasting paradigms of action-based educational research approaches. Candidates will begin to conceptualize a personal research proposal to study their practice as educators, modeled in part on the Wisconsin Professional Development Plan (PDP). The ethical and moral obligations of working with human participants are emphasized. Throughout the course candidates will be challenged to think about who they are as educators and individuals, needs and opportunities related to education, and how research can work toward building a just and compassionate world. Prerequisite: ED 304
- ED 418                    EXPERIENCING LAUGHTER & PLAY                    3 CR**  
This course is designed to nurture play in the learning process and to appreciate each individual's unique style of play. Research related to play in health, naturalistic assessment learning, and work will be highlighted and methods will include experiences designed to incorporate play into work and living environments. Interactive and fosters creativity. Practicum is required. (Prerequisites: Professional Aspiring Transition)
- ED 419                    INTRO: INF & YNG CHILD - DIFF ABLED                    4 CR**  
The psychological, biological, and social characteristics of infants and young children who are differently abled. Historical foundations and legislative programs will be discussed as applicable to infants and young children; parent perspectives, family involvement, and program models; parent and school collaborative models, administrative aspects of programs; community agency involvement in services for infants. Includes low incidence populations and medical conditions. Practicum is required. (Prerequisites: ED 210, 306 and Aspiring Professional Transition)
- ED 420                    ASSES: INF & YNG CHILD - DIFF ABLED                    4 CR**  
The historical framework of assessment as it relates to preschool screening and assessment of children from birth through age eight, emphasizing early childhood evaluation an entity with a philosophy and policy that translates into practice. Procedures in assessment will be investigated; issues surrounding contemporary early childhood assessment, including use of assessment in program planning, parent involvement, cultural bias and predictability in early childhood assessment. Play-based, naturalistic and portfolio assessment are emphasized. Parent involvement as part of the assessment team is highlighted. Practicum is required. (Prerequisites: ED 419 and Aspiring Professional Transition required)
- ED 421                    ORG & ADMIN EARLY CHILDHOOD PROGRM                    2 CR**  
The historical framework of early childhood program development and administration as it relates to special education will be discussed. Emphasis will be placed on using published research of successful programs and practices in school systems. Involvement of parents and coordination of community resources will be addressed, and a strong focus will be on staff development and accountability procedures. Legislation, licensing rules, and procedures will culminate the course with a final review of our dedication to serve children and families. Actual site visits will be incorporated into the class schedule. Practicum is required. (Prerequisites: ED 419, 420)
- ED 422                    METHODS: FINE ARTS                    3 CR**



Curriculum and instruction in mathematics for elementary and middle level classrooms including appropriate research and practice in curriculum development, teaching methods, instructional materials, and evaluation techniques for the developmental needs of elementary and middle level pupils. (Prerequisites: Emergent Professional Transition and Math 101, 102, and 103 with grades of C or higher, or approval of the School of Education)

**ED 429                      METHODS: RELIGIOUS STUDIES                      2 CR**

A study of the curricula and methods appropriate for teaching religious studies in the elementary school. Practicum is required. Crosslisted with RS 429. (Prerequisite: admission to Teacher Education and student teaching or consent of School of Education)

**ED 431                      PRINCIPLES PRACTICE TCH EARLY ADOL                      3 CR**

Teachers' attitudes about themselves, those they serve, and the environment in which they work are central to effective classroom management and student learning. The course discusses the role of teacher attitudes in the act of teaching, classroom dynamics, student evaluation, collegial relationships, professionalism, and service to students and parents. As the school of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal. (Prerequisites: ED 220 or 215; Emergent professional transition or approval of the School of Education.)

**ED 432                      CONTENT BASED LITERACY DEVELOPMENT                      3 CR**

Teaching to facilitate development of content area skills through appropriate best practice instructional strategies and modification of mainstream course curriculum for English language learners. Topics include ways to differentiate for various language proficiency levels and culture, collaboration among teacher, parent and community, and how to engage language learners in academic coursework while they develop a second language. Prerequisites: Emergent Professional Transition or approval of School of Education)

**ED 434                      DISCOVERY:QUANTITY/CREATIVITY-NK                      4 CR**

Use a developmental approach to enhance discovery, creativity, and quantity concepts in early childhood education. It emphasizes an integrative approach involving mathematics, science, social studies, and fine arts. Unit planning, curriculum exploration, and construction in the above areas; the developmental and philosophical basis for these subject areas will also be addressed. A practicum is required. (Prerequisites: ED 424, or concurrent enrollment, Emergent Professional Transition required or approval of School of Education)

**ED 438                      CUR & PROG: INF&YNG CHD - DIFF ABLE                      5 CR**

Curriculum and methodology will be investigated as they relate to the education of infants and young children with special needs from birth through age eight. It includes a brief review of screening and assessment of cognitive, language, socio-emotional, motor, and self-help development necessary for curriculum planning, instructional methodology, classroom organization and management. The development of individual family service plans, individualized educational plans, program evaluation, and multidisciplinary approaches are discussed. Family, community, and support service involvement is emphasized, as well as inclusionary practice and self-determination. Behavioral strategies and biomedical treatments for children across the spectrum are emphasized. A practicum is required. (Prerequisites: ED 306, 340, 419, 420, 424, 425, Emergent Professional Transition or approval of School of Education)

**ED 445                      CORRECTIVE READING                      2 CR**

A study of the methods of diagnosing, evaluating, and instructing children with reading disabilities. The course will study individual test factors contributing to reading difficulty, develop strategies for assessing and correcting reading difficulty. Understanding the role of the classroom teacher and specialist in working with children who find reading difficult will also be explored. (Prerequisite: ED 425)

**ED 450                      ESL METHODS                      3 CR**

Pedagogy of ESL in the development of oral, literacy, and academic skills, including how second language acquisition and learning styles influence the development of effective approaches, methods, and curriculum for ESL students in the areas of language and content. Focus is on second language literacy development and curriculum design, as well as historic and current approaches to teaching language. (Prerequisite: Emergent Professional Transition)

**ED 451                      ELL/BILINGUAL ASSESSMENT                      3 CR**

Explores the complex issues of assessment of the ESL/Bilingual student and the various research-based procedures and instruments used to assess language proficiency and academic competency. Traditional and alternative testing methods, appropriate assessments for language learners, and how to advocate professionally for ESL/Bilingual students in testing situations. (Prerequisites: Emergent Professional Transition or approval of School of Education)

**ED 453                      MTH TCH ART&DES: EARL CHD-EARL ADOL                      3 CR**

This course is the study and application of the assessment strategies, methods, and materials for teaching and learning art and design in early childhood through early adolescence (birth-age 13). A practicum is required. Cross listed with ART 466. (Prerequisite: Emergent Professional Transition or consent of Art Department and School of Education)

**ED 454                      BUSINESS METHODS I                      4 CR**

An overview of business education: mission, program breadth, experiential foundations, and variety of school configurations including career clusters experience. (Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in keyboarding and information processing including MS Word, Access, Excel, PowerPoint; and approval of instructor.)

**ED 455                      BUSINESS METHODS II                      3 CR**

This course emphasizes program standards, curriculum development, classroom management in business education, and specialized methods in accounting, business law, and information processing. a practicum is required. (Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in accounting, business law, keyboarding and information processing, including MS Word, Access, Excel, PowerPoint; and approval of instructor.)

**ED 456                      METHODS OF TEACHING MUSIC K-8                      2 CR**

This course is the study of methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included. (Prerequisite: Emergent Professional Transition required or approval of School of Education) (Alternating F)

**ED 457                      METHODS OF TEACHING MUSIC 6-12                      2 CR**

The study of methods and materials for effective work in 6-12 settings, including conceptual and philosophical grounding in general and performance curricula. Practicum included. (Prerequisite: Emergent Professional Transition required or approval of School of Education)

**ED 458                      METH TEACHNG ART: EARLY ADOL - ADOL                      2 CR**

Assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. Includes a practicum. Must be taken in sequence with ART 466. Cross-listed with ART 468. (Prerequisite: Emergent Professional transition or approval of Art Department and School of Education) (S) History; 459M: Mathematics; 459P: Theatre Arts; 459Q: Oral Interpretation; 459S: Science; 459T: Religious Studies; 459U: Computer Science

**ED 459E                      METHODS: ENGLISH                      2-4 CR**

Theory and practice of methodologies. Required for all students seeking English teaching licensure.

**ED 459F                      METHODS: FOR LANG: EARLY CHILD-ADOL                      2-4 CR**





Student teaching experiences required for the Art and Design Teaching license Early Childhood through Adolescence. ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

<b>ED 489A</b>	<b>STUDENT TEACHING MUSIC GENERAL EC-A</b>	<b>1-6 CR</b>
Student teaching: Music general EC-A.		
<b>ED 489B</b>	<b>STUDENT TEACHING MUSIC CHORAL EC-A</b>	<b>1-6 CR</b>
Student teaching for Music Choral EC-A.		
<b>ED 489C</b>	<b>STUDENT TEACHING MUSIC INSTRUM EC-A</b>	<b>1-6 CR</b>
Student teaching for Music instrumental EC-A.		
<b>ED 490</b>	<b>STUDENT TCHNG: FOREIGN LANG EC-A</b>	<b>6-12 CR</b>
Student teaching for program licensing requirement.		
<b>ED 491</b>	<b>FIELD COURSE IN EDUCATION</b>	<b>4-12 CR</b>
Designed for teachers in service. Emphasis on the organization, direction and evaluation of student learning activities, including supervision of classroom procedures.		
<b>ED 493</b>	<b>STUDENT TEACHING: THEATRE EC-A</b>	<b>6-12 CR</b>
Student teaching for program licensing requirements.		
<b>ED 495</b>	<b>RESEARCH IN EDUCATION</b>	<b>1-4 CR</b>
Topics and credits to be determined and approved by the School of Education.		
<b>ED 499</b>	<b>WORKSHOP IN EDUCATION</b>	<b>1-4 CR</b>
Topics and credits to be determined and approved by the School of Education.		
<b>ENG 090</b>	<b>READING STRATEGIES</b>	<b>2 CR</b>
Focuses on developing strategies for college-level reading. Students will build vocabulary, learn to master unfamiliar words through context, and develop critical thinking and analytical skills.		
<b>ENG 099A</b>	<b>BASIC WRITNG FOR NONNATIVE SPEAKERS</b>	<b>3 CR</b>
Introduces academic rhetorical style through frequent paragraph compositions and an intensive review of grammar. Students must satisfactorily complete this course before enrolling in ENG 110. Credits do not count toward graduation requirements. For non- native speakers of English only. (Enrollment by placement) (F/S)		
<b>ENG 099B</b>	<b>BASIC WRITING SKILLS</b>	<b>3 CR</b>
Focuses on developming skills needed for college-level writing. Students required to take ENG 99 must complete it before enrolling in ENG 110. Credit does not count toward graduation requirements. (Enrollment by placement) (F)		
<b>ENG 099C</b>	<b>BASIC WRITING SKILLS</b>	<b>1 CR</b>
Continuation of skills taught in ENG 099B for students who are recommended to take it by their instructor.		
<b>ENG 110</b>	<b>COLLEGE WRITING</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: W</b>		
This first year course integrates critical reading and writing skills. Students will develop competence in finding and using source materials, and in writing research papers. Individual conferences, peer reading, and revision are some of the essential elements in this process-oriented approach to college writing.		

**ENG 111A FAIRY TALES AS CULTURAL NARRATIVES 4 CR**

**Gen Ed Experience Tags: 1C**

From the Brothers Grimm to Shrek -- this seminar will trace how fairy tales have changed over time and the various ways they have been interpreted and used by folklorists, psychologists, educators, literary critics, and filmmakers. Students will learn to explore how stories work, and to examine their own relationships with and reactions to the tales that continue to influence our lives. Some of the specific themes students will address include the concept of mythological archetypes, cultural distinctions among tales, the ways that stories change over time as well as the ways that stories create change, gender roles and class structures in fairy tales, and the differences between narrative and film versions of tales. Prerequisite: completion of the W tag or concurrent enrollment in a W tag course; This course is for first semester freshmen or freshmen transfers.

**ENG 111B COMICS, POLITICS & DEATH 4 CR**

**Gen Ed Experience Tags: 1C**

This course will focus on the contemporary graphic novel (a fancy name for novel length comic books) as both a literary genre and as a contemporary cultural product. We will examine the historical context of these works together with the literary and aesthetic devices they employ. Close, astute reading will be an integral part of our classroom work. We will identify and become familiar with the different artistic/graphic techniques and literary devices utilized in the texts. An exploration of contemporary (post-1945) graphic novels will serve as a gateway to meaningful examinations of the values, beliefs, and experiences of those in the world around us. Prerequisite: completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

**ENG 111C LIFE WRITING 4 CR**

**Gen Ed Experience Tags: 1C**

This course examines "life writing" not only as a literature genre, but also as a tool for exploring one's own culture, experience and beliefs. Through reading and discussing selected examples of life writing, ranging from conventional autobiographies and memoirs to autobiographical fiction, journals and graphic novels, students will practice skills of literary analysis and interpretation. They will seek out others' stories, gathering oral histories from members of their families and communities. Finally, students will apply these skills to construct their own life stories, writing personal narratives that articulate their changing identities and perceptions of the world. Prerequisite: completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

**ENG 111D TALES OF HUMAN NATURE 4 CR**

**Gen Ed Experience Tags: 1C**

This course explores a variety of representations of human existence in an interdisciplinary way using the approaches of literary studies and philosophy. The course is intended as a stimulation and motivation to continue looking at, understanding, and interpreting human nature in some of its many depictions. We will be reading fairy tales, Gothic novels, Modern/Contemporary Literature and place the readings in the context of Existential thinking. Furthermore, students will be applying our discussions and thoughts through interviews and projects in the community. Prerequisite: completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

**ENG 111E ECO-FICTION 4 CR**

**Gen Ed Experience Tags: 1CE**



Cross-listed with WS 204 F1.

**ENG 205 INTRO TO CREATIVE WRITING 4 CR**

**Gen Ed Experience Tags: BX**

Students read short stories, poems, or both by established writers and/or accomplished student writers and write their own short stories, poems, or both. The course aims to develop the student's critical reading skills and encourage the student's own creativity. Prerequisites: ENG 110 or W cornerstone.

**ENG 210 INTRO TO LITERATURE 4 CR**

**Gen Ed Experience Tags: CX**

Supplies students with the critical tools to analyze, evaluate and appreciate fiction, poetry and drama. Prerequisites: ENG 110 or W cornerstone.

**ENG 213 MODERN CHINA:HISTORY/LITERATURE HNR 4 CR**

**Gen Ed Experience Tags: F1**

A study of China from the late 19th century to the present, this course will examine several historical movements in the century-long process of Chinese Modernity through historical, literary, and cinematic narratives. Crosslisted with HIST 213 F6.

**ENG 215 WOMEN WRITERS 4 CR**

**Gen Ed Experience Tags: CQX**

An introduction to the work of women writers from a variety of literary genres and periods. The course will also teach fundamentals of literary interpretation. In this class, we will be reading conventional autobiographies, memoirs, autobiographical fiction, journals and a graphic novel. Cross-listed WS 215. Prerequisites: ENG 110.

**ENG 218 READ WOMEN WRITNG: ASIAN AM WOM WRT 4 CR**

**Gen Ed Experience Tags: F1**

**ENG 234 INTRODUCTION TO THE SHORT STORY 4 CR**

**Gen Ed Experience Tags: CX**

In this course students will read texts of a distinctive literary genre, the short story. Students will read stories by a wide range of authors in various styles with culturally and socially diverse content. Students will gain a sense of the historical development of this literary form. Students will develop critical thinking through close reading of texts. Students will gain the skills and vocabulary necessary for literary analysis. Students will continue to develop the writing skills emphasized in ENG 110. Prerequisites: ENG 110 or W cornerstone.

**ENG 235 INTRODUCTION TO POETRY 4 CR**

**Gen Ed Experience Tags: CX**

This course examines a cross section of English and American poetry from the late 16th century to the present day. Students will learn the specialized vocabulary appropriate to the discussion of poetry and will develop the analytical and critical thinking skills necessary to understanding and appreciating it. Toward that goal, we will consider poems - those "well-crafted and appealing artifacts of human wisdom," as William Chace puts it - that challenge expectations and provoke us to grapple with the moral and psychological insights they provide. Prerequisites: ENG 110 or W cornerstone.

**ENG 236 INTRO TO DRAMA: TOPICS 4 CR**

ENG 236 is a series of topics courses designed to give an introduction to drama. Varies by topic.

**ENG 236A INTRO DRAMA:GLOBAL DRAMA IN CONTEXT 4 CR**

**Gen Ed Experience Tags: CG**

This course will survey global drama in translation, beginning with the development of a modern tradition in the 17th century and continuing into the present day. The class is designed to help students acquire the tools for understanding, appreciating, and critically analyzing drama as literature, as well as theatre as performance. Throughout the semester, student will learn basic concepts related to dramatic technique and innovation. Students will be expected to exercise critical thinking skills as they read, analyze, and discuss a variety of plays. Most importantly, they will learn ways to place these works in their cultural contexts, acquire greater cultural literacy, and experience the pleasure of reading and talking about literature. Prerequisites: ENG 110 or W cornerstone.

**ENG 242                    LITERATURE OF AMERICAN MINORITIES                    4 CR**

**Gen Ed Experience Tags: CDX**

This course provides an introduction to literatures of ethnic minorities in the US, including Native American, African American, Hispanic American, and Asian American literatures. We will read a number of significant 20th century texts which have shaped ethnic minority traditions and have become part and parcel of American literature. We will explore such major issues as identity, culture, history, race, gender, sexuality, and class. We will examine how these texts present specific ethnic experiences via diverse literary means and innovations and by doing so contribute to American literature and culture. Prerequisite: ENG 110 or W cornerstone

**ENG 250                    TOPICS IN LIT: SCIENCE FICTION                    4 CR**

**Gen Ed Experience Tags: CX**

This course is an exploration of the genre of science fiction, which is increasingly popular in both mainstream culture and academic study. Themes such as artificial intelligence, evolutionary change, confrontations with the Other, and ecological responsibility will emerge in our investigation of science fiction. It will quickly become clear that science fiction is about more than galaxies that are far, far away; it is also about some of the most important issues of our time: technology, gender, globalization, sexuality, multiculturalism, and how to live in peace. Students will write extensively about course materials both inside and outside of class, offer a presentation on an example of science fiction that is not on the syllabus, complete two take-home essay exams, and develop a project paper. Prerequisites: ENG 110 or W cornerstone.

**ENG 250A                    TOPICS IN LIT: 9/11 AND THE NOVEL                    4 CR**

**Gen Ed Experience Tags: C**

Politicians, reporters, and fellow citizens alike have told us that "9/11 changed everything," but what does that mean? What is the role of art in representing, understanding, and coming to terms with events of such magnitude unfolding during our lifetimes? Is it even possible to begin to reckon the long-term effects of 9/11 on our country and our lives? In this course students will survey the landscape of contemporary American fiction to see how writers have grappled with these questions, and how they have begun to answer them. In doing so, they will address larger questions about national memory, identity, and the stories we tell ourselves to make sense of our times. Prerequisite: ENG 110 or W tag.

**ENG 250B                    TOPIC IN LIT: NARRATIVES OF SLAVERY                    4 CR**

**Gen Ed Experience Tags: CD**

In this course we will explore works by William Faulkner and Toni Morrison, who are well known for their attempts to process the horrors of slavery and its repercussions of the American psyche through fiction. Both authors use experimental narrative techniques to transmit the disjunctive experiences and trauma of slavery and its legacy. We will study these works both for their literary merit as well as for their insights on the historical, political, and social experiences of slaves, slave owners and their descendants. Through textual analysis, we will examine the intersections of race, ethnicity, and identity in the American social landscape. Prerequisites: Completion of ENG 110 or W cornerstone or placement into ENG 110 honors.

**ENG 250C                    CRIMINAL UTOPIAS SCI FI & CRIME LIT                    4 CR**

**Gen Ed Experience Tags: CGX**

Science Fiction and Crime Literature are genres that hold up dual mirrors for their readers and facilitate discussions of the changing nature of society, and the nature of good and evil, through popular culture. Over the past decades, Scandinavian crime fiction has seen an explosion of both production and popularity. Scandinavian crime authors have attracted larger international audiences and are widely translated with names such as Mankell, Holt and Larson leading the ranks. This phenomenon poses interesting questions as the Scandinavian countries are known as peaceful, with low crime rates and a cradle-to-grave social-welfare system. Why has Scandinavia produced world-renowned writers of crime fiction and used the genre to international acclaim? Does this conflict with our general perceptions of Scandinavia, and is there a specific Scandinavian element in the crime literature? Why are Scandinavians reluctant to embrace fantasy and science fiction? Is the Scandinavian culture too earthbound and secure to venture out onto imaginary limbs? What are the characteristic Scandinavian elements, if any, in the science fiction literature which is produced?

This course will include an examination of the origins of science fiction and the crime literature genre in a broader historical perspective, drawing on British and American texts and theories. Through the reading of a variety of novels and short stories, as well as viewing of films, the course aims to heighten the ability of the students to engage in analytical and critical thinking, voice coherent argumentation, explore, examine, reason and write academic essays as well as other forms of written expression. The investigation of human issues is relevant to all literature courses; science fiction and crime literature is particularly relevant in its enquiry into human nature for better and worse. This course will focus on the particular Scandinavian response to the above-mentioned questions as portrayed in two popular culture genres and create a global perspective by comparing Scandinavian world views, as expressed in the genres, to those experienced by the students in contemporary USA. Prerequisite: ENG 110 or W cornerstone.

**ENG 250D                    TPC LIT: MULTI-ETH AMER GRAPHIC NOV                    4 CR**  
**Gen Ed Experience Tags: CDX**

This course is designed to introduce to students contemporary multi-ethnic American literature through the graphic novel as an increasingly significant literary genre for academic inquiry. We will read a number of significant graphic novels by Native American, African American, Latino/a American, Jewish American, Asian American, and white American graphic novelists and will explore such major issues as identity, culture, history, memory, community, race, gender, sexuality, and class. Students will gain knowledge of diverse multi-ethnic experiences and various literary expressions through the genre of the graphic novel and will develop critical thinking, reading, and writing skills to interpret literary texts. Prerequisite: English 110. Cross-listed with ETHS 250D CDX.

**ENG 250E                    TPC: WILDRNSS & LIT OF AMER WEST                    4 CR**  
**Gen Ed Experience Tags: CEX**

A course in the fiction, poetry and nonfiction prose of the American West focusing on wilderness and the environment. Concepts of ecology are central to the course; we will trace an arc from the writings of John Muir and the founding of the Sierra Club to the modern-day environmental movement. We will read a range of poets from Robinson Jeffers, whose work has been celebrated by environmental organizations, to Gary Snyder, perhaps the leading contemporary American eco-poet. We will explore the writings of other fiction writers, poets and nonfiction writers who have captured in their work something of the majesty and vulnerability of the Western landscape. We will consider the contradictory myths of the American West, with its competing claims of individualism and preservation. The literature of the American West has played an important role in fostering the emerging eco-consciousness of North America. Prerequisite: ENG 110 or W cornerstone.

**ENG 250F                    TPC: SCIENCE FICTION                    4 CR**  
**Gen Ed Experience Tags: CX**

This course is an exploration of the genre of science fiction, which is increasingly popular in both mainstream culture and academic study. Themes such as artificial intelligence, evolutionary change, confrontations with the Other, and ecological responsibility will emerge in our investigation of science fiction. It will quickly become clear that science fiction is about more than galaxies that are far, far away; it is also about some of the most important issues of our time: technology, gender, globalization, sexuality, multiculturalism, and how to live in peace. Students will write extensively about course materials both inside and outside of class, offer a presentation to the rest of the class on an example of science fiction that is not on the syllabus, complete two take-home essay exams, and develop a project paper. Prerequisite: ENG 110 or W cornerstone.

**ENG 250G                    TPC:AMER RENAISS & CONTEXTS 1840-70                    4 CR**

**Gen Ed Experience Tags: CX**

This course will examine the period of vibrant American literary production in the middle of the nineteenth century known as the "American Renaissance." We will look at how a quickly growing middle-class readership emerged just as writers sought to find a singular way to bring European literary traditions to bear on distinctly American cultural and political issues such as the nature of American democracy. This course will also consider how the idea of the "American Renaissance" was established and later critiqued. Prerequisite: ENG 110.

**ENG 250J                    TPC IN LIT: NOIR IN FILM & FICTION                    4 CR**

**Gen Ed Experience Tags: CX**

This course is an introduction to a culture studies approach to popular texts, which literary and other theory is used to study the great themes and issues of culture and civilisation. Noir is deeply entangled with gender and race issues in both film and fiction. Students will learn to periodize films and texts into modernist, postmodern, noir, and neo-noir. Students will also learn to translate film into text and apply literary criticism and other theory as we do from our postmodern viewpoint. Overall students will emerge with an educated appreciation of a genre that starts off as uniquely pulp American, then becomes defined by the French in the fifties as something much bigger. Prerequisite: ENG 110.

**ENG 250N                    TPC LIT: NATURE & LIT OF MIDWEST                    4 CR**

**Gen Ed Experience Tags: CEX**

Nature and the Literature of the Midwest is a course that explores fiction, poetry, and environmental writing of the Midwest, with a special emphasis on Wisconsin and its natural environment. Concepts of ecology are central to this course. Some of the readings specifically address environmental issues of preservation and sustainability, while other readings - namely, fiction and poetry - provide us with an environmental history of the natural world, as it has been observed by writers at different times and in different parts of the Midwest. The course also introduces students to concepts of literary analysis and interpretation.

