

Syracuse University

College of Arts & Sciences

Advising and Career Services

Fall 2017 Courses Available to First Year Students

Contents

LANGUAGE.....	3
QUANTITATIVE	11
HUMANITIES.....	13
SOCIAL SCIENCES	24
NATURAL SCIENCE AND MATH.....	31
COURSES IN THE SCHOOL OF EDUCATION.....	35

LANGUAGE

ARB 101 Arabic I

Proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Arabic. Students cannot enroll in ARB 101 after earning credit for ARB 102, ARB 201, or ARB 202 or higher.

CHI 101 Chinese I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Chinese. No prior experience or admission by placement testing. Students cannot enroll in CHI 101 after earning credit for CHI 102, CHI 201, CHI 202 or higher. This course is an introduction to basic grammar, vocabulary, usage, and the writing system of the Chinese language for students with little or no background in the language. It aims at developing overall competence in listening, speaking, reading, and writing in Chinese.

CHI 201 Chinese III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Chinese. Students cannot enroll in CHI 201 after earning credit for CHI 202 or higher. This is an intensive course with a demanding pace. It is designed for those who wish to expand active vocabulary, improve speaking skills, and be able to write simple compositions. You will find yourselves writing, practicing, memorizing overwhelmingly, as we have found that the best way to help you learn all those skills is to immerse you in the language as much as possible.

FRE 101 French I

Introductory proficiency-based course that prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in French. No prior experience or admission by placement testing. Students cannot enroll in FRE 101 after earning credit for FRE 102, FRE 201, FRE 202, or higher.

FRE 102 French II

Continuing proficiency-based course that develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in French. Students cannot enroll in FRE 102 after earning credit for FRE 201, FRE 202, or higher. This is a beginning French class that targets speaking, listening, reading and writing skills, in addition to cultural competence and knowledge. You will learn the basic structures of French, build conversational skills, develop strategies for reading and writing French, and gain a deeper appreciation for Francophone culture.

FRE 201 French III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in French. Students cannot enroll in FRE 201 after earning credit for FRE 202 or higher. This is an intermediate French class that targets speaking, listening, reading and writing skills, in addition to cultural competence and knowledge. You will review many of the basic structures of French, build conversational skills, read authentic texts, and develop a deeper understanding of Francophone culture.

FRE 202 French IV

Continuing proficiency-based course that focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in French. Students cannot enroll in FRE 202 after earning credit for a course higher than FRE 202. This is an intermediate French class that targets speaking, listening, reading and writing skills, in addition to cultural competence and knowledge. You will review many of the basic structures of French, build conversational skills, read authentic texts, and develop a deeper understanding of Francophone culture.

GER 101 German I

Introductory proficiency-based course that prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in German. No prior experience or admission by placement testing. Students cannot enroll in GER 101 after earning credit for GER 102, GER 201, GER 202, or higher. German I is a proficiency-based course for beginners seeking to develop and strengthen the four basic skills: listening, speaking, reading and writing. Classroom activities will be mainly in German. You are asked to devote a minimum of two hour of study for every hour of instruction and it is expected that you come to class prepared so that a large portion of the meeting can be devoted to oral practice.

GER 201 German III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in German. Students cannot enroll in GER 201 after earning credit for GER 202 or higher. German III is a 4-credit intermediate level class, conducted in German and targeted to students who have reached the Novice High to Intermediate Low level of proficiency in German. In German III, students review grammatical concepts they are already familiar with from earlier German classes and improve and refine their abilities to speak, write and understand German. The goal of German III is to bridge the gap between beginners' classes and more advanced studies in the language and culture of the German speaking countries. In addition to work in the textbook, students engage in a variety of activities and projects working with authentic material, such as literary texts, newspaper articles, internet resources, exercises, songs, films, and excerpts of TV, internet, and radio shows. The material allows students to increase their language proficiency as well as broaden their cultural knowledge.