**ENG 259                    LITERATURE OF THE QUEST                    4 CR**

**Gen Ed Experience Tags: CGX**

This course is focused on the theme of the hero and the quest in literature and heroic legend. Readings are drawn from the earlier European tradition and include texts from the English, French, Spanish, and German literatures, as well as selections from other national or linguistic traditions. Course emphasis is on commonalities in the structure of the quest-myth, on the influence of local or national culture in shaping the nature of the hero, and on the interrelationships of distinct national traditions. Prerequisite: W cornerstone course.

**ENG 260                    TOPICS IN ETHNIC LITERATURES                    4 CR**

A series of topics courses dealing with the literary contributions of various ethnicities. Topics will be sub-numbered 260A, 260B, etc.

**ENG 260A                    LIT TPC: AMERICAN SLAVE NARRATIVES                    4 CR**

**Gen Ed Experience Tags: CDX**

During the eighteenth and nineteenth centuries, slaves of African origin composed a series of autobiographies that revised literary genres to finally give voice to experiences shared by millions forced into bondage over several centuries. As first-person stories with great political and historical significance, slave narratives reflect the inherent disjunction between the American ideal of equality and its continued use of brutal forced servitude. The development of the slave narrative as a literary genre provides a unique perspective on American cultural and political history while acknowledging voices long exiled from the American canon. Prerequisite: ENG 110.

**ENG 270                      INTRODUCTION TO WORLD LITERATURE                      4 CR**

**Gen Ed Experience Tags: CGX**

This course provides a sampling of literatures from different parts of the world. We will focus on several significant Western and non-Western novels of the 20th century and will explore a number of major literary, social and cultural issues through these texts, such as the role of the artist in the modern world; colonialism, decolonization and race; intellectuals and contemporary diaspora; tradition and modernity, sexuality and gender; culturally- and gender-specific aesthetic and literary expressions, and the various intersections and interrelations of these issues. We will study these texts from different continents as literary and artistic expressions of modern and contemporary human experiences in a global context. Prerequisites: ENG 110 or W cornerstone.

**ENG 270A                      WORLD LIT:STUDIES IN THE EPIC                      4 CR**

**Gen Ed Experience Tags: CGX**

This course is intended to cover classics of world literature in translation, specifically the epic genre. The course may cover Homer's Odyssey, Virgil's Aeneid, Ovid's Metamorphoses, and Dante's Inferno, and will also include fundamentals of literary interpretation. Prerequisite: ENG 110 or W cornerstone.

**ENG 276                      MYTHOLOGY                      4 CR**

**Gen Ed Experience Tags: CX**

A study of myths and their influence on literature and the arts. Works may include the Odyssey, the Aeneid, and the Metamorphoses. Attention will be given to the way the presentation of myths changes over time. Prerequisites: ENG 110 or W cornerstone.

**ENG 277                      LANGUAGE SOCIETY AND THE INDIVIDUAL                      4 CR**

**Gen Ed Experience Tags: J**

Students will investigate the different varieties of English and what they mean to the people who speak them. They will reflect on our assumptions and reactions to the language of different groups and search for the source of those reactions. Students will also analyze their language rituals and what role these rituals play in interpersonal relationships. Areas of study will also include the nature of the language faculty, the effects of human interaction on its development, and how language is processed by the brain.

**ENG 278                      THE NEW DOCUMENTARY                      4 CR**

**Gen Ed Experience Tags: A**

Students will view selected documentaries that reflect the rising status and influence of documentaries in popular film and contemporary society, respectively. Films will be chosen for their social and/or political significance and aesthetic qualities. The socio-political context will be examined through supplemental materials, and the purpose, intended effect, and impact of the films will be examined. Students will learn about the new documentary genre, various documentary film techniques and respond critically to their aesthetics.

**ENG 280                      INTRO TO LITERARY STUDIES                      4 CR**

**Gen Ed Experience Tags: CUX**



A study of the transforming movement of the sixties that continues and develops, having given birth to the new non-fictional novel, including true crime and gonzo journalism, using an immersion reporting style that borrows narrative techniques from the traditional novel. Readings include works by such writers as Truman Capote, Norman Mailer, Hunter Thompson, and Tom Wolfe. (Prerequisites: previous 300 level course or consent of the instructor)

**ENG 312 TOPICS IN JOURNALISM 4 CR**

Topics in journalism, varying by semester. Offerings might include environmental journalism, minority journalism, countercultural journalism, and advocacy journalism, including studies of how subcultures and marginalized interests discourse through media with the constantly changing mainstream in American culture. (Prerequisite: ENG 201 or consent of the instructor)

**ENG 312A TPC IN JRN: VIDEO PRODUCTION 4 CR**

**ENG 314 LITERARY JOURNALISM 4 CR**

**Gen Ed Experience Tags: X**

This course will introduce student writers to literary journalism, alternatively called creative nonfiction. Students will have an opportunity to study, read, and write their own literary journalism. The class will read and discuss a diverse selection of short and masterful examples of the genre in our text and from handouts of recent examples collected from the New Yorker and other magazines that foster the practice of literary journalism in its short form. Prerequisite: ENG 110.

**ENG 316 VIDEO PRODUCTION 4 CR**

**Gen Ed Experience Tags: B**

A beginning level course emphasizing filming techniques and editing video works. Students will choose their own topics to videotape and edit, including topics about student life, journalism issues, public service topics and ethnographic ethical issues and techniques. Emphasis on documentary-style video production and editing finished works based on assignments, self-selected topics and group critiques. Students will learn to shoot digital video cameras and learn Final Cut Pro editing software, which includes sound, music and graphics editing.

**ENG 317 PHOTOJOURNALISM 4 CR**

**Gen Ed Experience Tags: B**

Introductory course in digital photography with emphasis on photojournalism techniques for newspaper, magazine and online content. Students will learn to operate digital cameras and Photoshop CS4 photo processing software. Both black and white and color photographs will be created in this class. Students will learn editorial photography techniques and ethical decision-making relating to photojournalism.

**ENG 325 TOPICS IN ETHNIC AMERICAN LIT 4 CR**

A study of selected works from one of the following ethnic literary traditions in the United States: African American literature, Asian American literature, Latino/Hispanic American literature, or Native American literature. X-listed with ETHS 325.

**ENG 325A ASIAN AMERICAN WRITERS 4 CR**

**Gen Ed Experience Tags: CDQ**

This course offers a study of selected works of various genres (e.g., fiction, drama, memoir, and film) by Asian American women and men of diverse ethnicities. Emphasizing the intersections of race, class, gender, and sexuality, and informed by critical studies of race and ethnicity, feminist criticism, and cultural studies, we will explore the following main questions: What are the major themes and issues in Asian American literature and literary studies? What textual strategies do Asian American writers employ to represent Asian American self-identities and cultural politics? In what ways do these writers challenge or accommodate dominant representations of Asian American women and men as raced and gendered subjects? In what ways do the subject positions of the writers, characters, and readers impact our understanding of Asian American texts? Course is cross-listed with ETHS 325A. Prerequisites: ENG 110 or a "W" tag course.

- ENG 327 TOPICS: LITERATURE AND GENDER 4 CR**  
 A study of literary works from a variety of periods and genres in relation to issues of gender. Specific courses could include Black Women Writers, Textuality and Sexuality, Women Writing the Fantastic, or Tough Guys in Literature. (Crosslisted with WS 327)
- ENG 327 TPC: LITERATURE AND GENDER 4 CR**  
**Gen Ed Experience Tags: CQ**  
 A study of literary works from a variety of periods and genres in relation to issues of gender. Specific iterations of the course could include emphases on gender, sexuality and representation; queer theory; feminist theory, especially feminist narrative theory; textuality and sexuality; women's writing and society; or tough guys in literature. All possible versions of the course will require attention to how literature represents, reinforces, and/or attempts to subvert social roles attached to gender and sexuality. Prerequisites: ENG 110.
- ENG 327A WOMAN IN THE NINETEENTH CENTURY 4 CR**  
**Gen Ed Experience Tags: CQ**  
 This course examines the social and political roles of women as reflected in literature by and about women from the late eighteenth through early twentieth centuries. Prerequisite: ENG 110.
- ENG 330 SHAKESPEARE 4 CR**  
 Study of some major tragedies, comedies, and histories introducing students not only to the texts of the plays, but also to the theater, audience and cultural contexts of the period. Various critical strategies will be used to explore the contemporary meanings of Shakespeare's plays. (S)
- ENG 331 LITERARY FIGURES 4 CR**  
 Concentrated study of a single major author, including literary works, cultural and historical context, and influence. Possible course offerings include Shakespeare, Chaucer, Milton, Melville, Austen, Shaw, Joyce, Woolf, Twain, Faulkner, and Morrison. (S)
- ENG 331 LITERARY FIGURES 4 CR**  
**Gen Ed Experience Tags: CX**  
 Concentrated study of a single major author, including literary works, cultural and historical contexts and influences. Possible course offerings include Shakespeare, Chaucer, Milton, Austen, Melville, Shaw, Joyce, Woolf, Twain, Faulkner, and Morrison. Prerequisites: ENG 110 or a "W" tag course; "C" tag course or F1 course or permission of the instructor.
- ENG 331A TPC: RAY CARVER & NEW AMER REALISM 4 CR**  
**Gen Ed Experience Tags: CX**  
 This course explores the short stories, poetry, and essays of Raymond Carver (1938-1988), the so-called Minimalist writer whose writings about Americans in dead-end jobs found a large, appreciative readership in his lifetime. Carver's characters, many from the working class, find it difficult to understand how the American Dream is failing them. Our primary text is the Library of America volume of Carver, which includes, in the case of his most famous book of short stories, What We Talk About When We Talk About Love, both Carver's original manuscript versions of the stories and the published versions which were revised (often drastically) by his editor, Gordon Lish ("Captian Fiction"). An examination of these drafts should be especially interesting for writing majors and any students interested in the process of revision and editing. We will also read stories by Carver's acknowledged influences (Anton Chekhov, Ernest Hemingway, Flannery O'Connor) and his contemporaries in a realist mode (John Cheever, Ann Beattie, Tobias Wolff, Richard Ford).
- ENG 331B LITERARY FIGURES: SHAKESPEARE 4 CR**  
**Gen Ed Experience Tags: CX**  
 Reading and writing about Shakespeare's plays. Prerequisite: ENG 110.
- ENG 333 ENGLISH AS A GLOBAL LANGUAGE 4 CR**  
**Gen Ed Experience Tags: G**



A study of works by early writers who helped America recognize what it stood for and by the early giants of the American Renaissance. Prerequisites: ENG 110.

**ENG 368**                    **AMERICAN LITERATURE, 1865-1914**                    **4 CR**  
Post-Civil War developments of realism and naturalism as the United States grew into an international industrial power. (F)

**ENG 370**                    **TOPICS: WORLD LITERATURES IN ENGLISH**                    **4 CR**  
An examination of a particular national literature other than that of the United States or Britain, or a survey of literature by writers from a variety of regions around the globe. Specific courses might include Irish Literature or Postcolonial Literatures. (F)

**ENG 370A**                    **TPC WORLD LIT: MODERN IRISH LIT**                    **4 CR**  
**Gen Ed Experience Tags: CGX**  
Irish Literature may be viewed as the first postcolonial literature of the 20th century. Claude McKay, a leading figure in the Harlem Renaissance, looked for inspiration to the model of cultural renaissance and colonial resistance in Ireland. The upheavals in Ireland in the late 19th and early 20th centuries anticipated and may have precipitated political uprisings in other parts of the British Empire and around the globe. But Ireland itself has never been a monoculture. In the wake of Irish independence from Great Britain, the famous "Troubles" between Anglo-Irish Protestants and Irish Catholics have never been fully resolved. Jewish people have figured prominently in Ireland since the 1400s; the Judaeo-Irish Home Rule Association played an important role in the Easter Rising of 1916. The most well-known figure in Irish Literature, Leopold Bloom in James Joyce's *Ulysses*, is a Jew. Irish Literature provides a well-focused lens for an examination of contemporary global issues. Students will read not only those iconic writers associated with the Irish Literary Revival of the period immediately preceding and following the Easter Rising of 1916 (Yeats, Joyce, Synge, and company), but also those later 20th century writers who have chronicled the extraordinary changes in Irish culture and society. As Ireland has moved into the 21st century, so has Irish literature admitted the diverse voices of an ethnically, racially, and culturally changing nation. Indeed, a central question is the following: who are the Irish? It's not as simple as it sounds. Prerequisites: ENG 110 or a "W" tag course.

**ENG 370B**                    **TPC: POSTCOLONIAL FICTION**                    **4 CR**  
**Gen Ed Experience Tags: CGX**  
This course will provide students with an opportunity to explore fiction from the former British colonies and from Great Britain itself. Are you still trying to figure out what "postcolonial" means? Not a problem: part of our task will be to define the term "postcolonial," which can be understood as an historical period, a literary genre, or a particular political opposition to imperialism demonstrated in art and culture. In order to experience the literature of this course as fully as possible, our readings of the primary texts will be informed by historical grounding, geographical/political contexts, as well as cultural and literary theory to do with postcolonial subjectivity. Questions we will address include: How do we think about cultural authenticity and why do those ideas matter? What expectations do we - as readers - bring to postcolonial texts? How can the English language be made useful for writers in places where it was originally a tool for oppression? What role does literature play in the politics of the contemporary world? How do we, in North America, read the work of those in other parts of the world and learn from what they have to tell us? Prerequisites: ENG 110.

**ENG 371**                    **POSTMODERN AND CONTEMPORARY LIT**                    **4 CR**  
**Gen Ed Experience Tags: CX**  
This course will discuss postmodern and contemporary themes such as the search for meaning, revisionism, consumerism, community, and the relationship between literature and cultural change. We will look closely at issues of form and genre and will discuss critical terms including magical realism, postcolonialism, and poststructuralism. Students will be required to participate actively in discussions about the course readings and their writings. Prerequisite: ENG 110.

**ENG 377**                    **ISSUES & THEMES IN LITERATURE**                    **4 CR**  
**Gen Ed Experience Tags: C**

Special study of literature organized around a theme, problem, issue or development. Possible themes include Arthurian legend, the Gothic in literature, the literature of dissent, or power relations in literature. Prerequisites: ENG 110 or a "W" tag course.

**ENG 380 LITERARY CRITICISM AND THEORY 4 CR**

**Gen Ed Experience Tags: CUX**

This course builds on the theoretical principles taught in ENG 280 to further provide students with the critical tools used in upper-division literature course work. It is devoted to examining critical perspectives and theories in detail, including New Criticism, New Historicism, queer and gender studies, psychoanalytic criticism, feminism, and deconstruction, exploring them through primary readings and case studies. Students will develop a greater understanding of the critical frameworks that provide the assumptions, strategies, and governing questions for the practice of interpreting texts. Prerequisites: ENG 110 or a "W" tag course; ENG 280 or permission of the instructor.

**ENG 391 LITERARY GENRES 4 CR**

A study of literature through the lens of genre, such as the novel, film as literature, contemporary drama or poetry, popular genres, including fantasy or horror.

**ENG 395 ENVIRONMENTAL LITERATURE 4 CR**

**Gen Ed Experience Tags: CEX**

This course covers literature from the 19th, 20th, and 21st centuries that puts the environment at the center of discourse and considers humans as part of (rather than apart from) nature and ecosystems. Specific iterations of the course might focus on nature writing, urban environments, deep ecology, eco-feminism, eco-criticism, and/or activist literature. As an upper-level literature course, "Environmental Literature" will require attention to both primary and secondary texts. Extensive writing will be required, including both analytical essays and examples of nature writing or eco-fictional prose. Prerequisites: ENG 110.

**ENG 401 TEACHING OF COMPOSITION 4 CR**

Application of composition research to the teaching of composition today along with an examination of materials and techniques. This course should be completed before student teaching. (F)

**ENG 406 ADVANCED FICTION WRITING 4 CR**

**Gen Ed Experience Tags: BX**

This is an advanced fiction writer's workshop for students interested in writing short stories or chapters of a novel. Work in various genres such as science fiction, fantasy, or detective fiction is encouraged, as well as realist fiction. The student's own original work will be analyzed and discussed in both peer-review groups and in an all-class workshop setting. Students will also read and analyze stories by both contemporary and historic writers. Students will explore theories and methods of artistic production, interpretation, and criticism, with the aim of improving their own writing. Prerequisites: English 205 BX (English 205 F3)

**ENG 410 ADVANCED JOURNALISM 4 CR**

A project-oriented seminar for long investigative projects.

**ENG 415A BLACK WOMEN WRITERS 4 CR**

**Gen Ed Experience Tags: CDQ**

This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries. Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women's literature? What textual strategies do African American women writers employ to represent "blackness" and "femaleness?" In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women's writings? Cross-listed with ETHS 415A & WS 415A. Prerequisites: ENG 110 or a "W" tag course.

- ENG 443**                    **FOCUSED STUDY: ETHNIC AMERICAN LIT**                    **4 CR**  
 A close examination of a particular ethnic American literary period, genre, or theme, such as the Harlem Renaissance, immigrant narratives, or Asian Americans in popular culture. (F)
- ENG 470**                    **FOCUSED STUDY OF WORLD LITERATURE**                    **4 CR**  
 A study of masterpieces from the Western and/or non-Western traditions, selected for their cultural or literary significance. This course may be organized around a central theme or question, such as the nature of literary tragedy or the role of the individual in the community.
- ENG 476**                    **ADVANCED WRITING WORKSHOP**                    **4 CR**  
 Directed study in the writing of various literary forms, such as the informal essay, nature writing, scriptwriting, genre fiction (detective, fantasy, juvenile, etc.), the long poem, the novella, or other forms. (Prerequisite: ENG 205F3 and either ENG 305 or 306, or consent of instructor)
- ENG 477**                    **SEMINAR IN LITERARY STUDIES**                    **4 CR**  
 A special study of a literary period, figure, genre, or group, of some other special literary focus. (Prerequisite: ENG 110, ENG 280, and a 300/400 level literature course) (F)
- ENG 480**                    **FOCUSED STUDY OF LITERARY CRITICISM**                    **4 CR**  
 A study of a particular approach or issue in contemporary criticism and theory, such as feminist theory, gender studies, trauma studies, or migration and diaspora. (Prerequisites: ENG 110, 280) (F/S)
- ENG 480A**                    **FOCUSED STD LIT CRIT: CNTM GLOB FEM**                    **4 CR**  
**Gen Ed Experience Tags: GQU**  
 What issues are important to women in different parts of the world? How do those issues relate to one another? What makes an issue "feminist" or not? How do we conceive of feminisms outside of our borders, whether those borders are geographic, political, or personal? What strategies can we employ to understand women's lives and concerns in different cultures, locations, and times? Is it possible to actively support feminist causes across the globe without imposing dangerous sets of limiting assumptions? This course is an exploration of the methods, concepts, and experiences of feminism as it is practiced all over the world in different ways. The historical development and cultural mappings of feminism since the second wave will be our main concern, but we will maintain specificity by focusing on particular locations, and on locational concerns. Three large units will make up the course: feminism and race at the end of the second wave and into the present; postcolonial critiques of feminism and issues of religion, rights, and class in various locations throughout the world; and transnational approaches to feminist identity, politics and possibilities. Throughout our explorations of contemporary feminisms, we will interrogate how our own lives and choices affect the lives of women around the world, in part by investigating the origins of products we purchase regularly. Feminist theorists from a variety of disciplines including philosophy, literature, political science, history and sociology will provide groundwork for our explorations, which will be filled out through case studies, historical texts and literary narratives. Cross-listed with WS 480. Prerequisites: ENG 110 and ENG 280.
- ENG 481**                    **ADVANCED STUDIES IN ENGLISH**                    **4 CR**  
**Gen Ed Experience Tags: 3**  
 The first half of this course will explore different approaches to the course theme. Tenured and tenure-track members of the English Department will each take responsibility for one day's course content by assigning readings in advance and then conducting one class. In this way, students will learn how the course theme relates to different fields.. The instructor of the course will be responsible for all other classes and will organize assignments. The second half of the course will be a workshop focusing on student work. Readings will be determined by student interest and course time will be spent discussing those readings, developing project proposals, learning and using research techniques, and putting together student projects. Students will help one another with their projects and will receive direct feedback from the instructor regularly. Prerequisites; ENG 110, 280, and COR 2.
- ENG 489**                    **INTERDISCIPLINARY STUDY**                    **1-4 CR**



The focus of this class will be eco-spiritualities and eco-justice inspired by the wisdom of several religious and spiritual traditions together with application of the principles of sustainability. Students establish a Living and Learning "Studium" in Dominican Hall for the entire academic year where they experience together the four pillars of Dominican life: Community, Prayer, Study and Mission. Open to students from every religious and spiritual tradition, this COR 2 experience includes regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. In the second semester, students "set out on mission" to partner with others in the Edgewood and Madison communities engaged in sustainability and work in teams to prepare presentations for the Student Research Conference in April. Participants attend a "Constitution-Writing Retreat" the day (or week) before classes start and should be prepared to spend at least one Saturday each semester for a community retreat. Prerequisites: Sophomore or Junior status; Any COR 1; Prior or concurrent enrollment in another Environmental Studies course recommended; Acceptance in the "Sustainable Living and Learning Community" in Dominican Hall. Cross-listed with RS 201. (F)

**ENVS 201                    DEBATING THE EARTH: POL PERS ON ENV                    4 CR**  
**Gen Ed Experience Tags: E**

In the minds of many scientists and policymakers, there are ultimately is no issue of greater important than sorting out humankind's relationship to the deteriorating natural environment that sustains all life on earth. In this course, we shall explore how a diverse array of competing political perspectives views this relationship in terms of both the sources of and the solutions to our current ecological crisis. In investigating these different paradigms and how each constructs the issues, we will come to better understand how these views shape public policy, political movements, public opinion, and even international relations. Cross listed with PS 201.

**ENVS 202                    LIVING SUSTAINABLY IN DOM STUDIUM                    2 CR**  
**Gen Ed Experience Tags: 2ER**

The focus of this class will be eco-spiritualities and eco-justice inspired by the wisdom of several religious and spiritual traditions together with application of the principles of sustainability. Students establish a Living and Learning "Studium" in Dominican Hall for the entire academic year where they experience together the four pillars of Dominican life: Community, Prayer, Study and Mission. Open to students from every religious and spiritual tradition, this COR 2 experience includes regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. In the second semester, students "set out on mission" to partner with others in the Edgewood and Madison communities engaged in sustainability and work in teams to prepare presentations for the Student Research Conference in April. Participants attend a "Constitution-Writing Retreat" the day (or week) before classes start and should be prepared to spend at least one Saturday each semester for a community retreat. Prerequisites: RS 201; Sophomore or Junior status; Any COR 1; Prior or concurrent enrollment in another Environmental Studies course recommended; Acceptance in the "Sustainable Living and Learning Community" in Dominican Hall. Cross-listed with RS 202 2ER. (S)

**ENVS 206                    NATURAL COMMUNITIES OF WISCONSIN                    3 CR**  
**Gen Ed Experience Tags: EV**

An exploration of the natural communities of Wisconsin, from wetlands to forests. Field trips and class discussions focus on the identification of local plants and animals, the historical and current distribution of species and natural communities in Wisconsin, and the science behind our current understanding of the various factors the draw species together and our efforts in preserving our natural heritage. Cross listed with BIO 206.

**ENVS 216                    ENVIRONMENTAL GEOLOGY                    3 CR**  
**Gen Ed Experience Tags: EV**



Dynamic interrelationships within and between ecosystems are the key to what we will study in this course as well as the history of human relationship and impact with the natural world and the ecological history of civilization. Finally we will look at what the future may hold for this relationship depending on the choices that each of us make. Course work will include activities both inside and out of doors as we expand our knowledge of the plants and plant communities of the Edgewood campus, the surrounding neighborhoods and the University of Wisconsin Arboretum. The class will collaborate with several community groups and business groups to research and promote the practice of sustainable living. We will also be fostering a culture of sustainability within the Edgewood Community with hands on experience in ecological restoration practices on the Edgewood grounds, the UW Arboretum and the City of Madison parks and Recreation. Field trips will include several Saturday day-trips to scientific areas, Nature Conservancy sites, sustainable housing and LEED certified buildings and one overnight to the Environmental Retreat Center in Mazomanie. Students will collaborate with Woods Edge, the Environmental Studies Student Organization with outdoor activities and community outreach projects. Each student will be expected to make a 20 minute presentation to the class during the month of April. These presentations will illustrate how the material covered in the class relates specifically to the individual students major or main area of interest. Prerequisites: sophomore or junior status; COR 1; prior or concurrent enrollment in another Environmental Studies course recommended.

**ENVS 325 ENVIRONMENTAL ECONOMICS 2 CR**

Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use.

**ENVS 330 SUSTAINABILITY:GLOBAL-LOCAL CONNECT 3 CR**

**Gen Ed Experience Tags: 2EG**

This course explores how people relate to each other and with the natural world, and how these relationships reflect our values and shape our future. Starting from the premise that we are in the midst of historically unprecedented ecological and social crises that threaten modern civilization, if not our survival as a species, we will examine grassroots movements in different cultures aimed at addressing these crises at both the local and global levels, with particular focus on the U.S. and Latin America. Students will become familiar with key concepts of ecological and cultural sustainability, and apply these concepts in community-based projects that address local needs. Prerequisite: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

**ENVS 333 ECOLOGICAL HISTORY OF CIVILIZATION 3 CR**

**Gen Ed Experience Tags: E**

A global examination of the evolutionary and biological foundations underlying the multi-ethnic societies and diverse cultures observed in the modern world. Beginning with human evolution, this course will follow the sweep of human history through the origins of agriculture and the rise and fall of civilizations to the modern industrial condition. Focusing on biological and ecological processes and the human decisions that have led to the present, this course also explores the challenges faced by a growing and increasingly globalized human population as we move toward the future. Prerequisites: BIO 151 or consent of instructor.