GRE 101 Ancient Greek I

Introductory course which prepares students to acquire a reading knowledge of Classical Attic Greek, focusing on morphology and syntax, and its role in the culture and literature of ancient Greek society. No prior experience or admission by placement testing. Students cannot enroll in GRE 101 after earning credit for GRE 102, GRE 201, GRE 202, or higher. Greek 101 will allow you to develop a reading knowledge of Ancient Greek. By the end of the course, you will have mastered the basic grammatical structures of the language and will have a vocabulary of several hundred words. Since Ancient Greek is no longer a "living" language (i.e., there are no native speakers), our emphasis will necessarily be on reading. We will, however, make extensive use of oral and written exercises as an aid to the acquisition of reading knowledge. Although our primary focus will be on language acquisition, we will also devote some attention to Greek civilization and literature, using supplemental materials that I will hand out in class.

HEB 101 Hebrew I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Hebrew. No prior experience or admission by placement testing. Students cannot enroll in HEB 101 after earning credit for HEB 102, HEB 201, HEB 202, or higher. HEB 101 is a proficiency-based course that develops the five language skills (listening, speaking, reading, writing and culture), introduces students to an unfamiliar alphabet and script, and develops skills of reading the prevailing Israeli system of Ktiv Maleh. This course prepares students to communicate in elementary written and spoken Hebrew on a variety of topics related to classroom activities, everyday life activities and situations, and personal experiences, primarily in the cultural context of life in Israel. Communicative objectives include: socializing and greeting, giving and receiving personal information, describing one's needs and wishes, and handling basic life situations. Students will develop an appreciation for the history of the language - its transition from, primarily, the language of the scripture to the spoken language of contemporary Israel. They will become familiar with grammatical structures of a Semitic language, some verb structures (binyanim) in the present tense, and other aspects of grammar.

HEB 201 Hebrew III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Hebrew. Students cannot enroll in HEB 201 after earning credit for HEB 202 or higher. This is a continuation course for students who have successfully completed HEB 102 and those admitted by placement. The course teaches Hebrew in context, by using the proficiency approach to refine and expand previously acquired language skills (listening, speaking, reading and writing). The Course prepares students to communicate in spoken and written Hebrew at a more advanced level. Communicative objectives include advancing previous courses learning, emphasizing understanding and producing extended conversational descriptions, comprehending and discussing written stories and anecdotes.

HIN 101 Hindi/Urdu I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Hindi/Urdu. Students cannot enroll in HIN/SAS 101 after earning credit for HIN/SAS 102, HIN/SAS 201, HIN/SAS 202, or higher. This course is designed primarily for those who have no, or very little, exposure to Hindi language. Students will learn to read Hindi through Devanagari script and learn basic survival linguistic skills needed in day-to-day life in the target language. It is proficiency based course and emphasize on all four skills: reading, writing, listening and speaking. The course objectives are seen in terms of students performing linguistic tasks successfully, gaining self-confidence, relying on themselves and classmates, and expanding their risk-taking in real-life communicative situations. The language students practice in class is realistic - what they would speak in a Hindi speaking environment. In this class, focus will be on developing reading, writing, listening, and speaking skills in Hindi language. Besides, there will be lexical, grammatical, and cultural inputs.

HIN 201 Hindi/Urdu III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Hindi/Urdu. Students cannot enroll in HIN/SAS 201 after earning credit for HIN/SAS 202 or higher. The Intermediate level course is the third in a four-course sequence in

the Hindi-Urdu Program. This course provides additional practice to help students attain a higher level of skill development (reading, writing, listening, and speaking) and grammatical accuracy. The course favors a skill-based approach in which students gain mastery of the language through the use of authentic material taken from various sources. The selection of materials is based on the complexity of the tasks and the students' professional and personal interests. The medium of instruction and class discussion will be mainly Hindi-Urdu. Through increasingly more complex vocabulary and working interrelationships of verb tenses, students will deepen their knowledge of topics regarding reading, writing, listening and speaking. Through new, content-based and advanced vocabulary, students will become accustomed to communicating in different tenses as well as review of more complex expressions and selected constructions. A wealth of new vocabulary and idiomatic expressions will be introduced together with exposure to new socio-political topics.

ITA 101 Italian I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Italian. No prior experience or admission by placement testing. Students cannot enroll in ITA 101 after earning credit for ITA 102, ITA 201, ITA 202, or higher. In this interactive course, students learn to speak, read, write and understand Italian at the novice level. Basic language structures and vocabulary are examined and explored for the use of Italian as a communicative skill and to achieve optimum proficiency.

ITA 102 Italian II

Continuing proficiency-based course that develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Italian. Students cannot enroll in ITA 102 after earning credit for ITA 201, ITA 202, or higher. In this interactive course, class time will be devoted to various types of exercises from the main text, to conversation, interaction, and other classroom activities designed to stimulate communication.

ITA 201 Italian III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Italian. Students cannot enroll in ITA 201 after earning credit for ITA 202 or higher. While providing cultural competence about Italy, this course is designed to improve your written and oral knowledge of Italian, so that you will be able to read texts of medium difficulty and to write in a correct and appropriate manner. This course will also provide you with an increased ability for understanding video and audio materials, as well as for speaking with more ease and fluency.

ITA 202 Italian IV

Continuing proficiency-based course which focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in Italian. Students cannot enroll in ITA 202 after earning credit for a course higher than ITA 202. While providing cultural competence about Italy, this course is designed to improve your written and oral knowledge of Italian, so that you will be able to read texts of medium difficulty and to write in a correct and appropriate manner. This course will also provide you with an increased ability for understanding video and audio materials, as well as for speaking with more ease and fluency.

JPS 101 Japanese I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Japanese. No prior experience or admission by placement testing. Students cannot enroll in JPS 101 after earning credit for JPS 102, JPS 201, JPS 202, or higher.

JPS 201 Japanese III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Japanese. Students cannot enroll in JPS 201 after earning credit for JPS 202 or higher.

KOR 101 Korean I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Korean. Students cannot enroll in KOR 101 after earning credit for KOR 102, KOR 201, KOR 202, or higher.

KOR 201 Korean III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Korean. Students cannot enroll in KOR 201 after earning credit for KOR 202 or higher. The objective of the course is to improve students' communicative competence in speaking, listening, reading, and writing at an intermediate level in Korean. Students will be able to interact in Korean in a variety of basic and everyday situation. Students will also become familiar with general aspects of Korean culture, history and daily life.

LAT 101 Latin I

Introductory course which prepares students to acquire a reading knowledge of classical Latin, focusing on morphology and syntax, and its role in the culture and literature of ancient Roman society. Students cannot enroll in LAT 101 after earning credit for LAT 102, LAT 201, LAT 202, or higher. This course is an introduction to a language that served a tiny village on the Tiber River in Italy, then a massive empire that reached from the Atlantic to the Persian Gulf, from Scotland and Germany to Morocco and Sudan. Long after it ceased to be spoken, it served Europe as the international language of diplomacy, education, and professional skills, such as law, medicine, science, and theology into modern times. The Latin language will open your eyes to elements of world culture and history, social, philosophical, and artistic understanding, and the roots of language itself, including your own native language, whatever that may be.

LAT 102 Latin II

Continuing course with emphasis on morphology and syntax. Introduction to examples of unsimplified Latin prose of the Republic and Empire, read and interpreted within the cultural context of Greco-Roman society. Students cannot enroll in LAT 102 after earning credit for LAT 201, LAT 202, or higher.

POR 101 Portuguese I

Introductory proficiency-based course that prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Portuguese. No prior experience or admission by placement testing. Students cannot enroll in POR 101 after successfully completing POR 102, 201, or 202 or higher.

POR 101 is a proficiency-based course that seeks to develop the five language skills: listening, speaking, reading, writing, and culture. It prepares students to communicate effectively in written and spoken Portuguese on a variety of topics related to themselves, their personal experiences, and everyday situations one might encounter in a Portuguese-speaking environment. Communicative objectives include: socializing and greeting, giving and getting autobiographical information, expressing interest and surprise, talking about present and future plans, expressing likes and dislikes, making and understanding simple descriptions, recounting a series of events or recent experiences, discussing daily activities, giving advice and instructions, making requests, and handling simple survival situations. Class activities are in Portuguese

POR 201 Portuguese III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Portuguese. Students cannot enroll in POR 201 after earning credit for POR 202 or higher. POR 201 is a proficiency based course for high beginners which continues to develop the five language skills (listening, speaking, reading, writing, and culture) and which prepares students to communicate effectively in both written and spoken Portuguese on a variety of topics related to themselves, their personal experiences, and everyday situations one might encounter in a Portuguese speaking environment. Communicative objectives include: giving and getting information, directions and advice, telling anecdotes and stories, expressing doubts and opinions about a variety of topics and situations, making explanations, talking about the future and hypothesizing. Students are prepared to deal with real life situations that may arise in a Portuguese-speaking environment. The class is conducted in Portuguese.