**ENVS 352 ENVIRONMENTAL POLITICS 4 CR**

**Gen Ed Experience Tags: EJ**

Major issues in environmental policy, including public lands, wildlife, pollution and energy, as well as the role of governmental institutions, interest groups and the public in formulating environmental policy. Offered in alternate years. Cross-listed with PS 352.

**ENVS 353 PLTCS OF SPRWL: LND USE & TRNS PLCY 2 CR**

**Gen Ed Experience Tags: EJ**



In the second course of the Sustainability Leadership Program, we use an ecological framework to explore the scientific basis of sustainable systems and the extension of principles of ecology and natural systems at multiple levels of organization, with emphasis on the fundamental roles of energy flow, nutrient dynamics, and hydrological cycles in ecosystem and biosphere function. We work extensively with principles of ecological design, resilience, and restoration; and we critically analyze key sustainability indicators and reporting frameworks (e.g., ecological and carbon footprints, green building certifications, Global Reporting Initiative, Genuine Progress Indicator). Key related concepts considered in some depth include: ecosystem services; adaptive management; regeneration; permaculture; biomimicry; integral ecology; indigenous knowledge systems; ecospirituality. Prerequisite: SUST 650. (F)

**ENVS 469D TOPICS:SOCIAL & ECON SUSTAINABILITY 4 CR**

**ENVS 469E TOPICS:SUSTAINABILITY LDSP CAPSTONE 3 CR**

**ENVS 489 UNDERGRADUATE RESEARCH 1-4 CR**

Independent research related to environmental studies to be completed in collaboration with a faculty member or researchers from other agencies.

**ETHS 200 ED & IDENTITY IN PLURALISTIC SOCIETY 3 CR**

**Gen Ed Experience Tags: D**

Students will examine, interact with, and explore the pluralistic and diverse educations and identities of peoples in Wisconsin, the United States, and beyond through the lenses of privilege, oppression, and opportunity before and beyond the 21st century. Individual and institutional discrimination will be examined through culturally significant identity vistas that include race, ethnicity, gender, sexuality, class, language, and ability. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication-skill building, students will learn how to be culturally responsive to the contexts of communities and the dynamics of difference. Course meets Wisconsin DPI American Indian Tribes requirement. Course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. Prerequisite: sophomore standing or consent of the School of Education. Cross-listed with ED 200 D

**ETHS 201 INTRODUCTION TO ETHNIC STUDIES 4 CR**

**Gen Ed Experience Tags: DJ**

This course provides an overview of the social, historical, and cultural experiences of ethnic and racial groups in the United States, specifically African Americans, American Indians, Asian Americans and Latinos/as. Using concepts and methods in sociology as well as other disciplines, we will examine the ways race is socially and culturally constructed in society. We will also explore the ways race and ethnicity structure and shape social movements, identities and group formation processes, economics, education, housing, art, politics, crime and punishment, associations, and intimate life. Throughout the course, we will examine the central roles of class, nationality, gender, and sexuality in the construction of racial and ethnic boundaries and identities. Students will be required to conduct field research paying particular attention to the ways race, ethnicity, and class structure the setting and group formation processes.

**ETHS 204 SOCIAL MOVEMENTS IN AMERICAN HISTORY 4 CR**

**Gen Ed Experience Tags: DH**

The course examines the process of social change in U.S. history from the period of Native American and European contact to the 1980s. Emphasis will be placed on analyzing the causes and consequences of "rights" movements in American history. Cross-listed with HIST 204 DH.

**ETHS 222 INTRO TO CULTURAL ANTHROPOLOGY 4 CR**

**Gen Ed Experience Tags: GJ**

This course provides an introduction to the nature and diversity of human society and culture through an examination of specific cross-cultural cases. It includes a comparative study of social, political and economic organization, patterns of religious and aesthetic orientations, gender issues, relations with the natural environment, as well as the process of sociocultural persistence and change. Special consideration will be given to the circumstances faced by contemporary small-scale societies. Cross-listed with ANTH 222 GJ.

**ETHS 242                    LITERATURE OF AMERICAN MINORITIES                    4 CR**  
**Gen Ed Experience Tags: CDX**

This course provides an introduction to literatures of ethnic minorities in the U.S., including Native American, African American, Hispanic American, and Asian American literatures. We will read a number of significant 20th-century texts which have shaped ethnic minority traditions and have become part and parcel of American literature. We will explore such major issues as identity, culture, history, race, gender, sexuality, and class. We will examine how these texts present specific ethnic experiences via diverse literary means and innovations and by doing so contribute to American literature and culture (Prerequisite: ENG 110 OR W Cornerstone). Cross-listed with ENG 242 CDX. (S)

**ETHS 250                    THEMES AND ISSUES IN ETHNIC STUDIES                    3-4 CR**

A study of historically marginalized racial and ethnic groups in the U.S. through the exploration of various topics, such as ethnic autobiography, slave narratives, the Civil Rights movement, Chicano art, or the graphic novel.

**ETHS 250B                    THEMES: AMERICAN SLAVE NARRATIVES                    4 CR**  
**Gen Ed Experience Tags: CDX**

During the eighteenth and nineteenth centuries, slaves of African origin composed a series of autobiographies that revised literary genres to finally give voice to experiences shared by millions forced into bondage over several centuries. As first-person stories with great political and historical significance, slave narratives reflect the inherent disjunction between the American ideal of equality and its continued use of brutal forced servitude. The development of the slave narrative as a literary genre provides a unique perspective on American cultural and political history while acknowledging voices long exiled from the American canon. Prerequisite: ENG 110.

**ETHS 250D                    THEME: MULTI-ETHNIC GRAPHIC NOVEL                    4 CR**  
**Gen Ed Experience Tags: CDX**

This course is designed to introduce to students contemporary multi-ethnic American literature through the graphic novel as an increasingly significant literary genre for academic inquiry. We will read a number of significant graphic novels by Native American, African American, Latino/a American, Jewish American, Asian American, and white American graphic novelists and will explore such major issues as identity, culture, history, memory, community, race, gender, sexuality, and class. Students will gain knowledge of diverse multi-ethnic experiences and various literary expressions through the genre of the graphic novel and will develop critical thinking, reading, and writing skills to interpret literary texts. Prerequisite: English 110. Cross-listed with ENG 250D CDX.

**ETHS 262                    FOUNDATIONS OF ELS/BILINGUAL EDUC                    3 CR**

This course is a study of the sociolinguistic aspects of bilingualism and theoretical foundations of bilingual/bicultural education, including historical, political, social, and current issues and research findings. The course explores areas of controversy and examines how language reflects power, social class, and ethnic background. It shows models of bilingual/ bicultural programs, parental and community involvement and their effects on children is examined. (Prerequisites: Preliminary Entry to Teacher Education). Cross-listed with ED 262. (F)

**ETHS 264                    MULTICULTURAL ART IN THE USA                    4 CR**  
**Gen Ed Experience Tags: ADU**

This course provides an inclusive, multicultural introduction to 20th- and 21st-century art of the US, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. We consider such questions as: How have the social dynamics of race and ethnicity, along with gender and class, shaped the experiences of American artists and their audiences at various historical moments during the past hundred years? How do artists' social positions inform their artistic responses to questions of modernity? What does art by artists of diverse ethnicities tell us about the historic and contemporary experiences of various cultural groups in the US? As well as exploring movements in art of the US and the work of individual artists of various ethnicities, this course introduces the students to methodological and theoretical issues underlying the study of modern and contemporary art in the US, and ways that consideration and critical analysis of multiple disciplinary and social perspectives can enrich our understanding of this art. Readings, class discussion, group inquiry projects, and other assignments will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Cross-listed with ART 264 ADU. (F)

**ETHS 271                    ASIAN AMERICAN EXPERIENCE                    4 CR**  
**Gen Ed Experience Tags: 2DH**

This course examines major issues in the history of the Asian American experience from the middle of the 19th century to present, including the causes of early Asian immigration, the formation of Asian American communities and Asian American culture/identity, the history of exclusion/discrimination and resistance, and Asian Americans' contributions to American democracy. While special attention will be given to Chinese and Japanese Americans, students will also examine other Asian immigrants, such as East Indians, Koreans, and Hmongs. As it is a community-based learning course, students in this class are required to participate in activities that will allow them to interact with Asian Americans in the greater Madison community to explore Asian American cultures and race/ethnic relations. They will be guided to rethink their sense of self, their relations with other race/ethnic groups, and their American identity through studying Asian American views on self, community, social justice, equal rights, and democracy. Out of this experience, a deep understanding of their role in constructing a more justice and compassionate world will be achieved. Prerequisites: COR 1. Cross-listed with HIST 251 2DH.

**ETHS 309                    RACE & ETHNICITY                    4 CR**  
**Gen Ed Experience Tags: D**

This course engages students in an analysis of historical and contemporary experiences of race and ethnicity in the United States as influenced by changing migration trends and economic developments. Special consideration is given to the social construction of racial categories; issues of whiteness; and multiracial identity (Prerequisites: One of the following: SOC 201, ANTH 222, PSY 101). Cross-listed with SOC 309 D. (S)

**ETHS 317                    INTERCULTURAL COMMUNICATION                    3 CR**  
**Gen Ed Experience Tags: D**

This course is the study of how individuals perceive and react to cultural rules, and how those perceptions and reactions affect the ways they communicate with one another. The general goals of the class are for students to develop understanding of the role that identity plays in intercultural communication, develop understanding of how cultural rules affect communication, learn how cultures differ from each other and how they come together and coexist, and develop competence in communicating with people of various cultures in the United States and beyond.

**ETHS 325A                    ASIAN AMERICAN WRITERS                    4 CR**  
**Gen Ed Experience Tags: CDQ**



This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries. Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women's literature? What textual strategies do African American women writers employ to represent "blackness" and "femaleness?" In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women's writings? (Prerequisites: ENG 110 or W cornerstone). Cross-listed with ENG 415A CDQ & WS 415A CDQ.

**ETHS 430B TOPICS: AFRO-AMERICAN COMMUNITIES 3 CR**

This course explores African-American language, culture, and communication with in-depth and critical interpretations within a social and historical context. Crosslisted with COMMS 430B. (S)

**ETHS 443A PASSING NARR: ETHNIC AM LITERATURE 4 CR**  
**Gen Ed Experience Tags: CDQ**

This course offers a study of selected "passing narratives" of various genres (fiction, autobiography, and film) by women and men from diverse ancestries in American literature. By focusing on the intersections of race, ethnicity, gender, class, and sexuality in passing narratives and situating these texts in their historical, cultural, and critical contexts, we will explore the following main questions: What are the political motivations in the origins and maintenance of identity categories and boundaries, and what motivates passing, or boundary trespassing? What are the possibilities, consequences, and limitations of passing? In what ways do passing narratives destabilize the binaries of white/non-white, man/woman, authenticity and counterfeiting? What textual strategies do ethnic American writers employ to imagine the positive potential of passing while revealing its individual and cultural anxieties? How do these writers challenge or accommodate dominant discourses of difference, assimilation, and identity? Finally, to what extent are the issues underlying the passing narrative relevant to our own identity constructions in the contemporary U.S. culture? Prerequisites: ENG 110 W and sophomore standing.

**ETHS 480 INTEGRATIVE SEMINAR: ETHNIC STUDIES 1-4 CR**

The seminar integrates advanced research and community-based learning, focusing on selected themes or issues in ethnic studies. Synthesizing the goals of the minor, the course applies integrative approaches to the development of multicultural understanding. For two-session topics, students must complete both semesters to satisfy the ETHS 480 requirement (Prerequisite: junior standing or with consent of the instructor). Cross-listed with 300-400 level COR courses approved by Ethnic Studies. (F/W/S/SS)

**ETHS 480A INTG SEM: IMMIGRANT NARRATIVES 4 CR**  
**Gen Ed Experience Tags: 2CD**

An integrative seminar in ethnic studies, literary studies, and community-based learning, this course investigates, through multidisciplinary lenses, the issues of migration, border, and identities in the United States in the 20th and 21st centuries. Focusing on immigrant narratives of various genres, such as fiction, film, autobiography, and oral narrative, by women and men of diverse ethnic and racial ancestries, and integrating classroom inquiry and community engagement, we will explore the following questions: What are the major themes and issues in immigrant narratives? What does it mean to cross borders, and what motivates and causes border crossings? What are the possibilities and problems of border crossings? In what ways do immigrant and diasporic subjects challenge or negotiate boundaries that seek to oppress exclude or constrain? How do the forces of race, ethnicity, gender, and class intersect in the construction of immigrant or diasporic identities? In what ways do immigrant narratives challenge or accommodate the US national discourse of immigrant integration and progress? How does the study of migration, border, and identities shape our understanding of our own histories and identity constructions? What is our role in building communities committed to cultural pluralism and social justice? (Prerequisites: COR 1 or equivalent, ENG 110 or a "W" tag course, Junior standing or consent of the instructor). Cross-listed with COR 380 2CD

**ETHS 480B INTEGRATIVE SEM: FREEDOM RIDES 4 CR**







Advanced Language and the Francophone World is aimed at language learners who have successfully completed a 300 level French course in college. This course is designed as an interactive, culture-based course focusing on the development of oral and written communication in French using a meaningful global framework. This proficiency-oriented, learning-centered course will provide a deeper understanding of the Francophone world by reviewing grammatical structures and vocabulary-enrichment activities in the context of culture-based readings, films, research projects, and class discussions. Via culturally authentic topics ranging from family and society (Polygamy in Senegal; Marriage rituals in Tunisia; Role of women in Madagascar) and questions of socio-linguistics (Quebecois; Creole; status of French in Vietnam, regional dialects) to ecological and environmental issues of global concern (deforestation and solar energy in Cote d'Ivoire; space exploration and research in Guiana), French 416 will lend insights into the customs, traditions, social codes, communicative practices and global preoccupations of French speakers across borders. Prerequisites: Successful completion of a 3rd year French language class.

**FREN 428                    INTRO FRENCH LIT: MID AGES-REVOLUT                    4 CR**

**Gen Ed Experience Tags: CG**

French 428 is a literature course which introduces students to the primary genres and literary trends starting with Medieval France all the way up to the French Revolution through a sampling of texts written in the French language from 1100-1789. During the course of the semester, students will acquaint themselves with a variety of literary genres ranging from poetry, short stories, and essays to novels and theatre from the French Middle Ages, Renaissance, Classicism, and Enlightenment. Throughout the course of the semester, students will be trained to think critically and engage in thoughtful reflection and textual analysis. Class will be conducted entirely in French. Prerequisites: French 202, correct placement or equivalent.

**FREN 429                    INTRO TO FRENCY LIT: 19TH-20TH CENT                    4 CR**

**Gen Ed Experience Tags: CG**

This is a literature course aimed to acquaint students with the key literary genres, movements, authors, and texts from the 19th and 20th centuries. Course will survey representative prose, poetry and drama from 1800 to 1999. Prerequisite: Fourth semester college French or equivalent placement.

**FREN 430                    FRENCH PHONETICS AND DICTION                    3 CR**

Theory of French sounds, phonetic transcription, practice in pronunciation and intonation. \*If enrollment or rotation sequence does not permit taking these courses at Edgewood, they may be taken at the University of Wisconsin-Madison under the Collaborative Program.

**FREN 431                    FRENCH CIVILIZATION                    4 CR**

**Gen Ed Experience Tags: GH**

This course is a survey of French history and cultural evolution from Pre-Roman Gaul to present day (post WWII) France. Prerequisite: 4th semester college French or equivalent placement.

**FREN 432                    CONTEMPORARY FRANCOPHONE CULTR                    4 CR**

**Gen Ed Experience Tags: G**

French 432: Contemporary Francophone Culture is an upper-level culture course aimed at the advanced language learner. The course will survey the rich cultural traditions of the French-speaking world (The Antilles, Maghreb, Quebec, and West Africa), as well as examining the ethnic, racial, linguistic, and religious diversities of the immigrant populations in present-day France. Students will also investigate France's relationship with its former colonies and its role in the global context. Successful completion of French 432 will enable students to: Identify different Francophone cultures; Show familiarity with the history and politics of the French speaking world; Describe France's relationship with former colonies; Demonstrate knowledge about the minority and immigrant populations of France; Recognize the dynamics of power and privilege associated with colonization; Understand the role of France in the global context. Prerequisites: French 202, correct placement or equivalent.

**FREN 433                    FILM AND SOCIETY                    4 CR**

**Gen Ed Experience Tags: G**

French 433: Film and Society is aimed to develop cultural competency and student understanding of French civilization and the dynamics of contemporary French society through cinematic representations of different class structures and social framework as they existed in the past (la classe paysanne, l'aristocracie, et la bourgeoisie), and figure today (les fonctionnaires, la classe aisee, les ouviers, les immigrants, les pretres, et les etudiants) by some of France's great filmmakers. We will study the following films: Inch'Allah dimanche, Jean de Florette, Manon des Sources, Ressources humaines, Marius et Jeannette, Madame Bovary, Ridicule, Au revior les enfants, 8 femmes, L'esquive, Le diner de cons, and L'Auberge espagnole. Prerequisites: French 202, correct placement or equivalent.

**FREN 437                    LITERARY MOVEMENT OF MODERN FRANCE                    4 CR**  
In-depth study of selected thematic issues and trends.

**FREN 437A                    LITERARY MOVEMENTS OF MODERN FRANCE                    4 CR**  
**Gen Ed Experience Tags: CGQ**  
Literary movements of Modern France is an upper-division French Literature class focusing on a specific literary trend or theme. Our topic for FREN 437A is women writers, and to that end, we will study literary and critical texts by French women authors, learn about women's movements and feminist manifestos in France, and examine samples of "écriture feminie." The goal of this course is two-fold. FREN 437A is designed to develop (1) Student's knowledge of different narrative genres such as the journal, diary, letter, short story, and the literary autobiography through the study of literary texts and increase their ability to interpret literarry works and (2) Student's understanding of the social, cultural, political and historical contexts in which women's literature from France was produced and experienced. Prerequisites: 4th semester French, appropriate language placement, or equivalent.

**FREN 438                    FRANCOPHONE LITERATURE                    4 CR**  
**Gen Ed Experience Tags: CG**  
Francophone Literature is an upper-level literature course designed for advanced French learners. Francophone literature will expose students to the literary productions in a variety of genres from former French colonies (Haiti, Senegal, Cote d'Ivoire, Morocco, Algeria) along with other parts of the French speaking world (Martinique, Guadeloupe, Quebec, Nouvelle Calédonie) and offer strategies for literary analysis and interpretation. Grounded in post-colonial theory, the course will provide cultural, historical, and geo-political contexts for the works studied (colonization and slavery, le deracinement, la Negritude, decolonization, sociolinguistics and language politics). Prerequisite: Completion of FREN 202, appropriate language placement, or equivalent.

**FREN 459F                    TCH FOREIGN LANGUAGE ELEM/MID/SEC                    4 CR**  
Theory and practice of methodologies. Required for all foreign language teaching majors and minors. Co-taught with Spanish 459F; also known as ED 459F.

**FREN 480                    SPECIAL TOPICS                    2-4 CR**  
A course which would meet specialized needs of advanced students - e.g., literature, language or culture.

**GEOG 265                    ENVIRONMENTAL CONSERVATION                    2 CR**  
**Gen Ed Experience Tags: E**  
A seminar designed to investigate the ecological, cultural, geographic and economic background of the conservation of natural resources. Some of the specific issues that will be explored are: resource allocation and energy production; water issues; intergenerational externalities and food production; and population pressures. A special section will be devoted to producer and consumer cooperatives and alternative institutional responses to many of these pressing issues.

**GEOS 101                    ALL ABOUT WATER                    3 CR**  
**Gen Ed Experience Tags: 1EV**

This course explores water. Water is everywhere: in our bodies, our food, our atmosphere and underfoot. We can't live without it! And because we can't live without it, we fight about it, we write legislation regarding it, we try to steal it from each other, and we have turned it into big business--selling it in small and large plastic bottles. Unfortunately, we have also polluted it and wasted it with little regard to its value to us as individuals and the biosphere as a whole. Prerequisite: freshman standing. Cross-listed with NATS 101 1EV.

**GEOS 102            INTRO TO EARTH SCIENCE**

**4 CR**

**Gen Ed Experience Tags: S**

This course is a study of the major physical materials, processes and features of the earth, and how they are investigated. Such a study will provide students with a better understanding of how a growing human populations is increasingly affected by natural phenomena that are hazardous or influence economic development. Students will understand the nature of geologic change on the Earth, and how humanity is becoming a significant agent of such change. Students will come to appreciate how our understanding of the solid Earth has helped raise our standard of living by helping us locate the fuel and ores on which our modern society rests. It will also provide a background for appreciating geologic features of their surroundings. And finally it will suggest what types of questions to ask when matters of private concern or public policy, such as groundwater pollution or earthquake hazard mitigation, contain an important geologic component. The theory of plate tectonics, the current unifying theory of the geosciences, will be used as an illustration of how scientific hypothesis are constructed and tested using many lines of evidence. Prerequisites: Placement into ENG 110 and college level mathematics.

**GEOS 103            OCEANS AND ATMOSPHERE**

**4 CR**

**Gen Ed Experience Tags: S**

This course is a study of the major systems of the earth's oceans and atmosphere, dealing with their physical materials, processes and features, and how these are investigated. Students will understand the nature of change in Earth systems and how humanity is becoming a significant agent of such change. It will also suggest what types of questions to ask when matters of private concern or public policy, such as coastline modification, disaster preparedness, or global climate change. Prerequisites: Placement into ENG 110 and completion of M requirement.

**GEOS 105            NATURAL HAZARDS; HUMAN DISASTERS**

**3 CR**

**Gen Ed Experience Tags: 1V**

This course introduces students to the scientific study of the causes of natural hazards, and an interdisciplinary approach to how individuals and the public respond to natural disasters caused by those hazards. Students will discuss issues related to floods, hurricanes, other severe weather, earthquakes, and volcanic eruptions. While grappling with real-world concerns, this course enables students to discover connections between natural hazards with what they are learning about the needs of the world, in their liberal arts and sciences education, from culture and the news and through their own collaborative efforts towards making the world a better place.

**GEOS 203            HISTORICAL GEOLOGY**

**4 CR**

Physical evolution of the earth and its relationship to the development of life through geologic time. Topics include geologic time, origin of life, paleobiology, evolution and classification of fossil plants, vertebrates and invertebrates, plate tectonics, and geologic history of the Upper Midwest. Field trips required. (Prerequisite: GEOS 102F5 or consent of the instructor) (S)

**GEOS 203            HISTORICAL GEOLOGY**

**4 CR**

**Gen Ed Experience Tags: S**

GEOS 203 covers the broad topics of the physical evolution of the earth and its relationship to the development of life through geologic time. Topics include geologic time; origin of life; paleobiology, evolution and classification of fossil plants, invertebrates, and vertebrates; plate tectonics; and geologic history of the Upper Midwest. The course will be taught in an integrated lecture/laboratory format with three two-hour sessions per week. Classes are held in a laboratory setting with ready access to experimentation and testing of concepts learned in the lectures. Students will follow a guided discovery approach and will verify concepts through hands-on exercises requiring observation, measurement, and hypothesis-testing. The laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for geologic investigations. Prerequisites: GEOS 102S.

**GEOS 206 ENVIRONMENTAL GEOLOGY 3 CR**

Application of the geosciences to problems resulting from society's interaction with the physical environment. Emphasis will be on the recognition, prediction, control and public policy implications of environmental problems related to earth processes such as rivers, groundwater, erosion, land-slides, and earthquakes. Crosslisted with ENV5 206. (S)

**GEOS 206 ENVIRONMENTAL GEOLOGY 3 CR**

**Gen Ed Experience Tags: EV**

Environmental geology focuses on the interaction between humans and geological processes that shape Earth's environment. An emphasis is placed upon both how integral earth processes are to human survival and the fact that humans are an integral part of a complex and interactive system called the Earth System. The study of Environmental Geology brings important knowledge and information to the search for solutions to many of the problems facing humanity today. Challenges such as expanding populations, resource distribution and use, energy and water availability and earth processes (especially flooding, earthquakes, volcanic eruptions, landslides, etc.) that pose serious risks to life and property are addressed. Possible solutions are explored that work within ecological realities and prioritize the ability to meet the needs of the current population without reducing the options available to future generations.

**GEOS 292 GEOSCIENCE EXCURSIONS 1-3 CR**

In these field experiences, students will discover and investigate facts, concepts, and laws of science for themselves, much as scientists do in their professional lives. (Prerequisite: Consent of Instructor) (S)

**GEOS 301 WEATHER AND CLIMATE 4 CR**

**Gen Ed Experience Tags: S**

This course is an introduction to the study of weather and climate. Topics for this course include: the nature and variability of wind, temperatures, clouds & precipitation, storm systems, fronts, thunderstorms, tornadoes and their prediction, air composition and pollution, global winds, seasonal changes, climate and climate change.

Laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for investigations in meteorology and climatology.

Prerequisites: MATH 101, MATH 111, or equivalent.

**GEOS 469 SPECIAL TOPICS IN GEOSCIENCE 1-3 CR**

Advanced study of topics of special current interest in geoscience and related fields. Seminar/discussion format. (Prerequisite: Consent of instructor) (F/W/S/SS)

**GEOS 489 UNDERGRADUATE RESEARCH 1-3 CR**

Opportunities are available for students to engage in geological research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies. This course may be repeated (Prerequisite: consent of the instructor).

**GS 101 INTRODUCTION TO GLOBAL STUDIES 4 CR**

**Gen Ed Experience Tags: GU**

This course presents interdisciplinary perspectives on key global issues with an emphasis on critical analysis, problem-solving, and an understanding of the interdependence of the world's peoples and cultures. It is designed as the introductory course for students minoring in Global Studies or for students with a personal or professional interest in global studies wanting to meet general education requirements.

**GS 111 INTRO LATIN AMER STUDIES 4 CR**

**Gen Ed Experience Tags: G**

This introductory course, required for the Latin American Studies Minor, explores contemporary Latin America from a variety of perspectives and in a comparative context. Students will acquire a broad knowledge of the history, geography, society, politics and culture of Latin America, exploring key periods and themes with an emphasis on contemporary issues.

**GS 115 MANY MEXICOS 3 CR**

**Gen Ed Experience Tags: 1G**

This course provides a cross-cultural exploration of the following questions: What conceptions and misconceptions do we have about our nearest neighbor? What shapes and influences our knowledge and perceptions about Mexico? What is the actual diversity present within Mexico? What does a more complex and nuanced understanding of Mexico illuminate about contemporary issues of global social justice? In depth explorations of race/ethnicity, economics and education in Mexico will provide cases through which students consider these questions. The course culminates with a student-selected inquiry project in which they identify the needs and opportunities of contemporary Mexico, along with our individual and collective roles in building a more just and compassionate global community. This course is for first-semester freshmen or freshmen transfer students.

**GS 235 WOMEN IN WORLD CINEMA 4 CR**

**Gen Ed Experience Tags: AGQ**

Women in World Cinema is a survey course introducing students to visual texts made by women filmmakers from around the world. The course will cover different genres from full-length features, to shorts, documentaries, and ethnographic representations. GS 235 and WS 235 will include representative works by important filmmakers such as Suzana Amaral from Brazil, Kathryn Bigelow from the US, Iciar Bollain from Spain, Jane Campion from New Zealand, Safi Faye from Senegal, Deepa Mehta from India, Sally Potter from England, Agnes Varda from France and Li Yu from China. Students will critically examine, analyze, and evaluate national and international women's cinema in terms of form and techniques (light, camera, sound, cinematography) as well as content (themes, genres, ideology).

**GS 270 INTL SERVICE LEARNING IN CAMBODIA 2 CR**

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population. Prerequisites: COR 1 or equivalent, sophomore standing.

**GS 271 INTL SERVICE LEARNING IN CAMBODIA 2 CR**

**Gen Ed Experience Tags: 2G**

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population. Prerequisites: COR 1 or equivalent, sophomore standing.

**GS 290 CLTR TRINIDAD & TOBAGO:ART&STORY I 2 CR**

Students will explore the diverse and multiethnic twin Caribbean islands of Trinidad and Tobago where African, East Indian, Dutch, Chinese and Syrian cultures are blended and live harmoniously. Through music, dance, and story, students will investigate the history (including slavery), cultural expressions, life styles and values/beliefs of these island peoples and then contrast these with their personal histories, cultures, life styles and values/beliefs. While visiting the islands (January 5-15, 2012, GS 291), students will live with local families, study environmental and socio-economic issues, and experience the arts and story-telling as part of the community preparations for Carnival. Prerequisites: successful completion of COR I or equivalent.

**GS 291 CLTR TRINIDAD & TOBAGO:ART&STORY II 1 CR**  
**Gen Ed Experience Tags: 2G**

Students will explore the diverse and multiethnic twin Caribbean islands of Trinidad and Tobago where African, East Indian, Dutch, Chinese and Syrian cultures are blended and live harmoniously. Through music, dance, and story, students will investigate the history (including slavery), cultural expressions, life styles and values/beliefs of these island peoples and then contrast these with their personal histories, cultures, life styles and values/beliefs. While visiting the islands (January 5-15, 2012), students will live with local families, study environmental and socio-economic issues, and experience the arts and story-telling as part of the community preparations for Carnival. Extra costs: around \$2250.00. Prerequisites: GS 290.

**GS 350 LONG-TERM STUDY ABROAD: COR 2 1 CR**

This two-part course is designed for students who have applied to a study abroad program 5 weeks or longer. To receive the COR 2 and G tags, students must participate in pre-departure meetings in the semester prior to study abroad, enroll in GS 350 during the Study Abroad program, and enroll in GS 351 2G during the semester after the Study Abroad program. Around the theme of global citizenship students will prepare for and engage in a meaningful community-based learning experience in the host country, culminating in a personal mission statement. The cost of the study abroad program is in addition to the tuition of these three courses. Prerequisites: COR 1; submitted application for a study abroad program.

**GS 351 LONG-TERM STUDY ABROAD: COR 2 2 CR**  
**Gen Ed Experience Tags: 2G**

This two-part course is designed for students who have applied to a study abroad program 5 weeks or longer. To receive the COR 2 and G tags, students must participate in pre-departure meetings in the semester prior to study abroad, enroll in GS 350 during the Study Abroad program, and enroll in GS 351 2G during the semester after the Study Abroad program. Around the theme of global citizenship students will prepare for and engage in a meaningful community-based learning experience in the host country, culminating in a personal mission statement. The cost of the study abroad program is in addition to the tuition of these three courses. Prerequisites: COR 1; submitted application for a study abroad program.

**GS 370 LONDON: THEATER AND ART HISTORY 2 CR**

This interdisciplinary and experiential course consists of two parts, the first conducted in weekly meetings during the Fall semester and the second in London, England during the Winterim term. The first part of the course will offer an introduction to the study of theater and art history, and to the social, cultural, and artistic history of London. Course participants will engage in readings and research relating to some aspect of our planned experience. This research will be presented to the rest of the class when we are in London. The two-week study tour to London will provide the opportunity to study culture, theater, and art history in one of the world's premier cities for such study.

While in London, course participants will experience historical, modern, and contemporary theater and art. Class sessions in London will be designed to enrich experiential learning through faculty and student presentations. Our itinerary will include plays, museums, and art galleries, coordinated when possible so that we will view art from the era of a play we will be seeing, whether historical or contemporary. We will also visit cultural sites in and around London that have been important historically for artists and playwrights. Free time to explore London and its surrounds on their own will round out the travel component of the course. (F)

**GS 371 LONDON: THEATER AND ART HISTORY 2 CR**  
**Gen Ed Experience Tags: 2AG**

This interdisciplinary and experiential course consists of two parts, the first conducted in weekly meetings during the Fall semester and the second in London, England during the Winterim term. The first part of the course will offer an introduction to the study of theater and art history, and to the social, cultural, and artistic history of London. Course participants will engage in readings and research relating to some aspect of our planned experience. This research will be presented to the rest of the class when we are in London. The two-week study tour to London will provide the opportunity to study culture, theater, and art history in one of the world's premier cities for such study.

While in London, course participants will experience historical, modern, and contemporary theater and art. Class sessions in London will be designed to enrich experiential learning through faculty and student presentations. Our itinerary will include plays, museums, and art galleries, coordinated when possible so that we will view art from the era of a play we will be seeing, whether historical or contemporary. We will also visit cultural sites in and around London that have been important historically for artists and playwrights. Free time to explore London and its surrounds on their own will round out the travel component of the course. Prerequisite: GS 370 (W)

**GS 379                      GLOBAL STUDIES INDEPENDENT STUDY                      1-3 CR**

A program of independent reading/research, given with the consent of the instructor.

**GS 380                      EL SALVADOR:THE LAND AND ITS PEOPLE                      2 CR**

This seminar is an experiential and interdisciplinary exploration fo the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador over Spring Break with associated costs. Prerequisite: COR 1. (F)

**GS 381                      EL SALVADOR:THE LAND AND ITS PEOPLE                      2 CR**

**Gen Ed Experience Tags: 2G**

This seminar is an experiential and interdisciplinary exploration fo the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador over Spring Break with associated costs. Prerequisite: GS 380. (F)

**HI 301                      HUMAN ISSUES SEM I:                      2 CR**

Human Issues Seminar (Prerequisites: Junior or Senior standing) (F)

**HI 302                      HUMAN ISSUES SEM I:                      1 CR**

Human Issues Seminar (Prerequisite: HI 301) (W)

**HI 303                      HUMAN ISSUES SEM I:                      1 CR**

Human Issues Seminar (Prerequisite: HI 302) (S)

**HI 305                      HUMAN ISS SEM I:                      2 CR**

This course is the first of a two-semester interdisciplinary experiential sequence. Topics are listed in the current Timetable. See HI 405. Prerequisite: Junior or Senior Standing.

**HI 306                      HUMAN ISSUES SEMINAR I                      2-3 CR**



<b>HIST 117</b>	<b>HISTORY OF MODERN CHINA</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GH</b>		
This course provides a general by analytic survey of Chinese modern history from the late 17th century to present.		
<b>HIST 120</b>	<b>WORLD CIVILIZATION SINCE 1500</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GH</b>		
World history since 1500, with emphasis on the global nature of historical changes.		
<b>HIST 131</b>	<b>AMERICAN HISTORY I</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
A survey of the history of the US from pre-Columbian times to the Civil War.		
<b>HIST 132</b>	<b>AMERICAN HISTORY II</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
A survey of the history of the U.S. from post-Civil War to the present.		
<b>HIST 204</b>	<b>HISTORY OF AMER SOCIAL MOVEMENTS</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: DH</b>		
A survey of US social movements, with emphasis on post WWII movements.		
<b>HIST 207</b>	<b>RECENT UNITED STATES HISTORY</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
A survey of Post World War II American History.		
<b>HIST 211</b>	<b>HIST GERMNY FRM UNIFCTN TO NAZIFCTN</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
A history of Germany from the Wars of Unification to the seizure of power by Adolf Hitler in 1933.		
<b>HIST 221</b>	<b>MODERN JAPAN</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GH</b>		
Transformation of Japan from a feudal to a post-industrial society and global economic power.		
<b>HIST 238</b>	<b>WHO BUILT AMERICA? EVERYDAY PEOPLE</b>	<b>4 CR</b>
Emphasis will be placed on understanding how working people shaped developments in U.S. history. (Varies)		
<b>HIST 240</b>	<b>THE MIDDLE EAST</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
A survey of the history of the Middle East from 1900 to the present.		
<b>HIST 249</b>	<b>HISTORY OF US &amp; EAST ASIAN RELATNS</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GH</b>		
This course studies US and East Asian relations since the 19th century. It attempts to craft a thematic and selective treatment that contains teh central themes of American and East Asian relations. It examines the major phases and incidents of American relations with China and Japan. The Vietnam War and the Korean War, as part of American and East Asian relations, will also receive consideration. The course not only investigates diplomatic relations between the US and East Asia, but also discusses cultural interactions between the two sides. Major topics include mutual images, the Open Door policy, Asian immigration, the triangle relations between US, China and Japan, the Pacific War, the Korean War, the Occupation of Japan, the Vietnam War, and current issues.		
<b>HIST 251</b>	<b>ASIAN AMERICAN EXPERIENCE</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: 2DH</b>		

This course examines major issues in the history of the Asian American experience from the middle of the 19th century to present, including the causes of early Asian immigration, the formation of Asian American communities and Asian American culture/identity, the history of exclusion/discrimination and resistance, and Asian Americans' contributions to American democracy. While special attention will be given to Chinese and Japanese Americans, students will also examine other Asian immigrants, such as East Indians, Koreans, and Hmongs. As it is a community-based learning course, students in this class are required to participate in activities that will allow them to interact with Asian Americans in the greater Madison community to explore Asian American cultures and race/ethnic relations. They will be guided to rethink their sense of self, their relations with other race/ethnic groups, and their American identity through studying Asian American views on self, community, social justice, equal rights, and democracy. Out of this experience, a deep understanding of their role in constructing a more justice and compassionate world will be achieved. Prerequisites: COR 1 or equivalent, open to students in their second or third year or sophomore and above transfers.

<b>HIST 271</b>	<b>SELECTED ISSUES</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
Selected issues varies by topic.		
<b>HIST 271A</b>	<b>SEL ISS:UNITED STATES AND EAST ASIA</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
<b>HIST 271B</b>	<b>SEL ISS:20TH CENTURY GLOBAL HISTORY</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
<b>HIST 284</b>	<b>HIST OF PEOPLE'S REPUBLIC OF CHINA</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GH</b>		
A study of the history of the People's Republic of China since 1949.		
<b>HIST 295</b>	<b>PROSEM:HISTORIANS-/IOGRAPHY/METHOD</b>	<b>4 CR</b>
An introductory study of historical method and selected historical traditions. Includes an introduction to the use of historical data bases. All majors and minors are encouraged to take this course no later than their junior year. (F)		
<b>HIST 310A</b>	<b>CHINA TRADITION &amp; TRANSFORMATION(A)</b>	<b>3 CR</b>
This course is an introduction to Chinese history and culture and preparatory session for the field study of contemporary China. Prerequisite: COR 1 or equivalent and open to students in their second or third year or sophomore and above transfers. (S)		
<b>HIST 310B</b>	<b>CHINA TRADITION &amp; TRANSFORMATION(B)</b>	<b>1 CR</b>
<b>Gen Ed Experience Tags: 2GH</b>		
The second of a two-semester sequence studying contemporary Chinese history and human issues. It examines the impact of China's cultural tradition in current Chinese society and the force of change that has challenged Chinese tradition. Our main focus will be on the various cultural, political, economical and social issues that arise from this clash and transformation between tradition and modernity.		
<b>HIST 312</b>	<b>CHINA AND THE WEST</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: GHU</b>		
A course that examines the history of China's relations with the West, focusing on the period since 1500.		
<b>HIST 325</b>	<b>GERMANY &amp; THE RISE OF NAZI GERMANY</b>	<b>4 CR</b>
<b>Gen Ed Experience Tags: H</b>		
Introduction to the origins of the Nazi Party and its rise to power within the context of German historical and social developments from WWI through 1945.		
<b>HIST 333</b>	<b>ECOLOGICAL HISTORY OF CIVILIZATION</b>	<b>4 CR</b>



<b>HIST 401</b>	<b>SEMINAR</b>	<b>4 CR</b>
<b>HIST 401A</b>	<b>RESEARCH PAPER IN EUROPEAN HISTORY</b> Discuss and write a major research paper. (Prerequisite: HIST 400A)	<b>4 CR</b>
<b>HIST 401B</b>	<b>RESEARCH PAPER IN AMERICAN HISTORY</b> Discuss and write a major research paper. (Prerequisite: HIST 400B)	<b>4 CR</b>
<b>HIST 401C</b>	<b>RESEARCH PAPER IN E. ASIAN HISTORY</b> Discuss and write a major research paper. (Prerequisite: HIST 400C)	<b>4 CR</b>
<b>HIST 450</b>	<b>CIVIL RIGHTS MOVEMENT:FREEDOM RIDES</b> We will spend three weeks living in Milwaukee, where we will visit various "famous" Civil Rights sites, listen to veterans from the movement, as well as Civil Rights scholars from the Milwaukee community, all in an effort to broaden our understanding of the Civil Rights movement.	<b>4 CR</b>
<b>HIST 459</b>	<b>TCHNG HISTORY &amp; SOC STUDIES-MID/SCH</b> A study of the significant problems and issues in teaching history and social studies. This course does not count toward the credits in history required for a major or a minor. (varies)	<b>4 CR</b>
<b>HS 300</b>	<b>METHODS OF HUMAN SERVICES I</b> Students will learn and apply basic knowledge and skills for working directly with individuals and families (i.e., micro practice). Special attention will be given to the competencies of case management and interviewing, emphasizing communication skills and management of the helping relationship. The generalist perspective from social work will be used in a context of multiculturalism. Professional values and ethics will be employed as guiding principles to micro practice skills and decisions. In a practice course students should be prepared to take an active role in "hands-on" learning using demonstrations, dyads and small group-work. X-listed with PSY 301. (F)	<b>4 CR</b>
<b>HS 302</b>	<b>SOCIAL WELFARE AND POLICY</b> This course is an introduction to the history, mission, and philosophy of social work and social welfare. It has examination of the major social welfare policies and programs in the United States and consideration of current issues. Presentation of frameworks for evaluating and influencing social policy. (F)	<b>4 CR</b>
<b>HS 303</b>	<b>ADVANCED SOCIAL CHANGE SKILLS</b> This course addresses methods for planning and facilitating change in organizations and communities. Students will be introduced to community and organizational theories. The class will examine principles of planned social change and the role of social workers as macro-level change agents. Students will learn how to analyze and define a social or organizational condition, set a goal, and organize to bring about social change from a variety of theoretical and cultural perspectives. Students will examine ethical considerations inherent in macro-level social work. (S)	<b>4 CR</b>
<b>HS 304</b>	<b>GROUP METHODS IN HUMAN SERVICES</b> Students will acquire basic knowledge and skills needed to work directly with small groups in Human Services. Various forms of group practice, such as task groups, support groups, self-help groups and organizational groups, will be explored. Special attention will be given to the development of groups and to group facilitation skills. Professional values and ethics, as established by the National Association of Social Workers, will be employed as guiding principles to mezzo-practice skills and decisions.	<b>4 CR</b>
<b>HS 305</b>	<b>HUMAN BEHAVIOR &amp; SOCIAL ENVIRONMENT</b>	<b>4 CR</b>

Human development and behavior will be examined as outcomes of interaction with the social environment. Ecological and systems theories will be applied to this reciprocal process, examining biological, psychological, sociological, spiritual and cultural aspects of development. The role played by social systems (such as families, groups, communities and organizations) will be explored for each phase of human development. Particular attention will be paid to gender identity, ethnic identity, sexual orientation and socioeconomic status. (F)

**HS 400 HUMAN SERVICES INTERNSHIP 4-6 CR**  
Offers Human Services majors an opportunity to gain first-hand knowledge and skills of actual social work/human services practice. Facilitates the integration of curricular content through supervised experience with diverse systems and populations. (Prerequisites: HS 300, 302, and consent of instructor.) (S/F/SS) Cross-listed with PSY 495C.

**IC 000 DUMMY PREREQUISITE-FRESHMAN COURSES 0 CR**  
**IC 090 LEARNING STRATEGIES 2 CR**  
**IC 101 FORUM: 2-4 CR**

A course for new freshmen, Forum is designed to help students make the transition from high school to the rigors of college academics, and to integrate students into campus life. Recommended for ALL new freshmen. (F)

**IC 104 CRITICAL THINKING-WRITING&READING I 4 CR**

**IC 105 CRITICAL THINKING,WRITING & READING 4 CR**  
**IC 110 ACADEMIC SUCCESS 1 CR**

**IC 111 ACADEMIC SUCCESS II 1 CR**

This course is designed to assist at-risk freshmen students to continue to acquire and develop the techniques, resources, and information necessary to enhance their success in college. As the second course in the Academic Success sequence, IC 111 will help students revise their study habits within a framework of realistic goals and build upon the skills taught in IC 110. Students will benefit by learning about academic strategies based on mistakes or successes they have experienced in the preceding semester. The course will help students further clarify why they are in college, explore life goals, develop critical and creative thinking, and explore career and academic major opportunities. Students will also develop the skills necessary to become actively engaged in the campus environment and assets to the Edgewood College community. The course will continue to assess their strengths as learners and identify new strategies to enhance areas needing improvement. Prerequisite: IC 110.

**IC 150 FOUNDATIONS SEMINAR 4 CR**

This seminar is an interdisciplinary, topical course for first year students which focuses on developing skills in critical thinking, oral communication, and information literacy. (F) Open to new Freshmen only.

**IC 200 EXPLORING LEADERSHIP 2 CR**

The study of leadership theories, concepts and skills. Students develop their own leadership potential through values exploration, self-assessment, and practice, including a service learning activity.

**IC 201 PEER ASSISTANT LEADERSHIP 0-1 CR**

Introduces students to leadership skills needed in order to participate in the College's peer leader program in the COR 1 Program. (F)

**IC 202 LEADERSHIP WORKSHOP: PEER EDUCATION 2 CR**

Preparation for participating in the college's Peer Educator program focusing on substance abuse, violence prevention, and wellness.

**IC 205 FINDING YOUR PURPOSE, MAJOR, CAREER 1 CR**

Assists students in assessing their interests, values and skills and relating that information to career options. Interest inventories, strategies for career development and informational interviewing are also included in the course. (F/S)

**IC 401 HONORS SCHOLARSHIP 0-1 CR**

For students engaged in Honors contract work. Course is pass/fail (Consent of Honors Director Required) (F/S)

**IC 405 JOB SEARCH STRATEGIES FOR JRS/SRS 1 CR**

Learn, develop and practice skills essential for finding employment that matches the students interests and values. Develop professional goals. (Prerequisite: Junior or Senior standing)

**ITAL 101 FIRST SEMESTER ITALIAN 4 CR**

**Gen Ed Experience Tags: L**

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language in class and while abroad is required. Course sequence ITAL 101-102 satisfies the B.S. graduation requirement.

**ITAL 102 SECOND SEMESTER ITALIAN 4 CR**

**Gen Ed Experience Tags: L**

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language in class and while abroad is required. Course sequence ITAL 101-102 satisfies the B.S. graduation requirement. Prerequisites: ITAL 101 or equivalent.

**LAS 380 EL SALVADOR:THE LAND AND THE PEOPLE 2 CR**

This seminar is an experiential and interdisciplinary exploration for the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador over Spring Break with associated costs. Prerequisite: COR 1. (F)

**LAS 381 EL SALVADOR:THE LAND AND ITS PEOPLE 2 CR**

**Gen Ed Experience Tags: 2G**

This seminar is an experiential and interdisciplinary exploration for the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador over Spring Break with associated costs. Prerequisite: LAS 380. (S)

**MATH 098 MATHEMATICAL CONNECTIONS 3 CR**

A course in quantitative reasoning that examines the arithmetic of real numbers, geometry, measurement, and algebra using application and problem solving techniques. An emphasis is placed on exploring these mathematical concepts within the context of global issues. (F/S)

**MATH 099 MATH WORKSHOP 2 CR**

Continuation of Mathematical Connections. Must be taken the semester after MATH 98. (Prerequisite: Consent of Instructor) (F/S)

**MATH 101 INTRO TO PROBLEM SOLVING 3 CR**

**Gen Ed Experience Tags: M**







This course focuses on the content of middle and secondary school mathematics and appropriate teaching methods. Instruction will be guided by the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics. Emphasis is on problem solving, critical thinking, communication, and algebraic and geometric reasoning, measurement, data analysis and probability in grades 5 - 12. (Prerequisite: MATH 231) (F)

**MATH 459                    TEACHING OF MATH IN SECONDARY SCHLS                    3 CR**

This course is designed to provide an integrative study of curriculum and instruction in mathematics for middle/secondary level classrooms including appropriate research and practice in learning theories, curriculum development, teaching methods, instructional materials, evaluation and assessment at the middle/secondary level. Emphasis will be placed on the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics. Crosslisted with ED 459M. (Prerequisites: Praxis I and II and completion of the Gold portfolio step)

**MATH 461                    GEOMETRY                    4 CR**

An introduction to geometry. Topics include postulation development of Euclidean and non-Euclidean geometry; introduction of other geometries: projective, finite, vector, and transformational; historical development of geometry. (Prerequisite: MATH 301) ( F of even numbered years)

**MATH 462                    TOPOLOGY                    4 CR**

This course continues the study of properties of spaces invariant under homomorphisms. Topics include continuity, homomorphisms, connectedness, compactness, manifolds, the classification of closed, compact surfaces, the Euler characteristic, the fundamental group, and knot theory. (Prerequisite: MATH 301; 461 recommended) (S of odd numbered years)

**MATH 471                    SELECTED TOPICS IN PURE MATHEMATICS                    3 CR**

This course, which is offered occasionally, examines different topics in pure mathematics. (MATH 301 highly recommended)

**MATH 483                    MATH EDUCATION SEMINAR                    2 CR**

**MATH 485                    MATHEMATICS SEMINAR                    3 CR**

**Gen Ed Experience Tags: X**

This course discusses selected topics in mathematics, mathematics education, and applications of mathematics to related fields. With mentoring supervision, student will investigate significant mathematics independently and present findings in oral and written form at a variety of levels and to varying audiences. Student will investigate how topics are situated in the history and development of mathematics as a liberal art, and in the world; and reflect upon the relevance of their own scholarship to their professional goals and values. (Prerequisites: ENG 110 or W Cornerstone; Completion of COR II course, declared major in Mathematics or Mathematics Teaching, and junior or senior standing; or consent of the instructor) (Fall)

**MATH 490                    INTERNSHIP I                    1-3 CR**

Work experience related to the major. (Prerequisite: junior or senior status in the major in mathematics; consent of Department)

**MATH 491                    INTERNSHIP II                    1-3 CR**

Work experience related to the major. (Prerequisite: junior or senior status in the major in mathematics; consent of Department) examines the arithmetic of real numbers, geometry, measurement, and algebra using application and problem solving techniques. An emphasis is placed on exploring these mathematical concepts within the context of global issues. (F/S) Must be taken the semester after MATH 98. (Prerequisite: Consent of Instructor) (F/S) of attendance and performance at a designated number of performance classes each semester and a musicianship proficiency component. Music majors must pass six semesters, minors three semesters. All students registered in the Theory/Aural Skills sequence MUS 141BF3 through 244, and MUS 344/345 must register for MUS 000 each semester. (F/S)









The Chamber Singers is Edgewood's premiere a cappella choral ensemble, open to students of all majors. This ensemble focuses on the exciting process of generating musical expression from a cohesive community of student-musicians. The choir performs literature from the Medieval period to the 21st century, participating in multiple concerts throughout the school year. Prerequisites: A vocal audition and consent of the instructor.

**MUS 230B CHAMBER SINGERS 1 CR**  
**Gen Ed Experience Tags: B**

The Chamber Singers is Edgewood's premiere a cappella choral ensemble, open to students of all majors. This ensemble focuses on the exciting process of generating musical expression from a cohesive community of student-musicians. The choir performs literature from the Medieval period to the 21st century, participating in multiple concerts throughout the school year. Prerequisites: A vocal audition and consent of the instructor.