RUS 101 Russian I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Russian. No prior experience or admission by placement testing. Students cannot enroll in RUS 101 after earning credit for RUS 102, RUS 201, RUS 202, or higher. This course is a communicative, multi-media approach to the Russian language and culture. With the use of a textbook, student activity manual, auditory files, and video, you will continue to learn the basics of spoken and written Russian. By the end of the semester of this introductory course, you will have been introduced to enough grammar and vocabulary to be able to carry on basic social conversations in authentic situations. You also will have acquired essential knowledge of contemporary Russian society and culture.

RUS 201 Russian III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Russian. Students cannot enroll in RUS 201 after earning credit for RUS 202 or higher.

SPA 101 Spanish I

Introductory proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Spanish. No prior experience or admission by placement testing. Students cannot enroll in SPA 101 after earning credit for SPA 102, SPA 201, SPA 202, or higher. SPA 101 is a proficiency-based course that seeks to develop the five language skills: listening, speaking, reading, writing, and culture. It prepares students to communicate effectively in written and spoken Spanish on a variety of topics related to themselves, their personal experiences, and everyday situations one might

encounter in a Spanish-speaking environment. Communicative objectives include: socializing and greeting, giving and getting autobiographical information, expressing interest and surprise, talking about present and future plans, expressing likes and dislikes, making and understanding simple descriptions, recounting a series of events or recent experiences, discussing daily activities, giving advice and instructions, making requests, and handling simple survival situations. Class activities are in Spanish.

SPA 102 Spanish II

Continuing proficiency-based course which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Spanish. Students cannot enroll in SPA 102 after earning credit for SPA 201, SPA 202, or higher. SPA 102 is a proficiency based course for high beginners which continues to develop the five language skills (listening, speaking, reading, writing, and culture) and which prepares students to communicate effectively in both written and spoken Spanish on a variety of topics related to themselves, their personal experiences, and everyday situations one might encounter in a Spanish speaking environment. Communicative objectives include: giving and getting information, directions and advice, telling anecdotes and stories, expressing doubts and opinions about a variety of topics and situations, making explanations, talking about the future and hypothesizing. Students are prepared to deal with real life situations that may arise in a Spanish-speaking environment. The class is conducted in Spanish.

SPA 201 Spanish III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Spanish. Students cannot enroll in SPA 201 after earning credit for SPA 202 or higher. SPA 201 is a proficiency-based course that reviews understanding of the formal structures of language, refines previously acquired linguistic skills and builds cultural awareness. Authentic cultural and literary texts are introduced. Communicative objectives include giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past and future time.

SPA 202 Spanish IV

Continuing proficiency-based course that focuses on reading, discussing, and analyzing authentic texts as a basis for the expression and interpretation of meaning. Conducted in Spanish. Students cannot enroll in SPA 202 after earning credit for a course higher than SPA 202. SPA 202 works toward developing an advanced level of oral proficiency through authentic readings, both literary and informational. Writing tasks will lead students to narrate, describe, report, express personal opinions, and analyze abstract topics. This is a 4-credit course. The class is conducted entirely in Spanish.

TRK 101 Turkish I

Proficiency-based course which prepares students to understand, speak, read, and write in culturally authentic contexts. Activities are conducted in Turkish. Students cannot enroll in TRK 101 after earning credit for TRK 102, TRK 201, TRK 202, or higher. The course is designed for students who are interested in Turkish language and culture and who have no previous knowledge of the language. Through a communicative approach, it emphasizes basic conversational skills in Turkish along with grammatical patterns. This course mainly introduces the students to Turkish language through the development of the basic skills; listening, speaking, reading and writing.

TRK 201 Turkish III

Continuing proficiency-based course that refines and expands previously acquired linguistic skills in culturally authentic contexts. Activities are conducted in Turkish. Students cannot enroll in TRK 201 after earning credit for TRK 202 or higher. The course is designed for students who are interested in learning about other cultures and languages, and who have previously taken TRK 101 and 102 or have already a command of basic Turkish. Throughout the course, the students will be presented with learning opportunities for increasing their intermediate language skills: listening, speaking, reading and writing.

QUANTITATIVE

MAT 121 Probability and Statistics for the Liberal Arts I

First in a two-course sequence. Teaches probability and statistics by focusing on data and reasoning. Topics include displaying data, numerical measures of data, elementary probability, discrete distributions, normal distributions, confidence intervals. NOTE: A student cannot receive credit for MAT 121 after completing STT 101 or any MAT course numbered above 180 with a grade of C or better.

MAT 183 Elements of Modern Mathematics

Linear equations, matrices, and linear programming. Introduction to mathematics of finance. Discrete probability theory. For students interested in management, finance, economics, or related areas. This course is designed for students in the School of Management. The course will involve no calculus, and a thorough background in high school mathematics is the only prerequisite. The course has three main components: Linear Algebra, Probability & Statistics, and the Mathematics of Finance.

MAT 194 Precalculus

Polynomial, rational, exponential, and logarithmic functions. Analytical trigonometry and trigonometric functions. A student cannot receive credit for MAT 194 after receiving a grade of C or better in any calculus course. Credit cannot be given for both MAT 193 and MAT 194. This course is designed to prepare you for success in the study of calculus. Using graphical, numerical, and symbolic representations, you will investigate the basic properties of many elementary functions, including linear, quadratic, polynomial, exponential, logarithmic, trigonometric, and rational. These functions and their applications will be the core focus of the course. You will engage in applied problem solving in collaborative group settings using graphing technologies. A second but equally important aim of this course is for you to refresh and retain the algebra skills necessary to succeed in your next math course.

MAT 221 Elementary Probability and Statistics I

First of a two-course sequence. For students in fields that emphasize quantitative methods. Probability, design of experiments, sampling theory, introduction of computers for data management, evaluation of models, and estimation of parameters.

MAT 285 Life Sciences Calculus I

Functions and their graphs, derivatives and their applications, differentiation techniques, the exponential and logarithm functions, multivariable differential calculus including constrained optimization. MAT 285 may not be taken for credit after successful completion of MAT 284 or MAT 295. This is the first course in a two-course, terminal calculus sequence. It is designed to introduce students to the beauty and power of calculus. Topics include functions, limits, the derivative, tangent lines, curve sketching, exponential and logarithmic functions and the calculus of several variables. Applications to the life sciences are emphasized.

MAT 286 Life Sciences Calculus II

Antidifferentiation; the definite integral and applications; first order differential equations with applications. Cannot be taken for credit after successfully completing MAT 296. This is the second course in a two-course, terminal calculus sequence. It is designed to introduce students to the beauty and power of calculus. Topics

include antidifferentiation, integration, areas and volumes, double integrals and differential equations. Applications to the life sciences are emphasized.

MAT 295 Calculus I

Analytic geometry, limits, derivatives, maxima-minima, related rates, graphs, differentials, exponential and logarithmic functions, mean-value theorem, L'Hospital's rule, integration. For science majors. MAT 295 may not be taken for credit after successful completion of MAT 286. MAT 295 is the first course in a three-semester Calculus sequence. This sequence is designed for mathematics, science and engineering majors and for those students in other majors who intend to take more advanced courses in mathematics. This course covers functions, limits, differentiation, and integration as well as applications such as curve sketching, optimization, and computation of areas.

MAT 296 Calculus II

Integration: the definite integral and applications; trigonometric functions, methods of integration, improper integrals, infinite series, elementary differential equations, parametric equations, polar coordinates. MAT 296 is the second course in a three-semester sequence in calculus. This sequence is designed for students who intend to take more advanced courses in mathematics. This course covers techniques of integration, improper integrals, polar coordinates, sequences and series (including power series, Taylor and Maclaurin series).