**MUS 240 MADRIGAL SINGERS 1 CR**

Audition required. The study of literature appropriate to the smaller choral ensemble. Members must be concurrently registered for MUS 230 Chamber Singers. (F/S)

**MUS 241 MUSIC THEORY 3 3 CR**

Intensive score study and analysis of harmonic concepts from the Common Practice Period relating to modulations, borrowed chords and expanded tertian harmonies, as well as form as an organizing element. Student must be registered concurrently for MUS 000 and MUS 242. (Prerequisites: MUS 142 and 144) (F)

**MUS 242 EAR TRAINING & SOLFEGE 1 CR**

Intermediate skill development in rhythmic reading, ear training, sight-singing, melodic/harmonic dictation, and error detection. (Prerequisites: MUS 142 and 144) (F)

**MUS 243 MUSIC THEORY 4 3 CR**

Intensive score study and analysis of harmonic concepts from the Common Practice Period and beyond. Topics focus on altered chords, extensive chromaticism and non-tertian harmonic techniques, as well as form as an organizing element. Student must be registered concurrently for MUS 000 and MUS 244. (S)

**MUS 244 EAR TRAINING & SOLFEGE 1 CR**

Advanced skill development in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection. (Prerequisite: MUS 142, 144 and 242) (S) development of competencies and skills used in the music classroom. Consult with Department Chair for current topics. (Prerequisite: Consent of Instructor) a) Folk Instrument Pedagogy b)Brass Pedagogy c)Woodwind Pedagogy d)String Pedagogy e)Percussion Pedagogy f) Vocal Pedagogy

**MUS 275A TOPICS: PEDAGOGY FOR MUS: FOLK INST 1-2 CR**

**MUS 275B TOPICS: PEDAGOGY FOR MUS: BRASS PED 1-2 CR**

**MUS 275C TOPICS: PEDAGOGY FOR MUS: WOODW PED 1-2 CR**

**MUS 275D TOPICS IN PEDAGOGY STRING 1-2 CR**

**MUS 275E TOPICS IN PEDAGOGY PERCUSSION 1-2 CR**

**MUS 275F TOPICS: PEDAGOGY FOR MUS: VOCAL 1-2 CR**

**MUS 301 PRIVATE PIANO 1 CR**

Second level of college-level piano study. (Prerequisites: MUS 201 and faculty approval) (F/S)

**MUS 310 JAZZ ENSEMBLE 1 CR**

Audition required. Study and performance of jazz ensemble literature, with campus and community performances. (F/S)

**MUS 311 PRIVATE INSTRUMENTAL LESSONS 1 CR**  
Second level of college-level instrumental instruction. (Prerequisites: MUS 211 and faculty approval) (F/S)

**MUS 321 PRIVATE VOICE 1 CR**  
Second level of private vocal instruction. (Prerequisites: MUS 221 and faculty approval) (F/S)

**MUS 330 CAMPUS-COMMUNITY CHOIR 1 CR**  
Study and performance of major works, as well as smaller choral gems. One or more performances each semester. (Prerequisite: consent of instructor) (F/S)

**MUS 343 ARRANGING 2 CR**  
An in-depth study of arranging literature for a variety of ensembles and voicings. Students will focus on arranging that is pertinent to their area of expertise. (S, alternate years)

**MUS 344 CONDUCTING 2 CR**  
The study of the basic conducting gestures necessary for ensemble rehearsal and performance. Student must be registered concurrently for MUS 000. (F, alternate years)

**MUS 345 ADVANCED CONDUCTING 2 CR**  
Application of score study and analysis in conjunction with the conducting demands of instrumental and choral scores. Student must be registered concurrently for MUS 000. (S, alternate years)

**MUS 350 CHAMBER ORCHESTRA 1 CR**  
Audition required. Study and performance of standard works for chamber orchestra. See the Department Chair for details.

**MUS 352 MEX & MEX-AMER ART MSC & CLTR 4 CR**  
**Gen Ed Experience Tags: 2DG**

This course offers students the opportunity to learn about the role that music and art have played in the development and expressions of Mexican and Mexican-American identity, and ways that the experience of immigration changes one's relationship to one's culture of origin and sense of identity. Through readings and discussion, students explore ways in which individual and collective cultural identity have been both reflected in and influenced by art and music in Mexico and in Mexican immigrant communities in the United States. During Spring Break the class will travel to Mexico in order to gain understanding of historic and contemporary art, music and culture in Mexico. Cross-listed with ART 352. Prerequisites: COR 1 or equivalent, open to students in their second or third year or sophomore and above transfers.

**MUS 355 MUSIC HISTORY: MEDIEVAL - CLASSICAL 3 CR**  
Events, movements, composers, and compositions from early music through the Baroque Period with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000.(Prerequisite: MUS 143/144) Offered in alternate years. (F)

**MUS 356 MUSIC HISTORY:CLASSICAL-21ST CENTUR 3 CR**  
Events, movements, composers, and compositions from the Classical Period through the 20th century with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000.(Prerequisite: MUS 143/144) Offered in alternate years. (S)

**MUS 381 JUNIOR RECITAL 2 CR**  
**Gen Ed Experience Tags: K**

A culminating recital for juniors or seniors at the 300 level of vocal or instrumental study. Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course. (F/S).

**MUS 400 MUSIC EDUCATORS WORKSHOP 1-2 CR**

Topics vary. Check the Music Department for current offerings.

<b>MUS 400A</b>	<b>DALCROZE EURHYTHMICS</b>	<b>1-3 CR</b>
<b>MUS 400B</b>	<b>COMPUTER APPLICATION I</b>	<b>1 CR</b>
<b>MUS 400C</b>	<b>COMPUTER APPLICATION II</b>	<b>2 CR</b>
<b>MUS 400D</b>	<b>CHORAL MUSIC WORKSHOP</b>	<b>1-3 CR</b>
<b>MUS 400E</b>	<b>SACRED MUSIC WORKSHOP</b>	<b>1 CR</b>
<b>MUS 400F</b>	<b>GOSPEL MUSIC WORKSHOP</b>	<b>2 CR</b>
<b>MUS 400G</b>	<b>INSTRUMENTAL MUSIC WORKSHOP</b>	<b>1-3 CR</b>
<b>MUS 400H</b>	<b>General Music Workshop</b>	<b>1-3 CR</b>
<b>MUS 400I</b>	<b>WORLD MUSIC WORKSHOP</b>	<b>1-3 CR</b>
<b>MUS 400J</b>	<b>KEYBOARD WORKSHOP</b>	<b>1-3 CR</b>
<b>MUS 400K</b>	<b>SOLO VOICE WORKSHOP</b>	<b>1-3 CR</b>
<b>MUS 400L</b>	<b>CULTURAL/CONCERT TOUR</b>	<b>1-3 CR</b>
<b>MUS 400M</b>	<b>MUSIC-CULTURAL TOUR</b>	<b>1-3 CR</b>
<b>MUS 401</b>	<b>PRIVATE PIANO-ADVANCED</b>	<b>1 CR</b>
	Third level of college-level piano study. (Prerequisites: MUS 301 and consent of faculty) (F/S)	
<b>MUS 411</b>	<b>PRIVATE INSTRUMENTAL LESSONS-ADVANC</b>	<b>1 CR</b>
	Third level of college-level study. (Prerequisites: MUS 311 and faculty approval) (F/S/)	
<b>MUS 421</b>	<b>PRIVATE VOICE-ADVANCED</b>	<b>1 CR</b>
	Third level of private vocal instruction. (Prerequisites: MUS 321 and faculty approval) (F/S)	
<b>MUS 456</b>	<b>METHODS OF TEACHING MUSIC K-8</b>	<b>2 CR</b>
	Methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included. Crosslisted with ED 456. (Prerequisite: Full admission to teacher education) (Alternating F)	
<b>MUS 457</b>	<b>METHODS OF TEACHING MUSIC 6-12</b>	<b>2 CR</b>
	The study of methods and materials for effective work in 6-12 settings, including conceptual and philosophical grounding in general and performance curricula. Practicum included. (Prerequisite: Full admission to teacher education) (Alternating S)	
<b>MUS 481</b>	<b>SENIOR RECITAL</b>	<b>1-2 CR</b>
	<b>Gen Ed Experience Tags: K</b>	
	A culminating recital for seniors at the 400 level of vocal or instrumental study. Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course. (F/S).	
<b>MUS 489</b>	<b>STUDENT TEACHING: MUSIC</b>	<b>8-12 CR</b>











Nursing care of culturally diverse families, aggregates, and communities. Skills in health assessment, education, and health promotion are extended to groups in communities. In addition, the development of partnerships with community members and groups is emphasized. (Prerequisites for Pre-Licensure Students: NRS 410, 411, 412, Social Science elective; concurrent: NRS 460; prerequisites for Registered Nurse Students: NRS 320, 330, 370; concurrent: NRS 460) (F/S)

**NRS 470 STRATEGIES FOR SUCCESS 1 CR**  
Course is designed for senior level nursing students to prorate success for first time state board licensure examinees. Prerequisites: Senior standing and consent of the instructor. (F/S)

**PDNRS391 FIELD STUDY 1-4 CR**  
Participate in Parish Nurse Institute July 02

**PHIL 100 MINDPWR: CHNG YR MND, CHNG THE WRLD 3 CR**  
**Gen Ed Experience Tags: 1P**  
"Mindpower: Change Your Mind, Change the World" will help you turn your mind into an ally for both personal success and for making a contribution to society. The wisdom of western and eastern philosophies and the practice of diverse forms of meditation will guide our exploration. You will investigate problems in society to see if and how meditation can support liberation from suffering and the creation of a just and compassionate world. You will learn the skills to empower your mind to be more aware, free and caring toward yourself and others. This course is for first-semester freshmen or freshmen transfer students.

**PHIL 101 LOGIC: PRACTICE OF CRIT THINKING 3 CR**  
**Gen Ed Experience Tags: T**  
Learn how to develop and strengthen your ability to identify, evaluate and construct arguments. Cultivate a critical thinking practice through the process of Socratic questioning in a learning community. Understand the value of multiple perspectives in critical thinking as a dialogical process necessary for building a just and humane society.

**PHIL 101A CRIT THNKNG FOR DELIBERATIVE DEMOC 3 CR**  
**Gen Ed Experience Tags: PT**  
A study of deliberative democratic theory with a special emphasis on the duties of citizens to deliberate and think critically about public policy.

**PHIL 101B CRITICAL THINKING & POPULAR CULTURE 3 CR**  
**Gen Ed Experience Tags: PT**  
In this course we will develop and strengthen skills required to identify, construct and evaluate arguments. We will investigate the nature of evidence and logical relations between claims. We will cultivate and internalize standards of critical thinking practice and build an understanding and appreciation for open-minded, ongoing dialogue that seeks truth. These goals will be incorporated into a critical examination of popular culture. We will seek to understand what is popular culture, how it influences us in how we view ourselves and others. We will evaluate the forces that shape popular culture, and our critical, and non-critical, responses to those forces.

**PHIL 102 FOUNDATIONS IN PHILOSOPHY 3 CR**  
**Gen Ed Experience Tags: PU**  
In this course, students will gain a greater awareness of the conversation that surrounds some of the most important questions of fact and value that have puzzled and continue to puzzle humankind, questions like: Is there a god, do we survive death, and does morality have a basis in fact? Students will also be asked to contribute something to this conversation: something that is well thought out, reasonably coherent, responsive to what others have said, and reflective of their most authentic selves. Students will be given the tools to do this through an extended discussion of the principles of critical thinking and the philosophical method that they were first exposed to in PHIL 101. Prerequisite: PHIL 101 T.

**PHIL 103 PHILOSOPHY OF THE PERSON 3 CR**  
**Gen Ed Experience Tags: P**

**PHIL 103A PHIL OF THE PERSON: MEANING & VALUE 4 CR**  
**Gen Ed Experience Tags: 1P**

This class examines the nature of human existence by asking fundamental questions from numerous disciplinary perspectives: is there such a thing as human nature? What is a meaningful life? Where do our values come from? How do our values influence how we see ourselves and others? How can we know who we are, both as members of the human community and as individuals? Can we control who we are or who we become? How can we live freely and responsibly? We will approach these questions through philosophical, psychological, and literary texts, as well as through reflections on and documentary representations of issues such as gender, sexuality and race. Prerequisite: This course is for first semester freshmen or freshmen transfer students; completion of the T tag or concurrent enrollment in a T tag course.

**PHIL 104 ETHICS 3 CR**  
**Gen Ed Experience Tags: P**

This class examines various ethical theories and dilemmas from various perspectives with the goal of discerning guidelines for individual human action and for the attainment of the good in human life. Prerequisites: PHIL 101: Critical Thinking.

**PHIL 104A ETHICS OF SEX LOVE AND MARRIAGE 3 CR**  
**Gen Ed Experience Tags: PQU**

This class examines various ethical theories about sex, love and marriage, with the goal of understanding and evaluating feminist and GLBT arguments about the worth of marriage as an institution. Prerequisite: PHIL 101.

**PHIL 105 SOCIAL AND POLITICAL PHILOSOPHY 3 CR**  
**Gen Ed Experience Tags: PU**

In this course, students will gain a beginner's understanding of some of the major social and political philosophies, including liberalism, conservatism, communitarianism, feminism, environmentalism, and cosmopolitanism. Students will also be asked to make some tentative steps towards developing your own social and political philosophy: a philosophy that is well thought out, reasonably coherent, consistent with the facts, responsive to what others have said, and reflective of their genuine points of view. Students will be given the tools to do this through an extended discussion of the principles of critical thinking and the philosophical method that they were first exposed to in PHIL 101. Prerequisite: PHIL 101 T.

**PHIL 106 PHILOSOPHY AND GENDER 3 CR**  
**Gen Ed Experience Tags: PQ**

This course will introduce students to the main theoretical paradigms within feminist and gender theory. The course is centered on the following questions: What is gender? What constitutes gender oppression? Is gender oppression related to oppression based on race, sexuality and class? If so, how? What is gender identity? Are gender differences natural, psychological, social, or some combination of these? How, if at all, is it possible to combat and perhaps overcome oppression? Prerequisites: PHIL 101: Critical Thinking.

**PHIL 107 PHILOSOPHIES OF EARTH 3 CR**  
**Gen Ed Experience Tags: F7**

What is our relationship to our earth home and all the beings who share it? This course studies the foundations of western and non-western philosophies in order to examine this and other cosmological and ecological questions. Current issues in environmental ethics are included. (Prerequisite: PHIL 101) Crosslisted with ENVS 107(S)

**PHIL 108 SCIENCE, RELIGION & PHILOSOPHY 3 CR**  
**Gen Ed Experience Tags: PU**

An exploration into the historical, cultural, ethical and philosophical relationships between religious traditions and the rise of Modern science. We will investigate these relationships as they have impacted: culturally shaped ways of knowing; changing worldviews about God, humanity and nature; methods of scientific, religious and philosophical inquiry; views on authority; and particular issues such as creation, evolutions and intelligent design, the mind-brain problem, and life after death. Prerequisites: Philosophy 101

**PHIL 109 HUMAN RIGHTS: THE GLOBAL STRUGGLE 4 CR**

**Gen Ed Experience Tags: GP**

A shared inquiry into the philosophy, history and global struggles pertaining to human rights. Prerequisites: Critical Thinking.

**PHIL 110 ENVIRONMENTAL ETHICS 3 CR**

**Gen Ed Experience Tags: EPU**

What ways of thinking help us participate responsibly in the web of life on Earth? This course will help us recognize the interdependence of human society and the natural environment and the ways in which principles of ecological sustainability are essential to building a just and compassionate world. Our course will begin with developing an understanding of the multidisciplinary context of environmental ethics, and then we will explore fundamental worldviews of our relationship with and responsibility to the natural world. We will then look at specific areas of concern and case studies where you will be given the chance to examine an issue from different philosophical perspectives. This course will develop your ability to think philosophically; to understand several philosophical traditions in ethics; and to apply your abilities and understandings to environmental issues. Cross-listed with ENVS 110. Prerequisites: T tag course.

**PHIL 112 FOUNDATIONS OF CHINESE PHILOSOPHY 4 CR**

**Gen Ed Experience Tags: F7**

An examination of the fundamental characteristics and diversity of viewpoints that constitute Chinese philosophy. Basic philosophical principles will be examined in themselves and their application to various aspects of Chinese life - its culture and civilization as a whole. Specific thinkers, problems, and schools of thought will be surveyed. Crosslisted with HIST 112F6. (Prerequisite: PHIL 101)

**PHIL 204 WOMEN'S STD: INTRO TO PHIL 4 CR**

**Gen Ed Experience Tags: F7**

Cross-listed with WS 204 F7.

**PHIL 250 HISTORY & PHILOSOPHY OF SCIENCE 3 CR**

**Gen Ed Experience Tags: PV**

History and Philosophy of Science is an introduction to the nature of scientific knowledge, the philosophical implications of science, development of science as we know it today, along with some of the processes and products of scientific inquiry. In addition, the course addresses the history of science through the study of notable scientific revolutions and the exploration of the natural world as a human activity. The goals of the course include: introducing students to philosophical ways of thinking and arguing within the natural sciences and student development of an appreciation of the scientific enterprise. Cross-listed with NATS 250. Prerequisites: PHIL 101 or consent of instructor.

**PHIL 270B FNDRN OF ED: PHIL-HONORS 3 CR**

**Gen Ed Experience Tags: F7**

**PHIL 305 PHILOSOPHICAL THEMES 2-3 CR**

Exploration of such topics as the human use of leisure and work, technology, mass media and the arts, cross cultural philosophical issues. (Prerequisite: PHIL 101)

**PHIL 305A SPC TPC: COSMOPOLITANISM 3 CR**

**Gen Ed Experience Tags: GP**



A two-semester introductory physics sequence primarily designed for those who do not need a calculus-based course. The first semester includes principles of mechanics, heat, and sound and their applications. The second semester includes principles of electricity and magnetism, optics, and modern physics and their applications. Three two-hour sessions per week. (Prerequisites: MATH 111; MATH 112 or equivalent recommended) (F)

**PHYS 131                    GENERAL PHYSICS II**

**Gen Ed Experience Tags: S**

A two-semester introductory physics sequence primarily designed for those who do not need a calculus-based course. The first semester includes principles of mechanics, heat, and sound and their applications. The second semester includes principles of electricity and magnetism, optics, and modern physics and their applications. Three two-hour sessions per week. (Prerequisites: MATH 111; MATH 112 or equivalent recommended) (S)

**PHYS 201                    COLLEGE PHYSICS I**

**4 CR**

**Gen Ed Experience Tags: S**

This course is the first of the two-semester calculus-based introductory physics sequence designed for pre-engineering, mathematics, and other science majors. It includes mainly principles of mechanics and their applications and is taught in integrated lecture-lab format in three two-hour sessions per week. The core of the curriculum is the study of motion with various levels of complexity. Some specific topics include: Kinematics in one and two dimensions, dynamics and Newton's laws of motion, work, energy and conservation of energy, linear momentum and collisions, and rotational kinematics and dynamics. Prerequisites: MATH 231 and concurrent registration or prior completion of MATH 232 or equivalent.

**PHYS 202                    COLLEGE PHYSICS II**

**4 CR**

**Gen Ed Experience Tags: S**

This course is second of the two-semester calculus-based introductory physics sequence designed for pre-engineering, mathematics, and other science majors. It is taught in three two-hour sessions per week in integrated lecture-lab format. This course mainly includes principles of electricity and magnetism and their applications. Prerequisites: PHYS 201 or equivalent and concurrent registration in or prior completion of MATH 233.

**PHYS 220                    INTRO HUMAN BIOMECHANICS**

**3 CR**

**Gen Ed Experience Tags: V**

Biomechanics is a field which uses mechanical analyses to investigate biological problems. Biomechanics involves combining what we know about the anatomy and physiology of the body, and physics to investigate problems. It is an increasingly popular field of study, as it has applications in health, prosthetic design, ergonomics, athletics, and computer gaming. Students who complete this course will study the methods that are currently used in investigating human biomechanical problems. Topics covered will include: mechanical and structural properties of living tissues, loads applied to joints, common sports injuries and treatments, linear and angular kinematics, linear and angular kinetics, equilibrium and torque. Prerequisites: MATH 111 or 112 or equivalent. Course cross-listed with BIO 220.

**PHYS 250                    SURVEY OF ASTRONOMY**

**4 CR**

**Gen Ed Experience Tags: V**

Modern exploration of the physical universe. Topics include the sky and celestial motions, our solar system, nebulae, galaxies, and cosmology with emphasis on origin and evolution. Prerequisites: MATH 114A.

**PHYS 260                    MODERN PHYSICS**

**3 CR**

**PHYS 300                    MATHEMATICAL METHODS OF PHYSICS**

**3 CR**

The physics content of the general physics sequence will be examined in greater detail using the tools of calculus to examine physical problems from classical mechanics, electricity, and magnetism. Focus will be an interpretation of graphs, basic differential equations, and vector analysis of physical problems. Students will use the tools and language of mathematics to understand physics. (Prerequisites: PHYS 131 or 202, MATH 231, and concurrent registration or prior completion of MATH 232) (F)

**PHYS 310                    PRINCIPLES OF MECHANICS                    3 CR**

Origin and development of classical mechanics; mathematical techniques, especially vector analysis; conservation laws and their relation to symmetry principles; brief introduction to orbit theory. (Prerequisites: PHYS 202F5 or 260 and concurrent registration in or prior completion of Math 331 highly recommended)

**PHYS 320                    ELECTROMAGNETISM                    3 CR**

Electrostatic fields, capacitance and dielectrics, magnetostatics; electromagnetic induction; Maxwell's equations. (Prerequisites: PHYS 310 and MATH 331)

**PHYS 350                    SCIENTIFIC COMPUTING                    3 CR**

Introduces computing tools useful in solving scientific problems. Considers a variety of techniques of tackling scientific calculations such as spreadsheets, symbolic packages, and using any suitable programming language(s). Topics will include elementary theory of errors, solution of algebraic equations, roots of polynomials, differentiation and integration of functions, and Euler's method. Examples will be drawn from such diverse fields as astronomy, physics, chemistry, earth science, biology and mathematics. (Prerequisite: MATH 232 or equivalent or consent of instructor)

**PHYS 360                    MODERN PHYSICS                    3 CR**

An introduction to quantum mechanics and their applications to atomic, solid state, and nuclear physics and chemistry. Three lectures per week. (Prerequisites: PHYS 202F5 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.) Crosslisted with CHEM 360 (S)

**PHYS 361                    THERMAL PHYSICS                    3 CR**

Investigates the laws of thermodynamics, properties of the states of matter and dynamics. Three lectures per week. (Prerequisites: CHEM 121F5 and PHYS 202F5 or consent of instructor) Crosslisted with CHEM 361.

**PHYS 469                    SPECIAL TOPICS IN PHYSICS                    1-3 CR**

Advanced study of topics of special current interest in physics and related fields. Seminar/discussion format. (Prerequisite: Consent of instructor) (F/W/S/SS)

**PHYS 489                    UNDERGRADUATE RESEARCH                    1-3 CR**

Opportunities are available for students to engage in physics research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies. (Prerequisite: consent of the instructor).

**PS 201                    DEBATING THE EARTH: POL PERS ON ENV                    4 CR**

**Gen Ed Experience Tags: E**

In the minds of many scientists and policymakers, there are ultimately is no issue of greater important than sorting out humankind's relationship to the deteriorating natural environment that sustains all life on earth. In this course, we shall explore how a diverse array of competing political perspectives views this relationship in terms of both the sources of and the solutions to our current ecological crisis. In investigating these different paradigms and how each constructs the issues, we will come to better understand how these views shape public policy, political movements, public opinion, and even international relations. Cross listed with ENVS 201.

**PS 210                    INTRO TO INTERNATIONAL RELATIONS                    4 CR**

**Gen Ed Experience Tags: GJ**

In this course we shall explore the actors, structure, and behavior of the emerging global system.

**PS 262                    INTRO TO AMERICAN POLITICAL PROCESS                    4 CR**

**Gen Ed Experience Tags: J**

Explores the nature and structure of the American political system, and examines selected problems in American government at the national level.

**PS 275 INTRO TO COMPARATIVE POLITICS 4 CR**

**Gen Ed Experience Tags: GJ**

In this course we shall explore the structure and conduct of politics cross-nationally and examine some of the communalities and differences among politics and political systems around the world.

**PS 301 POLITICAL IDEAS 4 CR**

Explores the major political ideologies of the modern and contemporary eras, as well as the political thinkers who played a role in developing and articulating such ideas. The role of these ideologies in shaping both historical and current events. (S of alternate years)

**PS 342 AMERICAN FOREIGN POLICY 4 CR**

Focuses on the United States and its relations with other nations, with emphasis upon the forces that determine contemporary American foreign policy. Crosslisted with HIST 342. (F of alternate years)

**PS 343 CONSTITUTIONAL POLITICS 4 CR**

Examines the political issues and conflicts that arise as society attempts to apply and interpret the US Constitution, especially as it regards civil rights and civil liberties. This would include such controversies as censorship, the rights of the accused, abortion, affirmative action, discrimination, privacy, and federalism. The roles played by the Supreme Court, the rest of the federal judiciary, state courts, Congress, the President, private interests, and public opinion. Notable past constitutional cases that helped shape current interpretations of the Constitution. (F of alternate years)

**PS 350 PUBLIC POLICY PROCESS 2 CR**

How policy decisions are made in the American political system. Attention will be paid to models of policymaking, the roles of specific actors in the policymaking realm, and the various stages of the policymaking process. Offered every three years.

**PS 351 SELECTED ISSUES IN PUBLIC POLICY 2-4 CR**

The nature and development of selected contemporary public policy issues such as education, housing, taxes, welfare, crime, transportation and urban planning. The course may cover several topics or focus in detail upon one issue in a given semester.

**PS 352 ENVIRONMENTAL POLITICS 4 CR**

**Gen Ed Experience Tags: EJ**

Major issues in environmental policy, including public lands, wildlife, pollution and energy, as well as the role of governmental institutions, interest groups and the public in formulating environmental policy. Offered in alternate years. Cross-listed with ENVS 352.

**PS 353 PLTCS OF SPRWL: LND USE & TRNS PLCY 2 CR**

**Gen Ed Experience Tags: EJ**

Since World War II, the United States has undergone a revolution in how we live and get around. The suburb is now where most Americans live and the car is how most get around. Ever-spreading development of housing subdivisions and shopping malls at the edges of metropolitan areas, known as suburban sprawl, is increasingly becoming a major local political issue all over the country. This course examines the environmental and social consequences of suburban sprawl and the patterns of mobility associated with it. In doing so, we will closely explore the role of public policies at the local, state, and federal levels in creating, supporting and now questioning this entire system. Cross-listed with ENVS 353.

**PS 360 POLITICAL PARTIES & INTEREST GROUPS 4 CR**

**Gen Ed Experience Tags: J**

This course looks at the nature and function of two types of political organizations which influence American government: political parties and interest groups. Their structure, roles and behavior will be examined as will the process of political action in general.

**PS 361 THE PRESIDENT & THE EXECUTIVE BRANC 4 CR**

**Gen Ed Experience Tags: J**

The structure and nature of the Presidency and the executive bureaucracy. The history, political behavior and functions of teh executive office and its relationships to Congress, the bureaucracy, the media, interest groups, and the American people; the theory and practive of public administration within the executive branch.

**PS 362 CONGRESS & LEGISLATIVE POLITICS 2 CR**

**Gen Ed Experience Tags: J**

The structure and behavior of legislative bodies, especially the U.S. Congress. In addition, theories of representation, the role of constituents, and the legislature's complex relationship to the other branches of government.

**PS 364 STATE AND LOCAL POLITICS 2 CR**

The process of governing at the state and local levels and the unique problems that are associated with state and local government. Special emphasis is placed on intergovernmental relations and how these influence state and local politics. Offered in alternate years.

**PS 380 POLITICS OF LATIN AMERICA 4 CR**

**Gen Ed Experience Tags: GJ**

In this course we shall explore the structure, nature, and history of Latin American politics and examine some of the issues and problems unique to that region.

**PS 381 POLITICS OF THE EUROPEAN COMMUNITY 4 CR**

**Gen Ed Experience Tags: GJ**

In this course we shall explore the sturcture, nature, and history of politics in Europe and of the European Union and examine some of the issues and problems unique to that region.

**PS 382 RUSSIA & THE FORMER USSR 4 CR**

An exploration of the emerging political systems in the former USSR, with primary emphasis on Russia. Particular focus on problems of transition from Communism, and continuities/discontinuities between present and Soviet and pre-Soviet periods. Offered every three years.

**PS 384 POLITICS OF THE MIDDLE EAST 4 CR**

**Gen Ed Experience Tags: GJ**

In this course we shall explore the structure, nature and history of Middle Eastern politics and examine some of the issues and problems unique to that region.

**PS 460 MASS MEDIA & POLITICS 4 CR**

**Gen Ed Experience Tags: J**

How media has transformed American politics in the last half-century. Explores the assumption that media coverage of politics is not apart from the events it reports on, but rather a determinant, in many ways, of those events. How the presentation of political reality by the media, especially TV, affects elections, political behavior, public opinion, policy debates, and the notion of citizenship and democracy.

**PS 480 SEMINAR IN POLITICAL SCIENCE 2-4 CR**

A seminar that explores contemporary issues in political science.

**PS 481 SEMINAR IN INTERNATIONAL RELATIONS 2-4 CR**

A seminar that explores contemporary issues in international relations. science. Emphasis on major topics and areas of research in psychology including: Methodology; biology and behavior; perception; memory; learning; motivation; emotions; states of consciousness; personality; psychological disorders; and psychotherapies. (F/S)

**PS 481A SEMINAR IN IR:NAT'L SECURITY POLICY 4 CR**

A seminar that explores contemporary issues in international relations. science. Emphasis on major topics and areas of research in psychology including: Methodology; biology and behavior; perception; memory; learning; motivation; emotions; states of consciousness; personality; psychological disorders; and psychotherapies. (F/S)

**PSY 101 GENERAL PSYCHOLOGY 4 CR**  
**Gen Ed Experience Tags: J**

An introduction to psychology as a science. Emphasis on major topics and areas of research in psychology including: biology and behavior, perception, memory, learning, states of consciousness, emotions, personality, psychological disorders, and psychotherapies.

**PSY 210 CHILD DEVELOPMENT 4 CR**

The major goal of this course is to introduce students to the field of child psychology by providing an understanding of development from conception through adolescence. Major topics include cognitive development, language development, emotional and social development, and contexts of development. Two main questions guide the course: how do children develop the knowledge, skills, and personality characteristics that allow them to become successful adults and how do differences in children come about?

**PSY 220 ADOLESCENT DEVELOPMENT 4 CR**

The major goal of this course is to provide an introduction to adolescent development. This course will cover the major biological, cognitive, and social transitions that occur during adolescence in addition to providing an overview of the major developmental tasks of adolescence which include developing identity, autonomy, intimacy, and sexuality. Important contexts, such as family relationships, peer relationships, and school environments, in which adolescents develop, will also be explored.

**PSY 230 PSYCHOLOGY OF HUMAN LEARNING 4 CR**

The course will survey theories and research in learning and memory and the implications of their implications in educational, therapeutic, and other applied behavior change settings. Topics included are classical and operant conditioning; cognitive behavioral theories and cognitive theories; social learning; memory; other selected topics. (Prerequisite: PSY 101 J)

**PSY 285 TOPICS IN PSYCHOLOGY 4 CR**

A different topic in psychology will be examined in each topic course.

**PSY 285R INDEPENDENT RESEARCH 1-4 CR**

A course that enables students to become involved with faculty doing empirical research on a wide variety of topics in psychology. Learning will involve direct instruction as well as applied experiences. The activities and requirements of the course will vary depending upon the type of research. Students will be expected to work 3 hours per week per credit hour. A maximum of two credits in Independent Research can be applied toward the major. (Prerequisite: PSY 101F4 and consent of instructor.)

**PSY 287 PSYCHOLOGY OF GENDER 4 CR**

Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition. Crosslisted with WS 287.

**PSY 300 PSYCHOLOGY OF PERSONALITY 4 CR**



- PSY 350 DRUG USE ABUSE AND DEPENDENCE 4 CR**  
Overview of the ways that substance abuse impacts on individuals, families and society. Various models of abuse and addiction will be discussed, with an emphasis on the Biopsychosocial Model. Demonstrates an appreciation of how biological, genetic, developmental, psychological, environmental, historical and cultural factors all interact to explain substance use, abuse and dependency. considerable emphasis on the psychopharmacological aspects of substance abuse and gaining an understanding of the way that specific drugs affect individuals on physical, emotional and behavioral levels.
- PSY 360 ASSESSMENT & TREATMENT OF SUB ABUSE 4 CR**  
This course emphasizes that assessing individuals for potential substance abuse disorders, developing effective treatment plans, and providing the required treatment and aftercare should all be part of one seamless process. Various assessment instruments, interviewing methods, and diagnostic tools will be reviewed. Included will be a full discussion of Prochaska and Miller's Stages of Change Model and Motivational Interviewing. A review of treatment options will include 12-step and other self-help groups, outpatient individual and group therapies, hospital based interventions and long-term residential treatment. Cognitive-behavioral, family systems, interpersonal and psychopharmacological approaches to treatment will all be explored.
- PSY 369 SOCIAL SCIENCE STATISTICS 4 CR**  
An introduction to the techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of microcomputer statistical programs. Crosslisted with SS 469. (F/S)
- PSY 375 RESEARCH METHODS IN PSYCHOLOGY 4 CR**  
This course is an introduction to research in psychology with an emphasis on understanding and learning to conduct research in various areas in psychology and becoming a critical consumer of psychological research. Each student will be required to design, carry out and analyze the results of an original research project. (Prerequisite: PSY 369) (F/S)
- PSY 380 INTRODUCTION TO PSYCHOTHERAPIES 4 CR**  
This course is an introduction to the major therapy methods in use today. It gives a brief examination of the nature of mental health and dysfunctions from the organic, interpersonal and intra-psychic perspectives and a study of the theories and treatment methods of contemporary psychotherapies. (Prerequisite: PSY 101 J) (F/S)
- PSY 381 FORENSIC PSYCHOLOGY 4 CR**  
An introduction to the application of psychology to areas of the criminal justice system (i.e., courts, corrections). Topics may include jury selection, expert opinion/ testimony, eyewitness reliability, insanity defense, punishment and deterrence, divorce and child custody mediation, correction facilities, design of offender treatment programs. The class will interest students planning careers in applied psychology or forensically-related fields (e.g., law, policing, and social work). (Prerequisite: PSY 101 J)
- PSY 382 MULTICULTURAL COUNSELING 4 CR**  
This course is an overview of basic theories and techniques of multicultural counseling. Students discuss basic definitions of race, culture and ethnicity; issues of racism, stereotyping, power dynamics and discrimination; theories of racial identity development and their implications for counseling; community and family structures of specific racial/ethnic groups in the United States; different theoretical perspectives of multicultural counseling and ethnic issues involved in working with multicultural groups. (Prerequisite: PSY 101 J or consent of instructor.)
- PSY 385 TOPICS IN PSYCHOLOGY 4 CR**



The study of animal behavior from an ecological and evolutionary perspective. Lectures, laboratories, and discussions focus on general principles of behavior, as well as the design of experiments to test hypotheses about behavior. Topics include animal communication, mating and parental care, foraging, habitat selection, and sociality. This course provides a broad basis for understanding the behavior of animals, including ourselves.

**PSY 440                      PSYCHOLOGY OF ADULTHOOD AND AGING                      4 CR**

This course is an introduction to the study of early, middle, and late adulthood; theoretical orientations to aging. It is a study of the continuity and discontinuities in life such as the changes in biological systems, sensation-perception, psychomotor skills, intellectual functioning, and personality. (Prerequisite: PSY 101 J)

**PSY 445                      BIOLOGICAL PSYCHOLOGY                      4 CR**

**Gen Ed Experience Tags: V**

This course examines the relationship between the functions of the central nervous system and behavior. Topics include basic structure and function of brain cells, and the physiological mechanisms of sensory perception, motor coordination, sleep, memory, language, aggression, anxiety, schizophrenia, and depression. Prerequisite: PSY 101 or BIO 151. Cross-listed with BIO 445. (F/S)

**PSY 485                      TOPICS IN PSYCHOLOGY                      4 CR**

A different topic in psychology will be examined in each topic course.

**PSY 487                      INTRO TO FAMILY THERAPY                      4 CR**

Addresses the major concepts of the field including both theory and the application of Family Therapy. Practical applications and demonstrations given in class to foster the student's beginning skills as a therapist. (Prerequisite: PSY 101 J) (S)

**PSY 488                      GRAD SCHOOL & CAREERS IN PSYCHOLOGY                      1 CR**

This course will help students select and work towards a career in psychology. Students will complete a series of exercises and assignments to help select a career path. Students will select several graduate programs, licensing requirements, and other aspects of a career in the chosen area.

**PSY 495                      PSYCHOLOGY INTERNSHIP                      1-6 CR**

Active experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of two internship credits for graduation. A student can complete multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships and the nature and extent of the contracted experience will determine the number of credits. Internships will be available in the following areas: Students will work in a setting offering psychological services. (Prerequisite: consent of instructor)

**PSY 495A                      GEL INTERNSHIP: COUNSELING                      1-6 CR**

Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may do multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships. Sixty hours in an internship setting is required for each internship credit. Students will work in a setting offering psychological services. (Prerequisites: PSY 380 and consent of instructor)

**PSY 495B                      GEL INTERNSHIP: RESEARCH                      1-6 CR**

Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may complete multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships. Students will work with individual faculty members on empirical research. (Prerequisite: Consent of instructor)

- PSY 495C                    GEL INTERNSHIP: HUMAN SERVICES                    4-6 CR**  
 Students work in an agency under the supervision of a licensed social worker. This internship is taken by in the Human Services Concentration and is administered by the Social Science Department. (Prerequisite: HS 300, HS 302 and consent of instructor) Cross-listed with HS 400. (F/S/S)
- PSY 495E                    GEL INTERNSHIP: BROADFIELD PSYCH                    1-6 CR**  
 Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may do multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships. (Prerequisite: Consent of instructor)
- PSY 496G                    PROF SEMINAR/INTERNSHIP SUB ABUSE                    4 CR**  
 Work in a setting for the assessment and treatment of alcohol and other substance abuse. The internship participants will discuss their internship experiences, specifically related to issues of case management and referral, assessment and treatment planning, record keeping, cultural diversity, relapse prevention, aftercare, patient and community education, and the ethical considerations facing professionals working in the field. The senior seminars and GEL internships are the clinical capstone within the Substance Abuse Counseling concentration. (F)
- PSY 496H                    PROF SEMINAR/INTERNSHIP SUB ABUSE                    4 CR**  
 Work in a setting for the assessment and treatment of alcohol and other substance abuse. The internship participants will discuss their internship experiences, specifically related to issues of case management and referral, assessment and treatment planning, record keeping, cultural diversity, relapse prevention, aftercare, patient and community education, and the ethical considerations facing professionals working in the field. The senior seminars and GEL internships are the clinical capstone within the Substance Abuse Counseling concentration. (F)
- PSY 498                    EVALUATING PSYCHOLOGICAL RESEARCH                    4 CR**  
**Gen Ed Experience Tags: KUX**  
 Senior psychology majors write and present to the Psychology Department a critical review of the primary research literature on a topic in psychology of their choice. They will exhibit skills in searching data sources (e.g, PsychInfo), writing conceptual frameworks for the reviews, analyzing and summarizing the research articles, critically evaluating the research, and writing the final review paper in APA style. Prerequisites: PSY 369 or MATH 121; PSY 375; psychology major declaration; senior standing; and consent of the instructor.
- PSY 499                    WORKSHOPS                    0-4 CR**  
 Consent of Instructor.
- RS 101                    SPIRITUALITY & ECOLOGY                    4 CR**  
**Gen Ed Experience Tags: 1ER**  
 While focusing on Eco-Spirituality and Environmental Justice, this COR 1 course introduces the Dominican Liberal Arts tradition: building a more just and compassionate world through the integration of spirituality, study and service, in a community searching for truth. Through grappling with ecological concerns, students discover connections between their own spiritualities and what they are learning about the environment through various disciplines and their active collaboration in making the world a better place. We join Dominicans and others exploring "Is there a way to reverse global warming?" "Who suffers or benefits most from the way things are?" "What is 'green' living?" "What will motivate & empower us to reduce our own carbon footprints?" Prerequisites: This course is for first semester freshmen or freshmen transfer students.
- RS 147                    SPIRITUALITY AND JUSTICE                    4 CR**  
**Gen Ed Experience Tags: 1R**

While focusing on spirituality, this course introduces the Dominican Liberal Arts tradition: building a more just and compassionate world through the integration of spirituality, study, and service, in a community searching for truth. Students examine the worldviews, beliefs, values and practices that characterize the spiritualities of Jesus of Nazareth and others who have been inspired by his vision of justice throughout history. They will also have opportunities to observe and collaborate in local efforts and ritual celebrations advocating racial, ethnic, gender, economic and ecological justice. Finally, students articulate the characteristics of their own spiritualities and visions for building a more just and compassionate world.

**RS 201                      LIVING SUST IN DOMINICAN STUDIUM                      2 CR**

The first of a two-semester, Living & Learning Community which integrates the study and practice of eco-spiritualities and application of the principles of sustainability. Open to students from every religious and spiritual tradition, this LLC integrates the features of the Dominican Studium: Community, Contemplation, Study, and Mission. The first semester includes weekly seminars, regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. Participants attend a "Constitution-Writing Retreat" the first week of the semester and prepare research papers and public presentations for early December. Prerequisites: COR 1 or equivalent required of students in their second or third year; Students apply in March for admission to the "Sustainable Living and Learning "Studium" in Dominican Hall and register in April for RS 201.

**RS 202                      LIVING SUSTAINABLY IN DOM STUDIUM                      2 CR**

**Gen Ed Experience Tags: 2ER**

The second of a two-semester sequence associated with the Sustainable Living & Learning Community in Dominican Hall. This course is building on the intensive study of eco-spiritualities and efforts to live sustainably in RS 201, student's partner with others in the wider community in a variety of sustainability efforts through research and practical assistance. In addition to weekly seminars, students summarize their learning, beliefs and actions for the annual Student Research Conference and write a COR 2 Statement to articulate their own spirituality, worldview, beliefs and values. Note Well: Students must take both RS 201 and RS 202 in order to fulfill requirements for the "COR 2," "E" and "R" tags. Prerequisites: RS 201 (COR 1 or equivalent; open to second or third year students or sophomore and above transfers).

**RS 210                      JESUS & THE GOSPELS                      4 CR**

**Gen Ed Experience Tags: RU**

What about Jesus? Who was he? Who is he? We cannot attend to these questions without a close reading of early Christian literature. This course examines the Gospels and selected documents created by the earliest Christians through lenses drawn from historical, theological, and narrative methodologies. After examining one of the Gospels in detail, we engage a selection of Jesus' moral and ethical teachings and the impacts the Jesus event had on the literary world of early Christianity. Rather than definitive answers, however, we seek relevant questions. We discover the power these documents have to draw us deeply into their world and to see our own with more clarity and precision. Prerequisites: ENG 110, PHIL 101.

**RS 218 CR                      IMAGES OF FAITH:STORY SCREEN SPIRIT                      4 CR**

**Gen Ed Experience Tags: CR**

An exploration of the place of religious faith in human development, the symbolic elements which landscape the religious imagination, and the ways these find expression in scripture, autobiography, poetry, fiction, drama, contemporary music and/or film. This course explores the themes of grace, ritual and the process of human conversion as depicted in selected literary and cinematic narratives. Participants in the course will investigate the human capacity to hear and tell stories, and will read selected works of fiction and poetry and view films that highlight the role of ritual and narrative in human/religious transformation and self-understanding. Prerequisites: T and W tags.

**RS 220                      JEWISH PERSPECTIVES ON THE BIBLE                      2 CR**

Normally taught by a local Rabbi, this course introduces students to contemporary Jewish approaches to studying TANAK: the Torah, the Prophets and the Writings of the Hebrew Bible with a special emphasis on the relevance the study of Tanak has in Jewish life today.

- RS 225 RELI & SPRTL TRDTNS OF THE WRLD 4 CR**  
**Gen Ed Experience Tags: GR**  
 An introduction to the nature, content, significance and function of religion within human experience as evidenced in the principal religious traditions of the world - indigenous and tribal, eastern and western, past and present. By considering their respective worldviews, beliefs, values, practices, institutions and cultural expressions, students learn to recognize similarities and differences, as well as what makes each tradition unique. In developing the ability to think both empathetically and critically about religious claims, students engage two ways of knowing: (1) an ordered knowledge concerning the origin, evolution, teachings and practices of select religious traditions; and (2) a panoramic sense of the meaning of religion, the complexities of religious experiences and their multiple expressions, and the consequent broadening of our own understanding of the world, of its peoples, and of ourselves.
- RS 240 PERSONAL MORALITY & SOCIAL JUSTICE 4 CR**  
**Gen Ed Experience Tags: RU**  
 An introduction to the theory and practice of Christian ethics in its personal, social and cultural dimensions. Personal identity, moral character and conscience development, and ethical values and choices are explored, and issues of social justice are investigated utilizing case studies grouped around the themes of Catholic social teaching. Participants in the course will discover connections and contrasts between christian ethical thought and their own perspectives on human persons and communities as moral agents, making decisions and acting on them within the limits of personal, historical, social and cultural contexts.
- RS 248 SPIRITUALITY IN THE 21ST CENTURY 4 CR**  
**Gen Ed Experience Tags: 2R**  
 Who am I? Where did I come from? Where am I going? What gives life meaning, purpose and direction? What part do I play in the world around me? This course invites students to explore answers to these questions, examine the world in which they live and begin to discover the unique ways their deepest identities engage the needs of contemporary society. In light of the rich spiritual heritage of the Christian and Dominican traditions, students will reflect personally and theologically on Jesus of Nazareth and explore the implications of their own spiritualities for building a more just and compassionate world in the 21st century and beyond. Prerequisite: COR 1.
- RS 250 CATHOLICISM 4 CR**  
**Gen Ed Experience Tags: F8**  
 An interdisciplinary, multi-cultural, experiential and theological introduction to Catholicism in the 21st century.
- RS 265 RELIGIOUS TRADITIONS OF THE EAST 4 CR**  
 This course is a study of selected major religions of South and East Asia with respect to their history, literature, and influence today.
- RS 305 SEM IN RELIGION & PUB LIFE I 2 CR**  
 This course is a first semester of a study of contemporary issues relating to religion and public life. Biblical notions of justice, papal encyclicals, pastoral letters of Bishops' Conferences, and/or statements of the World Council of Churches provide a basis for discussion and participation in an area of social justice or public policy.
- RS 307 LBRTN THEOLOGIES IN LATIN AMERICA 4 CR**  
**Gen Ed Experience Tags: 2GR**

This COR 2 course begins and ends with "action in solidarity" with Latin American immigrants struggling for justice. Study includes investigation of a variety of Latin American Theologies of Liberation as they have found expression in the spiritualities (worldviews, beliefs, values, practices & lifestyles) and writings (essays, sermons, letters, theological treatises, and poetry) of theologian/practitioners from each of the three generations of Latin American Liberationists. In each case, the historical, political, economic and ecclesial contexts of la lucha will be examined as students discover the intimate connection in their own lives between action, study/reflection, and spirituality in the praxis of liberation theology. Prerequisites: COR 1 or equivalent, open to students in their second or third year, or sophomore and above transfers, Any "I" tag course, Any "W" tag course, Any "T" tag course; SPAN 101 or equivalent recommended.

**RS 308                      LBRTN THEO & DSMNTLG OF RACISM, I                      2 CR**

This course is an opportunity to identify and develop your personal spirituality through the study of Black Liberation Theology and dismantling racism. You will integrate insights from the philosophy of Martin Luther King, Jr., and the theologies of Black and Womanist Theologians in reflecting on your own community-based engagement in the dismantling of racism and building "the beloved community" envisioned by Dr. King. This two-semester sequence meets one day each week for two hours in both the Fall and Spring semesters and requires significant participation in community-based and/or service-learning. Both semesters are required to fulfill COR II and Ethnic Studies 480. Prerequisites: COR 1 or equivalent, Junior standing

**RS 309                      LBRTN THEO & DSMNTLG OF RACISM                      2 CR**

**Gen Ed Experience Tags: 2DR**

Integrating insights from the first semester's consideration of racism and white privilege, the philosophy of Martin Luther King, Jr., and the theologies of Black and Womanist Theologians, this semester focuses on what is being done to dismantle racism in your own field of study (major or minor), area of community involvement (volunteer or athletic organization) or intended career path. Students are required to participate in the annual White Privilege Conference (additional cost for travel and registration) OR a minimum of 20 hours of community-based anti-racism or healing racism series and multicultural trainings offered in the Madison area. Students report on their own efforts to dismantle racism during the annual Student Research Conference. Each student completes a COR 2 Statement connecting learning beliefs/values and stance on racism and building "the beloved community" envisioned by Dr. King. Prerequisites: RS 308; COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

**RS 310                      GOD & THE HEBREW BIBLE                      4 CR**

**Gen Ed Experience Tags: RU**

The Hebrew Bible (aka The Old Testament), is not only foundational for much of Western civilization, it is also an intimate and compelling report of God's relationship with the people of ancient Israel. This God is not a theological abstraction; but instead the Mystery of justice and mercy whose goal is to create a people who see these attributes as complementary rather than antithetical. Far more than a national epic—the Hebrew Bible is a prayer book for Christianity and Judaism, a wellspring of ancient Wisdoms, and a fearless and perceptive analysis of the problem of human evil. Our initial goal is to read selected sections through lenses drawn from historical, theological, and narrative methodologies. Gradually we will expand from straightforward readings to a deeper engagement with the text as it forms human character and informs human communities. But we do not seek, nor will we find, definitive answers, for the inquiries that underlie the Hebrew Bible are the great questions which are resolved only as they are lived. Prerequisites: ENG 110, PHIL 101.

**RS 314                      NEW TESTAMENT CHRISTIANITY                      4 CR**

**Gen Ed Experience Tags: RU**

How did the life and death of Jesus alter our world? The earliest indications of the massive changes that would soon transform much of the human community are found in the humble letters, homilies, and histories of the New Testament. These texts document the spread of Christianity from Jerusalem; record the earliest theological reflections on the Jesus event; provide the sordid details of Christian congregations gone badly awry; and predict the great climax of history. Our study is not simply about the past, nor does it seek authoritative answers for the present; instead, we will learn to raise significant questions of these texts as Christians today join with others in building a more just and compassionate world for the future. Prerequisites: ENG 110, PHIL 101.

**RS 322 CONTEMPORARY JEWISH LIFE & THOUGHT 4 CR**  
**Gen Ed Experience Tags: 2QR**

Judaism has long been seen as a patriarchal religion in which women are relegated to a secondary role in religious life. However, no religious community lives in a vacuum. Egalitarian ideals in the 19th century liberation movements, plus contemporary feminist liberation movements in the United States have greatly influenced and improved the status of women in modern progressive Jewish movements. Current feminist Jewish scholarship is reclaiming the lost stories and lifting up the lost voices of women throughout Jewish texts and history. At the same time contemporary liturgical developments and social justice efforts continue to raise up women's experiences and to enhance women's place in the Jewish community. This course explores traditional understandings of women's roles in Jewish life and contrasts this with contemporary developments in feminist Jewish scholarship, feminist Jewish theology, and feminist Jewish activism. An essential component of this course will be participation in community-based service learning in partnership with Jewish women in Madison.

**RS 324 EXPLORING CHRISTIAN THOUGHT 4 CR**  
**Gen Ed Experience Tags: RUX**

An exploration of the basic concepts and themes of Christianity as taught by the churches, understood by contemporary theologians, and expressed in the lives of believers. Through intensive written assignments and the study of contextual theological models, the course provides opportunities to investigate human/religious experiences at the core of the Christian tradition and some of the multiple ways these experiences have been expressed and passed down through generations; to explore the way Christians speak and think about these key themes; and to examine the relationship between Christian belief, teachings, and practices. Prerequisites: Any "I" tag course, any "T" tag course and any "W" tag course.

**RS 327 RELIGIONS AND CONTEMPORARY ISSUES 4 CR**

An interdisciplinary, multi-cultural and experiential exploration of the role religious perspectives play in shaping the human understanding of and response to issues and events of the day: globalization, poverty, war, environment/sustainability, gender, and other topics may be considered.

**RS 328 STRONG RELIGION: FUNDAMENTALISM 4 CR**

An exploration of social and religious forces behind fundamentalist tendencies in the Abrahamic religions (Judaism, Christianity, Islam). Examination of their respective histories and value systems, dialogue with representatives of these cultures, consideration of alternative perspectives from within and outside each tradition. Gender roles, women's perspectives, and response/reporting by the media.

**RS 330 THE EVOLUTION OF GLBL CHRISTIANITY 4 CR**  
**Gen Ed Experience Tags: GR**

Christianity has a rich and complex story to tell. Beginning with the New Testament era, our study then moves to the interaction between Christianity and Rome, sketching the new sect's transition from a small and persecuted Jewish group to the sole legal religion of the Empire. Medieval Christianity features the Holy Roman Empire, the schism between Eastern and Western Christianity, and the encounter with Islam, while Renaissance brings new vitality to Christian thought and artistic expression. Early modern Christianity brings us the Reformations and expansion into Eastern Asia, the Indian subcontinent, and the Americas. Through all of this we trace the intricate interaction between Christians and their larger communities with an eye to the real issue: how does modern Christianity participate in the global community and how can it more effectively promote a just and compassionate world? Prerequisites: ENG 110, PHIL 101.

**RS 331 CHRISTIAN WORSHIP 4 CR**

This course is an experiential and theological investigation of liturgical celebration as encounter with and response to the Beauty, Love and Mystery of God. Remembering, rehearsing and realizing the Reign of God in times & seasons, places and spaces, signs and symbols, proclamations and prayers, meals and music, passages and journeys, ministries and mission.

**RS 341 CATHOLIC THEOLOGY FOR 21ST CENTURY 2-4 CR**

An investigation of principal themes in Catholic theology using Church documents and the writings of contemporary Catholic theologians. (Prerequisites: RS 330 GR Evolution of Global Christianity; RS 250 Catholicism or RS 340 RUX Exploring Christian Thought, or consent of the instructor).

**RS 343 WOMEN AND RELIGION 3-4 CR**

This course explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. (Prerequisite: Any WS or "Q" tagged course AND at least one "R" tagged course). Cross-listed with WS 343.

**RS 345 RELIGION AND SOCIETY 2 CR**

An introduction to the sociology of religion, including the concepts of 'sacred and secular,' sect and church, secularization, and the church as a social institution. Crosslisted with SOC 345.

**RS 356 THE CHALLENGE OF ISLAM 4 CR**

**Gen Ed Experience Tags: 2GR**

The events of 9/11 and other recent radical Muslim terrorist activities worldwide have caused both a growing interest in understanding Islam and an increased animosity toward the faith accompanied by stereotyping and profiling individuals. The presupposition of this course is that the "challenge of Islam" cannot be addressed without understanding Islam's scriptures, values, history, culture, and attitude toward politics. The challenge can present itself either as one to Muslims or one to non-Muslims. All students will complete an experiential component with members of the Muslim community of Madison through individual conversational partners and through dialogue with guest presenters in class. Prerequisites: COR I and Junior standing. Cross-listed with ETHS 480D 2GR.

**RS 357 CHRISTIAN-MUSLIM DIALOGUE 2 CR**

An experiential exploration of interfaith dialogue between Christians and Muslims, this two-semester, COR 2 seminar includes the study of foundational beliefs and practices of each tradition with a special focus on the variety of cultural and intercultural contexts in which adherents practice their faith today. Students study, witness and experience different models of interfaith dialogue as partners consider some of the ethical, theological, economic, political and practical issues dividing and uniting the world-wide Muslim and Christian communities. The seminar includes participation in several community-based dialogues, observation of Christian and Muslim celebrations, student presentations and the writing of a Personal Mission Statement. Prerequisites: Any COR 1; at least one W and one T.

**RS 358 CHRISTIAN-MUSLIM DIALOGUE 2 CR**

**Gen Ed Experience Tags: 2GR**

An experiential exploration of interfaith dialogue between Christians and Muslims, this two-semester, COR 2 seminar includes the study of foundational beliefs and practices of each tradition with a special focus on the variety of cultural and intercultural contexts in which adherents practice their faith today. Students study, witness and experience different models of interfaith dialogue as partners consider some of the ethical, theological, economic, political and practical issues dividing and uniting the world-wide Muslim and Christian communities. The seminar includes participation in several community-based dialogues, observation of Christian and Muslim celebrations, student presentations and the writing of a Personal Mission Statement. Prerequisites: RS 357 (note: 2GR only fulfilled at end of RS 358).

**RS 380                      TEACHING RELIGIOUS STUDIES                      2 CR**

A study of traditional as well as contemporary methods of teaching religious studies, including opportunities for evaluating curricula, methodologies, programs. Adaptations appropriate to the needs of students of different ages and different types of learning situations will be emphasized according to the goals of the participants. (Prerequisite: major, minor, or consent of the instructor)

**RS 404                      SEMINAR ON CATHOLIC SOCIAL TEACHING                      3 CR**

An intensive examination of the principles and practical implications of Catholic social teaching to contemporary issues. Presentations and discussions of official documents are joined with field work in partnership with Wisconsin Catholic Conference, Catholic Charities, Catholic Multicultural Center and others. (S)

**RS 405                      SEM RELIGION & PUB LIFE II                      2 CR**

This course is the study of contemporary issues relating to religion and public life. Biblical notions of justice, papal encyclicals, pastoral letters of Bishops' Conferences, and/or statements of the World Council of Churches provide a basis for continued discussion and participation in an area of social justice. Normally includes experiential and/or service learning and/or trip abroad (which will entail additional expenses).

**RS 414                      SCRIPTURE: ADVANCED STUDY                      4 CR**

An advanced detailed study of specific books or themes in scripture. (Prerequisite: RS 210 and RS 310 or RS 314 or equivalent, permission of the instructor).

**RS 422                      REFORMATION & COUNTER-REFORMATION                      4 CR**

A survey of the rise of Protestantism and Protestant theologies, the reform of Roman Catholicism, the response of Roman Catholicism to Protestantism, and the effects of these movements on European society.

**RS 429                      TEACHING OF RELIGIOUS STUDIES 1-6                      2 CR**

This course is a study of curricula and methods appropriate for the teaching of religious studies in the elementary school.

**RS 431                      SACRAMENTAL CELEBRATIONS                      4 CR**

Historical development and contemporary theology and practice of the chief liturgical rites of the Christian churches. Includes pastoral and practical implications for preparing and participating in sacramental liturgies. (Prerequisite: RS 331 or consent of instructor).

**RS 442                      MORAL RESPONSBLTY&ETHICS OF HEALTH                      4 CR**

**Gen Ed Experience Tags: RU**

This course explores some of the spiritual, religious and philosophical approaches to moral responsibility while examining current ethical problems and dilemmas posed by health and health care. Major areas of focus will include ethics in clinical medicine, public health, and the intersection of health ethics with global justice and human rights. Students will learn through lectures, course readings, case studies examined in small groups and class discussion, small group projects, and individual semester projects. Prerequisites: junior or senior standing, completion of I, O, T, and W tags, and at least one S-tagged course.

**RS 450                      RELIGION AND SCIENCE                      4 CR**

The mutual influence of science and religion on civilization.

<b>RS 451</b>	<b>SELECTED TOPICS</b>	<b>4 CR</b>
A study of selected topics in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.		
<b>RS 452</b>	<b>TOPICS IN RS:</b>	<b>2-4 CR</b>
A study of selected topics in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.		
<b>RS 453</b>	<b>TOPICS: CONTEMPORARY ISSUES IN RS</b>	<b>3 CR</b>
A study of contemporary issues in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.		
<b>RS 454</b>	<b>SELECTED TOPICS: FOUNDATIONS IN FAITH</b>	<b>10 CR</b>
A study of selected topics related to the foundations of faith in religious experience, revelation, scripture, theologies and/or spiritualities.		
<b>RS 454A</b>	<b>TOPICS: RELIGION AND SCIENCE</b>	<b>4 CR</b>
<b>RS 455</b>	<b>SELECTED TOPICS: REL IN AMERICA</b>	<b>0 CR</b>
A study of selected topics related to Religion in America, religious freedom, religious pluralism, the role of religious faiths in the public sector, etc.		
<b>RS 458B</b>	<b>STUDENT TCHGN:INTRN:REL STU,ELMNTRY</b>	<b>10 CR</b>
<b>RS 459</b>	<b>TEACHING OF RELIGIOUS STUDIES: 7-12</b>	<b>2 CR</b>
The study of curricula and methods appropriate for the teaching of religious studies in the secondary school.		
<b>RS 484</b>	<b>INTERNSHIP:RELIG ED/PASTORAL MNSTRY</b>	<b>4-10 CR</b>
Supervised observation and participation in one or more of the following situations according to the goal of the student: 1) teaching in a school situation; 2) teaching in another type of program; 3) interning as a Director of Religious Education; 4) interning in a Pastoral Ministry program.		
<b>RS 490</b>	<b>PRACTICUM</b>	<b>0-3 CR</b>
Practicum in Religious Education or Christian Ministry according to the goals of the student.		
<b>RS 498</b>	<b>SENIOR RELIGIOUS STUDIES SEMINAR</b>	<b>4 CR</b>
This course discusses the academic inquiry, scholarly research, community-based learning, and intellectual reflection in preparation for senior research paper and/or presentation. RS majors integrate at least two of the three RS areas of study along with their cornerstone skills and one discipline outside the major. This course is usually taught in conjunction with RS 406 3 Learning, Beliefs & Action for the Common Good which serves as the COR 3 experience required of majors. (Prerequisites: 32 credits in RS and Senior status)		
<b>RS 499</b>	<b>WORKSHOPS IN RELIGIOUS STUDIES</b>	<b>2 CR</b>
After students have participated in at least three theological, biblical, or pastoral workshops and conferences related to their professional goals, they enroll in this course to complete additional research on a related topic and prepare to share what they have learned at the Student Research Conference or through presenting a workshop related to their ministerial or professional field.		
<b>RS 510</b>	<b>BIBLICAL STUDIES</b>	<b>3 CR</b>
<b>RS 540</b>	<b>FOUNDATIONS OF MORALITY</b>	<b>3 CR</b>
<b>RS 545A</b>	<b>INTRODUCTORY LEVEL TOPICS</b>	<b>1-3 CR</b>

<b>RS 545B</b>	<b>INTRODUCTORY LEVEL TOPICS</b>	<b>1-3 CR</b>
<b>RS 545C</b>	<b>INTRODUCTORY LEVEL TOPICS</b>	<b>1-3 CR</b>
<b>RS 545D</b>	<b>INTRODUCTORY LEVEL TOPICS</b>	<b>1-3 CR</b>
<b>RS 605</b>	<b>RELIGION &amp; CONTEMPORARY STUDIES</b>	<b>3 CR</b>
<b>RS 610</b>	<b>CURRENT TRENDS IN MINISTRY</b>	<b>3 CR</b>
	Opportunity to explore the needs of global and local communities by examining outstanding leaders, systemic and cultural conditions, and possible ways participants can respond to present and future needs.	
<b>RS 615</b>	<b>RELIGIOUS TRADITIONS &amp; MODERN WORLD</b>	<b>3 CR</b>
	Research into the interplay of religious traditions with contemporary studies of cultures, societies, politics, economics and the humanities. (Prerequisite: RS 520 or 225 or recent survey course in world religions)	
<b>RS 620</b>	<b>HEBREW SCRIPTURES</b>	<b>3 CR</b>
	An advanced, detailed exegetical study of specific books or themes of the Hebrew Scriptures. (Prerequisite: RS 510A or 210A or recent course in Hebrew Scriptures.)	
<b>RS 625</b>	<b>CURRENT TOPICS IN RELIGIOUS STUDIES</b>	<b>1-3 CR</b>
	Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/ Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.	
<b>RS 626</b>	<b>TOPICS: IMAGES, SYMBOLS, NARRATIVES</b>	<b>3 CR</b>
	Special study of selected topics and themes in Religious Studies. Students select topics and share results of research and experiential learning in seminar style papers, projects, and presentations.	
<b>RS 627</b>	<b>TOPICS IN RELIGIOUS STUDIES</b>	<b>3 CR</b>
	Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/ Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.	
<b>RS 628</b>	<b>TOPICS IN RS: PSALMS</b>	<b>3 CR</b>
	Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/ Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.	
<b>RS 629</b>	<b>TOPICS IN RELIGIOUS STUDIES</b>	<b>3 CR</b>
	Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/ Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.	
<b>RS 630</b>	<b>CHRISTIAN SCRIPTURES</b>	<b>3 CR</b>
	An advanced, detailed exegetical study of specific books or themes of the Christian Scriptures. (Prerequisite: RS 510B or 210B or recent course in Christian Scriptures.)	
<b>RS 640</b>	<b>DEVELP OF REL LIFE &amp; THOUGHT</b>	<b>3 CR</b>
	An in-depth investigation of specific religious ideas and movements in Christianity and/or other religions, to study the interconnectedness of ideas and movements with one another, especially in the historical context. (Prerequisite: RS 530 or 230 or course in history of Christianity or the equivalent.)	
<b>RS 650</b>	<b>MORAL DEC-MKG IN ECUMENICAL WORLD</b>	<b>3 CR</b>



Selected topics and themes studied in a focused manner. (Variable Credit.)

<b>RS 796</b>	<b>WORKSHOPS SEMINAR IN RS</b>	<b>1-3 CR</b>
Selected topics and themes studied in a focused manner. (Variable Credit.)		
<b>RS 797</b>	<b>SEMINAR: THE FOURTH GOSPEL</b>	<b>3 CR</b>
Selected topics and themes studied in a focused manner. (Variable Credit.)		
<b>RS 798</b>	<b>SEMINAR: FOUNDATIONS IN FAITH</b>	<b>1-3 CR</b>
Selected topics and themes studied in a focused manner. (Variable Credit.)		
<b>RS 799</b>	<b>SEMINAR: RELIGIOUS STUDIES</b>	<b>3 CR</b>
Selected topics and themes studied in a focused manner. (Variable Credit.)		
<b>SA 100</b>	<b>STUDY ABROAD</b>	<b>1-12 CR</b>
<b>SA EXCH</b>	<b>STUDY ABROAD EXCHANGE</b>	<b>1-12 CR</b>
<b>SA ISEP</b>	<b>ISEP STUDY ABROAD PROGRAM</b>	<b>12-17 CR</b>
<b>SA JP 100</b>	<b>BASIC JAPANESE</b>	<b>2.5 CR</b>
<b>SAART150</b>	<b>ITALIAN CIVILIZATION</b>	<b>4 CR</b>

**Gen Ed Experience Tags: AGU**

This course embraces a number of strategies for understanding the complexity of Rome's position at the heart of the Southern Baroque movement. Students in this course will look at the creation of ancient Rome and its importance as a foundation upon which the Baroque city was built, the development of a matrix of ecclesiastical, political, cultural and social developments which undergird the monumentality of the Counter-Reformation Baroque, the relationship of scientists, clerics, and politicians to the Baroque as the movement's leaders sought out visual means for explaining the mysteries of life, and the spread and development of the Baroque across the globe to the current century.

<b>SAART379</b>	<b>STUDY ABROAD INDEPENDENT STUDY</b>	<b>1-3 CR</b>
<b>SABUS379</b>	<b>STUDY ABROAD: BUSINESS</b>	<b>1-3 CR</b>
<b>SABUS792</b>	<b>STUDY ABROAD: CZECH</b>	<b>3 CR</b>
<b>SACA 325</b>	<b>STUDY ABROAD-PHONETICS</b>	<b>3 CR</b>
<b>SACA 341</b>	<b>STUDY ABROAD-FREN CLASS THTR17&amp;18C</b>	<b>3 CR</b>
<b>SACZ 101</b>	<b>REMODEL POLI CULTR CNTRL EURP 1989+</b>	<b>1.5 CR</b>
<b>SACZ 102</b>	<b>REMODERN CULTURE &amp; SOCIETY 1989+</b>	<b>1.5 CR</b>
<b>SACZ 112</b>	<b>SOCIAL PROBLEMS &amp; SOCIAL POLICY</b>	<b>2 CR</b>
<b>SACZ 113</b>	<b>DEVELP ETHNIC RELATN CZECH REPUBLIC</b>	<b>1 CR</b>
<b>SACZ 121</b>	<b>ECONOMIC ASPECTS TRANSITION PROCESS</b>	<b>3 CR</b>
<b>SACZ 132</b>	<b>CZECH MOVIE</b>	<b>1.5 CR</b>
<b>SACZ 133</b>	<b>MUSIC IN THE CZECH LANDS</b>	<b>1.5 CR</b>

<b>SACZ 141</b>	<b>CZECH LANGUAGE (ELEMENTARY)</b>	<b>3 CR</b>
<b>SAED 651</b>	<b>BELIZE- ENVIRONMENTAL ED</b>	<b>3 CR</b>
<b>SAENG210</b>	<b>INTRODUCTION TO LITERATURE</b>	<b>3 CR</b>
Gen Ed Experience Tags: F1		
<b>SAENG215</b>	<b>WOMEN WRITERS</b>	<b>3 CR</b>
Gen Ed Experience Tags: F1		
<b>SAENG322</b>	<b>STUDY ABROAD-ADV GRAMMAR &amp; COMP II</b>	<b>3 CR</b>
<b>SAENG347</b>	<b>STUDY ABROAD-FREN WRITRS &amp; FRN NTNS</b>	<b>3 CR</b>
<b>SAFR 470</b>	<b>STUDY ABROAD FRENCH 470</b>	<b>1-3 CR</b>
Students on the semester program may take courses in language, literature, theater, history, political science and economics. (Prerequisite: 5 semesters of college French or consent of department) Contact the Center of Global Education of Foreign Language Dept. for additional information.		
<b>SAHI 405</b>	<b>STUDY ABROAD:HUMAN ISSUES</b>	<b>2 CR</b>
<b>SAHST271</b>	<b>CHINA: TRADITION &amp; TRANSFORMATION</b>	<b>4 CR</b>
Gen Ed Experience Tags: F6		
<b>SAHST354</b>	<b>STUDY ABROAD-BIRTH OF MODERN FRANCE</b>	<b>3 CR</b>
<b>SAIT 101</b>	<b>STUDY ABROAD:FIRST SEM ITALIAN</b>	<b>4 CR</b>
<b>SAIT 102</b>	<b>STUDY ABROAD:2ND SEMESTER ITALIAN</b>	<b>4 CR</b>
<b>SAIT 279</b>	<b>STUDY ABROAD-INDEPENDENT STUDY</b>	<b>1-4 CR</b>
<b>SAMUS400H</b>	<b>WI FRNDSHP CHOR SCANDN TOUR</b>	<b>2 CR</b>
<b>SAMUS400J</b>	<b>STUDY ABROAD - KEYBOARD WORKSHOP</b>	<b>3 CR</b>
<b>SAMUS600H</b>	<b>WI FRNDSHP CHOR SCANDN TOUR</b>	<b>2 CR</b>
<b>SAMUS600J</b>	<b>STUDY ABROAD - KEYBOARD WORKSHOP</b>	<b>3 CR</b>
<b>SAPHL479</b>	<b>BELIZE- ENVIRONMENTAL ETHICS</b>	<b>3 CR</b>
<b>SAPS 270</b>	<b>MODERN ITALIAN SOCIETY AND POLITICS</b>	<b>4 CR</b>
Gen Ed Experience Tags: F4		
<b>SAPS 480</b>	<b>MODERN ITALIAN SOCIETY &amp; POLITICS</b>	<b>2-4 CR</b>
<b>SASP 316</b>	<b>STUDY ABROAD:3RD YR LANG</b>	<b>4 CR</b>
<b>SASP 371</b>	<b>PERU STUDY ABROAD:INT HIGH LANGUAGE</b>	<b>2-4 CR</b>
<b>SASP 416</b>	<b>STUDY ABROAD:4TH YEAR LANG</b>	<b>4 CR</b>
<b>SASP 428</b>	<b>STUDY ABROAD:MEXICAN CULTURE</b>	<b>4 CR</b>



This course examines the institution of family through historical and cross-cultural perspectives. Attention is given to family structure in US society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis is on the history and politics of marriage and cohabitation, sexuality, changing notions of childhood and parenthood, dependent care, gender roles in the family, race and ethnic-based variations, and social policies that shape family life. Cross-listed with WS 323 DJQ.

**SOC 324 EDUCATION AND SOCIETY 2-4 CR**

Using a comparative and experiential approach, the course situates the school within the wider social context. Students share their explorations of the dynamics of family, socio-economic, gender, and race factors in shaping both the lives of the students and the processes of schooling and the schools. (S)

**SOC 325 HEALTH, ILLNESS & SOCIETY 4 CR**

**Gen Ed Experience Tags: 2DJ**

This course explores the social context of health and illness in the United States from multicultural perspectives. It examines a variety of social factors that shape how we perceive and experience health and illness, as well as how socio-economic status, race, ethnicity, and gender shape health care occupations, access to services and health outcomes. For each topical area covered in this course, we will apply the lens of diverse cultural viewpoints to examine how social identities intersect. Prerequisites: COR 1 and at least sophomore status.

**SOC 340 THEORIES OF DEVIANCE 4 CR**

A theoretical study of criminal and deviant behavior in society, since the 18th century in Europe to present day. Various schools of thought, from the Classical School, Positivist School, and the Chicago School will be examined. Deviance will be viewed from sociological, biological, and psychological perspectives. (Prerequisite: SOC 232) (F)

**SOC 344 COMPARATIVE CRIMINAL JUST SYSTEMS 4 CR**

A comparison of how countries organize and administer their criminal justice systems. Emphasis is placed on the historical emergence of global criminal justice systems and discussion is given to those systems within the context of overall governmental structure. A major focus is an examination of law enforcement policies and practices, judiciary and legal systems of government, correctional institutions and juvenile justice systems. (Prerequisite: SOC 232) (S of alternate years)

**SOC 345 RELIGION AND SOCIETY 2 CR**

The course explores the ways in which religious beliefs and movements both share and are shaped by political, economic, cultural and social factors. Crosslisted with RS 345. (S of alternate years)

**SOC 349 SOCIAL PSYCHOLOGY 4 CR**

An examination of the theories and research studies dealing with the relationship between social structures and personality. These include the study of the social aspects of cognition, socialization, social behavior and control, and selected areas of collective behavior. Crosslisted with PSY 349. (S)

**SOC 365 WOMEN AND SOCIETY 4 CR**

This course is an assessment of women's position in American society. It considers the history of women's roles and experiences in American society. It looks at how American women's experiences compare with their own situation in the past, to men, and to women of other nations. Emphasis is on the importance of gender ideology and its impact on women's identity, relationships, outcomes and participation in major institutions. Cross-listed with WS 365.

**SOC 365 WOMEN AND SOCIETY 4 CR**

**Gen Ed Experience Tags: JQ**

This course is an assessment of women's position in American society. It considers the history of women's roles and experiences in American society, examining how American women's experiences compare with their own past, to men, and to women of other nations. Emphasis is on the importance of gender ideology and its impact on women's identity, relationships, outcomes and participation in major institutions. Cross-listed with WS 365.

**SOC 377                    BRDG BRDRS: US/MEX IMMIGRTN 1                    3 CR**

The first of a two-term course that focuses on borders and bridges between the neighboring people of Mexico and the U.S. We will examine the root causes of Mexican immigration to the U.S., as well as the rhetoric, cultural practices and public policies that have built physical and symbolic walls between the two countries. We will also learn about the educational and social activist work of "bridging" organizations in the U.S. that have attempted to promote understanding and tolerance and advocate for the human rights of immigrants. Using these bridging models as inspiration, we will develop our own major "bridging" projects. Cross-listed with ETHS 480E. Prerequisites: Any "G" tag course, COR II. Must register for SOC 378 2DG in Winterim. (F)

**SOC 378                    BRDG BRDRS: US/MEX IMMIGRTN 2                    1 CR**  
**Gen Ed Experience Tags: 2DG**

The second of a two-term course that focuses on borders and bridges between the neighboring people of Mexico and the U.S. We will examine the root causes of Mexican immigration to the U.S., as well as the rhetoric, cultural practices and public policies that have built physical and symbolic walls between the two countries. We will also learn about the educational and social activist work of "bridging" organizations in the U.S. that have attempted to promote understanding and tolerance and advocate for the human rights of immigrants. Using these bridging models as inspiration, we will develop our own major "bridging" projects. Cross-listed with ETHS 480F 2DG. Prerequisites: Any "G" tag course, COR II. Must register for SOC 377 in Fall. (W)

**SOC 380                    SEMINAR IN SOCIOLOGY                    1-4 CR**

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format.

**SOC 402                    THEORIES OF SOCIETY                    4 CR**

An analysis of the models of society developed by classical theorists, including Durkheim, Marx, and Weber, as well as the major contemporary theories of society. (F)

**SOC 480                    SEMINAR IN SOCIOLOGY                    1-4 CR**

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format. (Prerequisite: consent of instructor)

**SPAN 101                    FIRST SEMESTER SPANISH                    4 CR**

**Gen Ed Experience Tags: L**

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language lab is required. Courses SPAN 101 - 102 satisfy the BS graduation requirement.

**SPAN 102                    SECOND SEMESTER SPANISH                    4 CR**

**Gen Ed Experience Tags: L**

Continuation of SPAN 101. Courses SPAN 101 - 102 satisfy the BS graduation requirement. Prerequisites: SPAN 101 or equivalent (online placement test available).

**SPAN 201                    THIRD SEMESTER SPANISH                    4 CR**

**Gen Ed Experience Tags: GL**





- SPAN 459F**            **TCH FOREIGN LANGUAGE: ELEM/MID/SEC**            **4 CR**  
 Theory and practice of methodologies. Extensive classroom practice in pedagogies. Practicum experience in local schools. Development of professional portfolio. Required for all Teaching Majors and Minors. Co-taught with FREN 459F; also known as ED 459F.
- SPAN 480**            **SPECIAL TOPICS**            **2-4 CR**  
 A course which would meet specialized needs of advanced students - e.g. literature, culture or language.
- SPAN 480A**            **WOMEN WRITERS OF SPAIN**            **4 CR**  
**Gen Ed Experience Tags: CGQ**  
 Spanish 480 Special Topics: Women Writers of Spain will examine literature written by female authors in order to improve understandings of Spanish history, culture, and society with a specific focus on the struggles of women. The literature will be examined for its literary qualities and as a representation of social and gender roles. Prerequisites: one 300 level Spanish course or consent of instructor.
- SPAN 480B**            **SPC TPC:IMMIGRATION & SOCIAL CHANGE**            **4 CR**  
**Gen Ed Experience Tags: DG**  
 The course looks at the causes and consequences of immigration 1) from Latin America to the US and 2) from Africa, Dastern Europe and Latin America to Spain. We look at economic and political motives for immigration in the work of demographers, sociologists, and economists, before moving to the study of the cultural and social experience of immigration, as expressed through literature, art and popular culture. Prerequisite: at least two 300 level Spanish courses (or above) or consent of the instructor.
- SPAN 490**            **SPANISH INTERNSHIP**            **2 CR**  
 Internship with a service organization in the dane county area serving the Spanish- speaking community.
- SS 200**            **DATA ANALYSIS FOR SOCIAL SCIENCE**            **1 CR**  
 An introduction to computer usage necessary for social science courses, including computer basics (disks, drives, files), the Edgewood LAN, presentational software, a statistical package, and overview of data types. (F/S)
- SS 200**            **COMP TECH & INFO FOR SOC SCIENCE**            **3 CR**  
**Gen Ed Experience Tags: I**  
 This course makes use of library and other instructional resources, including school instructional media programs; students will gain experience in evaluating and using instructional materials and technological resources. Special attention will be given to the concepts of and the computer usage necessary for social science courses, including presentational software, statistical packages, and overview of data types. Cross-listed with CS 100.
- SS 230**            **VALUES,CHOICE & CONTEMPORARY ISSUES**            **2 CR**  
 A seminar discussion course. An analysis of religious and humanistic values and an examination of their relevance and application in selected areas of major tension in our society. These may include gender; population control; racism; poverty and elites; technology and the environment; freedom and national security; fundamentalism; and international relations in the global economy.
- SS 368**            **SOCIAL SCIENCE RESEARCH METHODS**            **4 CR**  
**Gen Ed Experience Tags: U**  
 As social scientists, how do we know what we know about the world? How do the various social sciences go about collecting information and giving meaning to it in order to understand humans and society? In this course we shall explore the various methods of social science research. We will give attention to the nature and purpose of research, research design, basic data analysis, and the characteristics and uses of different research methodologies.
- SS 369**            **SOCIAL SCIENCE STATISTICS**            **4 CR**

The techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of micro-computer statistical programs. (Prerequisite: Completion of or concurrent enrollment in Foundations math requirement) Crosslisted with PSY 369. (S/F of alternate years)

**SS 371                    SOCIETY IN ACTION: FIELD EXPERIENCE                    2-4 CR**  
**Gen Ed Experience Tags: 2**

An interdisciplinary field experience course where students will obtain a placement with a community-based organization relative to one of the social sciences. Each student will design an independent learning plan in collaboration with the instructor and host organization, identifying goals, objectives, activities and timelines for the semester. An independent reading list will support each placement, providing both interdisciplinary and social science discipline-specific context for the experiences and goals sought. At least one common reading will be used each semester and will be selected by the instructor, relative to specific placements. Students will serve their field time independently and meet together for a weekly interdisciplinary seminar. Prerequisites: COR 1, sophomore standing or above, completion of a Social Science class.

**SS 372                    FIELD EXPERIENCE/RESEARCH                    1-4 CR**

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs. (F/S/SS)

**SS 373                    FIELD EXPERIENCE/RESEARCH                    1-4 CR**

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs. (F/S/SS)

**SS 374                    FIELD EXPERIENCE/RESEARCH                    1-4 CR**

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs. (F/S/SS)

**SS 375                    RADICAL GARDENING                    4 CR**  
**Gen Ed Experience Tags: 2**

As a community research and service-based learning course, students will engage with and assist local community gardening initiatives that address social issues such as poverty, hunger and social isolation. Activities may include outreach, community building, fund raising, hands-on gardening and harvesting produce for food pantry distribution. Prerequisites: one previous social science course in Anthropology, Criminal Justice, Economics, Human Services, Political Science, Social Science, or Sociology, COR I or equivalent, open to second and third year students or sophomore and above transfers. (S)

**SS 484                    SENIOR SOCIAL SCIENCE SEMINAR                    4 CR**

Reading and discussion in conjunction with preparation for the presentation of a senior paper. One of the purposes of the seminar is to bring together students in the various majors in the Department to examine the implications and interrelations of their studies. The Senior Social Science paper may be used for the completion of a Human Issues project. An approved Senior Paper/Human Issues project should be developed with the academic advisor before the beginning of the semester that the student is enrolled in SS 484. (Prerequisites: SS 368 and 369 and senior standing.) Crosslisted with HI 404. (F/S) with to determine how it will look on the we b. 8-10 credits.

**SS 484 SENIOR SOCIAL SCIENCE SEMINAR 4 CR**

**Gen Ed Experience Tags: KX**

The course focuses on the preparation and presentation of the student's Senior Capstone Research Project on a topic of interest within their major. The course will assist the student in gaining greater proficiency in conducting research and producing written documents that will conform to standards in the social science disciplines. The senior project may be combined with the completion of the Human Issues Project. The Seminar offers students majoring in the Social Science disciplines the opportunity to examine their interrelations and implications of their studies by sharing their work with their student colleagues in the other social science disciplines. Seminar members will collaborate in the development of each student's project. Prerequisites: SOC 368, SOC 369, Senior standing as a Social Science major.

**SUST 650 SUSTAINABLE DEVELOPMENT LEADERSHIP 4 CR**

This course provides the foundation for the Sustainability Leadership Program. We introduce major approaches to and measures of sustainability (e.g., ecological design, permaculture, biomimicry, life-cycle costing, triple bottom line, natural capitalism, ecological footprint, bioregionalism, The Natural Step, Transition movement); explore relationships among sustainability, economic development, and social justice; and apply systems thinking and sustainability principles to specific issues. We also use existing models and team projects to examine how personal values, goals, and communication styles influence our roles as change agents; and we practice a variety of methods (e.g. Scenario Thinking, Appreciative Inquiry, World Cafe, Open Space) that can promote networking, public participation, planning, and group decision-making on sustainability issues. This is a mostly residential course designed to create a community of reflective learners that support each other in becoming effective as social entrepreneurs and sustainability change agents. Prerequisite: Admissions into Sustainability Leadership Program or consent of the instructor.

**SUST 651 ECOLOGICAL SUSTAINABILITY 4 CR**

In the second course of the Sustainability Leadership Program, we use an ecological framework to explore the scientific basis of sustainable systems and the extension of principles of ecology and natural systems at multiple levels of organization, with emphasis on the fundamental roles of energy flow, nutrient dynamics, and hydrological cycles in ecosystem and biosphere function. We work extensively with principles of ecological design, resilience, and restoration; and we critically analyze key sustainability indicators and reporting frameworks (e.g., ecological and carbon footprints, green building certifications, Global Reporting Initiative, Genuine Progress Indicator). Key related concepts considered in some depth include: ecosystem services; adaptive management; regeneration; permaculture; biomimicry; integral ecology; indigenous knowledge systems; ecospirituality. Prerequisite: SUST 650.

**SUST 652 SOCIAL AND ECONOMIC SUSTAINABILITY 4 CR**

How is public policy made, and how can we best manage for systematic change toward sustainability in our organizations and communities? In this course, we consider the challenges to such change presented by global trends and by traditional socioeconomic and public policy models; and we introduce alternative models provided by ecological economics, sustainable development, and participative democracy aimed at meeting these challenges. We discuss how deeper knowledge of human perception and behavior can help us formulate effective communication and education strategies and practices. Key related concepts considered in some depth include: corporate social responsibility; environmental justice; precautionary principle; voluntary simplicity; new urbanism; Transition movement; conflict transformation; ecopsychology; risk perception; social traps; cultural conflation; social marketing; socially responsible investing. Prerequisite: SUST 651.

**SUST 659 SUSTAINABILITY LEADERSHIP CAPSTONE 3 CR**

Students apply concepts and skills of sustainability leadership to complete directed projects under the supervision of Edgewood faculty and community mentors. Students are expected to synthesize relevant theoretical, practical, and technical content; identify appropriate social change processes; and implement a focused sustainability plan that integrates multiple academic and stakeholder perspectives and generates support for change through the effective use of communication skills. Prerequisite: SUST 652.

**THA 122 PERSPECTIVES IN PUPPETRY 4 CR**





This course is designed to provide the college student with a basic understanding of, and appreciation for, the use of Drama as a tool for teaching and learning within educational and social settings. The technique of Creative Dramatics focuses on enhancing a kinesthetic awareness of literature in children and will be applied to the study of children's literature from the countries of Japan, Germany, England and Zimbabwe. This literature includes folk stories, plays, classic and contemporary works to be critically explored and analyzed through discussion, writing, and active creative dramatic techniques. Students will research and explore the application of current theories and practices of Drama Education from the four countries of Japan, Germany, England and Zimbabwe to further understand the literature and the influence of the country of origin, and the impact of drama on the kinesthetic awareness of the literature in young students. Students will research the history of Drama in education, from the 1960's through the present, including contemporary practices, theories and techniques from the countries of Japan, England, Germany, and Zimbabwe.

**THA 290 STAGECRAFT 4 CR**

**Gen Ed Experience Tags: B**

This course is a behind the scenes look at theatrical production. Students will study the techniques used to produce scenery, costumes, sound and lights as well as the organization and management associated with theatre. This practical course offers students a basic working knowledge of technical theatre.

**THA 291 STAGECRAFT II 4 CR**

The history and development of the technical elements of theatre and acquiring skills in their application, with emphasis on makeup, lighting, sound, props, and costuming. Includes lab, research project, and faculty-supervised scheduled crew hours. production through participation in crew work. Topic: Lights. (F/S/SS)

**THA 292A THEATRE PRACTICUM FOR MAJORS/MINORS 1-4 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Stage Management. (F/S/SS)

**THA 292B THEATRE PRACTICUM FOR MAJORS/MINORS 1-4 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Sets. (F/S/SS)

**THA 292C THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Props. (F/S/SS)

**THA 292D THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Costumes. (F/S/SS)

**THA 292E THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Makeup. (F/S/SS)

**THA 292F THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Lights. (F/S/SS)

**THA 292G THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Sound. (F/S/SS)

**THA 292H THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Theatre Management (F/S)

**THA 292I THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**

A hands-on learning experience of theatrical production through participation in crew work. Topic: Dramaturgy. (F/S/SS)

**THA 292J THEATRE PRACTICUM FOR MAJORS/MINORS 1 CR**  
A hands-on learning experience of theatrical production through participation in crew work. Topic: Other. (F/S/SS)

**THA 301A TAP DANCE 3 CR**  
**Gen Ed Experience Tags: BD**  
This course is appropriate for students with little or no prior knowledge of tap dance. Students will study the art of tap through both the lens of the studio art and the multicultural lens of tap's historical roots and contemporary place in our society.

This course promotes an understanding of tap dance as an art form rooted in the traditions of African polyrhythmic movement and American Jazz music, a fusion of Irish, Canadian and North American step dance and North American jazz rhythms. As a multicultural course, THA 301 will examine the culturally significant characteristics of tap dance and emphasize the intersections among them, resulting in variance in status and power, as this relates to the fusion art form of tap. Gaining understanding and awareness of how tap dance came to be the art form it is today, through both study and practice of tap, enables students to value the experiences and contributions of different groups in the United States and understand the connections between social structures and inequality.

The course pays respect to the past great masters of the form and the current practitioners--women and men

**THA 320 AESTHETICS AND PERFORMING ARTS 3 CR**  
**Gen Ed Experience Tags: F2**  
The study of the basic aesthetics principles necessary for the functioning of the artist and the spectator with specific application to art, music, and theatre. Lecture, followed by demonstration, and discussion by members of all three departments. Includes additional reading on aesthetic theory and criticism applicable to theatre arts.

**THA 326 FILM IN SOCIETY 3 CR**  
**Gen Ed Experience Tags: A**  
This course offers an examination of American society and its culture as reflected through the films of particular time periods in the 20th and early 21st centuries. These areas will be studied through the idea that "film, as in all art, is a reflection of - and an influence on - the society of its time." Through the use of popular American films, students will be introduced to competing perspectives on American history, culture and society.

**THA 336 DEVELOPMENT OF DRAMATIC ARTS I 3 CR**  
**Gen Ed Experience Tags: C**  
Study of the history and literature of the theatre from the Greeks to the early 1600s. Areas to be covered include: creative theories, Greek, Roman, Medieval drama, Renaissance, Spanish, and English to the early 1600s. These areas will be covered through the focus on "theatre, as in all art, is a reflection of - and an influence on - the society of its time," playwrights of significance, plays of significance, and technical advances in the theatre. Prerequisite: Completion of ENG 110 or W cornerstone or placement into ENG 110 honors.

**THA 337 DEVELOPMENT OF DRAMATIC ARTS II 3 CR**  
**Gen Ed Experience Tags: A**  
Study of the history and literature of the theatre from the French Renaissance to the late 1800's. Areas to be covered include: French Renaissance, English Restoration, European theatre of the 18th and early 19th century, romanticism, and European theatre of the late 19th century. These areas will be covered through the focus of "theatre, as in all art, is a reflection of and an influence on the society of its time," playwrights of significance, plays of significance, and technical advances in the theatre.

**THA 338 MODERN AND CONTEMPORARY DRAMA 3 CR**

Study of the literature and history of the theatre from the 20th century to the present. (F of alternate years)

**THA 339 DEVELOPMENT OF DRAMATIC ARTS IV 3 CR**

Study of the literature and history of musical theatre.

**THA 365 ACTING II 3 CR**

Detailed work in acting with emphasis on script analysis for the actor, basic voice and dialect training and audition preparation, with a focus on contemporary national and international scene work. (Prerequisite: THA 265 BK or consent of the instructor) (S)

**THA 366 MUSICAL THEATRE PERFORMANCE 3 CR**

Performance study in the literature and style of the various musical theatre forms. (Prerequisite: THA 265 or consent of instructor)

**THA 367 IMPROVISATION IN PERFORMANCE 3 CR**

**Gen Ed Experience Tags: BK**

Students will study the art of improvisation in theatrical performance including short form, long form, and sketch based improv techniques, as well as several warm up, ensemble building and technique enhancing exercises. Ultimately, this work will result in the class ensemble producing an improvised public performance, the style of which will be determined by the class as the work unfolds. Prerequisites: THA 265 BK Acting I or instructor consent.

**THA 368 MOVEMENT FOR ACTORS 2 CR**

The study and application of theories and techniques of body movement selected from various topics, including: fencing, basic choreography, ethnic dance used in musical theatre, and control and release.

**THA 370 DIRECTING I 4 CR**

**Gen Ed Experience Tags: BX**

Study of the theory and practice of directing dramatic production with special emphasis on the director as artist and leader. Students will use all they have learned in the course of their theatre training and liberal arts education (and beyond) and apply elements of that knowledge of the interpretation, leadership and artistry involved in directing a play. Students must communicate effectively with all elements of production in order to accomplish those goals. Prerequisites: THA 265 Acting I and ENG 110 or W cornerstone.

**THA 376 THEATRE FOR YOUNG AUDIENCES 4 CR**

**Gen Ed Experience Tags: 2B**

In this course, students will research and build a basis of knowledge with regard to a current human, social or ecological issue and using these findings as a basis, combined with a brief study of writing for young audiences, will write a play for youth about the topic. In making choices on how to write the play and what areas of the topic to focus on, students will address the COR questions: Who am I and who can I become?, What are the needs and opportunities of the world?, and What is my role in building a more just and compassionate world? In further exploration of these questions, students will study the history and the elements of production and performance in the genre of Theatre for Young Audiences, as they produce and ultimately perform their play for Madison area school students.

**THA 381 TEACHER ENCOUNTER SEMINAR 1 CR**

Twelve encounters throughout the school year with master teachers, special project directors, school administrators, music directors, union representatives, and guidance representatives.

**THA 385 SPECIAL TOPICS IN THEATRE 1-4 CR**

Advanced study of topics of special current interest in the field of theatre: a) Performance (acting or directing) b) Technical theatre c) History and criticism d) Musical theatre Prerequisite: Consent of the instructor

**THA 385A SPC TPC: CULTURE&SOC ISSUES IN FILM 3 CR**





Introduction to Women's Studies Courses and Their Intersections with Gender Inequalities These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

**WS 202 WOMEN'S STUDIES INTRO:PHIL & REL ST 4 CR**

**Gen Ed Experience Tags: F7**

Introduction to Women's Studies Courses and Their Intersections with Gender Inequalities These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

**WS 202 WOMEN'S STUDIES INTRO:PHIL & REL ST 4 CR**

**Gen Ed Experience Tags: F8**

Introduction to Women's Studies Courses and Their Intersections with Gender Inequalities These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

**WS 203 WOMEN'S STUDIES INTRO: ARTS & LIT 4 CR**

**Gen Ed Experience Tags: F1**

Introduction to Women's Studies Courses and Their Intersections with Gender Inequalities These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

**WS 203 WOMEN'S STUDIES INTRO: ARTS & LIT 4 CR**

**Gen Ed Experience Tags: F2**

Introduction to Women's Studies Courses and Their Intersections with Gender Inequalities These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

**WS 204 INTRO TO WOM&GENDER STUDIES: TOPICS 4 CR**

A series of topics courses in Introduction to Women's and Gender Studies.

**WS 204 INTRO WOMEN'S & GENDER STUDIES 4 CR**

**Gen Ed Experience Tags: Q**

This course will provide an interdisciplinary introduction to the issues and themes of women's and gender studies, rooted in the fields of feminist and gender theory. We will examine social and cultural constructs of gender in historical context, in contemporary society, and in our own lives. Using texts from an array of disciplinary perspectives such as philosophy, literature, sociology, psychology and the sciences, we will examine this interplay between how we construct the "feminine" and the "masculine" in our psyches and how gender is constructed through the media and society. Additionally, in this course, students will have the unique opportunity to reflect upon, write about, and explore their own gender identities and its many influences.

**WS 204A INTRO TO WOMEN'S AND GENDER STUDIES 4 CR**

**Gen Ed Experience Tags: CPQ**

This course will provide an interdisciplinary introduction to the issues and themes of women's and gender studies as revealed through the reading and analysis of literature and feminist and gender theory. We will take a philosophical approach to the issues we encounter and question our own assumptions along with those of the texts we read. Within our texts, we will examine social and cultural constructs in historical context, in contemporary society, and in our own lives. Using both fiction and nonfiction, we will examine this interplay between how we construct the "feminine" and the "masculine" in our psyches and how gender is constructed through the media and collective psyche. Additionally, in this course, students will have the unique opportunity to reflect upon, write about, and explore their own gender identities and its many influences.

**WS 206 PHILOSOPHY AND GENDER 3 CR**

**Gen Ed Experience Tags: PQ**



Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition.

**WS 323 FAMILY AND SOCIETY 4 CR**

**Gen Ed Experience Tags: DJQ**

An examination of the institution of family through historical, cross-cultural and contemporary perspectives. Attention is given to family structure in US society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis is on the history and politics of marriage and cohabitation, sexuality, changing notions of childhood and parenthood, dependent care, gender roles in the family, race and ethnic-based variations, and social policies that shape family life. Cross-listed with SOC 323.

**WS 325 GENDER, CULTURE AND COMMUNICATION 3 CR**

How gender is communicated within cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationship of the two. We will also look at how feminist theories illuminate gender issues in communication. (S)

**WS 327 TOPICS: LITERATURE AND GENDER 3 CR**

A study of literary works from a variety of periods and genres in relation to issues of gender. Specific courses could include Black Women Writers, Textuality and Sexuality, Women Writing the Fantastic, or Tough Guys in Literature. (Crosslisted with ENG 327)

**WS 343 WOMEN AND RELIGION 3-4 CR**

Explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. (Prerequisite: One WS or RS F8 course) Crosslisted with RS 343.

**WS 345 WOMEN'S HEALTH ISSUES 4 CR**

An examination of the current status of women's health, including historical perspectives, developmental issues, societal influences, and challenges for the future. (Prerequisites: CA 101 and ENG 110, or consent of instructor)

**WS 360 THE HISTORY OF WOMEN IN NORTH AMERICA 4 CR**

Women in North America and the United States from 1500 to the present. Special emphasis will be placed on understanding how & why ideas about femininity and masculinity have changed over time. Crosslisted with HIST 360.

**WS 362 19TH CENTURY AMERICAN HOMOPHOBIA 4 CR**

A study of the development of homophobia in the US during the last 20 years of the 19th century in response to that era's discovery of the "homosexual." Crosslisted with HIST 362. (Prerequisite: HIST 132 or consent of instructor) (F)

**WS 365 WOMEN AND SOCIETY 4 CR**

**Gen Ed Experience Tags: JQ**

An assessment of women's position in American society and a consideration of gender ideology and its impact on women's participation in major institutions.

**WS 389 MEN & MASCULINITIES 4 CR**

This is a course for both men and women about men's issues. Men are powerfully affected by the experiences of growing up male and having people respond to them as male. The psychological, biological, social/cultural, and historical influences on the contemporary male and masculine roles are explored. The implications for society, relationships, families, and boys and men themselves are examined. Topics to be covered include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and masculinities in the media, men's friendships, men in families, men and work, men and health, intimacy and power issues with women, male sexualities, and male violence. Students will be required to carry out activities on and off campus that promote healthy and new ways of being for boys and men. (prerequisite: consent of instructor) Crosslisted with PSY 389.

**WS 401 SEMINAR IN WOMEN'S & GENDER STUDIES 2-4 CR**

Exploration of selected themes, questions, or issues within the interdisciplinary field of Women's and Gender Studies.

**WS 415A BLACK WOMEN WRITERS 4 CR**

**Gen Ed Experience Tags: CDQ**

This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries. Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women's literature? What textual strategies do African American women writers employ to represent "blackness" and "femaleness?" In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women's writings? Cross-listed with ENG 415A & ETHS 415A. Prerequisites: ENG 110 or a "W" tag course.

**WS 437 LITERARY MOVEMENTS OF MODERN FRANCE 4 CR**

**Gen Ed Experience Tags: CGQ**

Literary movements of Modern France is an upper-division French Literature class focusing on a specific literary trend or theme. Our topic for WS 437 is women writers, and to that end, we will study literary and critical texts by French women authors, learn about women's movements and feminist manifestos in France, and examine samples of "écriture féminine." The goal of this course is two-fold. WS 437 is designed to develop (1) Student's knowledge of different narrative genres such as the journal, diary, letter, short story, and the literary autobiography through the study of literary texts and increase their ability to interpret literary works and (2) Student's understanding of the social, cultural, political and historical contexts in which women's literature from France was produced and experienced. Prerequisites: 4th semester French, appropriate language placement, or equivalent.

**WS 480 SENIOR SEMINAR: WOMEN & GENDER STD 4 CR**

**Gen Ed Experience Tags: GQU**

What issues are important to women in different parts of the world? How do those issues relate to one another? What makes an issue "feminist" or not? How do we conceive of feminisms outside of our borders, whether those borders are geographic, political, or personal? What strategies can we employ to understand women's lives and concerns in different cultures, locations, and times? Is it possible to actively support feminist causes across the globe without imposing dangerous sets of limiting assumptions? This course is an exploration of the methods, concepts, and experiences of feminism as it is practiced all over the world in different ways. The historical development and cultural mappings of feminism since the second wave will be our main concern, but we will maintain specificity by focusing on particular locations, and on locational concerns. Three large units will make up the course: feminism and race at the end of the second wave and into the present; postcolonial critiques of feminism and issues of religion, rights, and class in various locations throughout the world; and transnational approaches to feminist identity, politics and possibilities. Throughout our explorations of contemporary feminisms, we will interrogate how our own lives and choices affect the lives of women around the world, in part by investigating the origins of products we purchase regularly. Feminist theorists from a variety of disciplines including philosophy, literature, political science, history and sociology will provide groundwork for our explorations, which will be filled out through case studies, historical texts and literary narratives. Cross-listed with ENG 480A. Prerequisites: one Women's and Gender studies course.

**WS 489                      GENDER AND COMMUNICATION                      2-3 CR**

This course explores women's and men's ways of communicating. Areas covered include education, employment, and personal relationships. Crosslisted with ENG 489. (F/W/S)

**WS 490                      WOMEN'S & GENDER STUDIES INTERNSHIP                      1-4 CR**

Faculty supervised experiential learning in a community setting relevant to women's and gender studies. (Prerequisite: consent of instructor)