HUMANITIES

AAS 138 Writing About Black Culture

Expository writing based on cogent analysis of African American literature, art, music, and history ideas. Critical examination of Black/White relations in the United States at the intersections of race, class, gender, and culture from the Abolition Era to the Black Lives Matter Movement. While the readings will provide critical insight into the organic formation of institutional racism and structural inequality, adequate attention will be directed towards social, political, and economic responses exhibited by African Americans overcoming oppression during the long freedom struggle. The course will also provide historical, socio-political, socio-economic, and socio-cultural contexts as analytical tools to aid student analysis of major themes, questions and problems presented within the literature. Students will also be encouraged to find links between the past and the present.

AAS 231 African American Literature to 1900: An Introduction

African American literature and folklore from colonial days to 1900. Autobiographies, fiction, and poetry, including works by Wheatley, Douglass, Jacobs, Brown, Webb, Hopkins, Dunbar, Chesnut, Dubois, Johnson, Washington.

ANT 185 Global Encounters: Comparing World Views & Values Cross-Culturally

Predominant views of reality and values in the cultures of Asia, Africa, and the Americas. Humanistic study of cultures and nature of cross-cultural understanding.

ETS 107 Living Writers

Introduction to visiting writers and their work. Lectures and small group sections emphasize dynamic and plastic nature of writing. Opportunity to question the authors directly on content, influences, and technique.

ETS 114 British Literature, 1789 to Present

British literature since 1789. This course will examine just over two centuries of Britain's literary history, covering the literature and culture of the Romantic Age, the Victorian Age, the twentieth century, and the present. Historical topics will include: literary form; political revolution; the industrial revolution; urbanization; evolution; religion; social reform movements; race, class, gender, and sexual politics; nationalism; imperialism; colonialism; and the World Wars. Readings will include novels, poems, plays, and other historical texts.

ETS 117 American Literature, Beginnings to 1865

American writing before 1865, mainly from the English-speaking colonies and the United States. This writing-intensive course offers an introduction to the literatures of America between the time of European contact and the Civil War. Writing in 1782, J. Hector St. John de Crevecoeur posed one of the central questions of the period: "What is an American?" Through the close reading of sermons, autobiographies, journals, poetry, short fiction, novels, and nonfiction, we will investigate the role of literature in answering this question. Further, we will explore how issues such as the colonization of Native Americans, slavery, and women's social and political inequality complicate this question. Structured chronologically, the course will provide opportunities to gain understanding of the literature as well as the political, cultural, and social history of the period.

ETS 118 American Literature, 1865 to Present

American writing since 1865, mainly from the United States. What does it mean to make it in America? How much can American literature shape American culture(s)? What occurs in the process of creative making, the space between the first moment of artistic conception and the final presentation of a completed artistic object? Do we still make things anymore? Some critics argue that over the course of the 20th century, America has changed from a culture of industry (one that makes things) to a culture of consumption (one that purchases made things). This Survey of American Literature will address these questions and claims through an examination of poetry, short stories, and selected novels written from 1865 to the present. Reading texts from the major literary periods of the last 150 years through an aesthetic-historical lens, the course will teach students to shift from regarding literature as merely another form of cultural representation towards a deeper understanding of literature as a primary site of society's imaginative exploration through making.

ETS 119 Topics in U.S. Literary History: US Fiction 1940-2015

United States literary and cultural texts studied in the context of American history, culture, and politics. Readings may be focused by historical periods or thematic issues. This lecture course offers a survey of U.S. fiction written from the late 1940s to the early 2000s. We will interpret the fiction through a sociohistorical lens, and place particular emphasis on investigating the interconnections between literary form and social change. After an initial survey of fiction written in direct response to World War II and its aftermath, we will read texts associated with or influenced by the counterculture, the Vietnam War, the Civil Rights, Black Power and Black Arts Movements, Second Wave Feminism, the 1965 Immigration and Nationality Act, and late twentieth-century U.S. consumerism.

ETS 121 Introduction to Shakespeare

Selected plays of Shakespeare read in conjunction with performances on video. This course offers an intensive introduction to the life and language of arguably the world's greatest writer, William Shakespeare. This class will focus on two key issues: first, the relation between Shakespeare's life and his work, and secondly, on the language of his plays and poems. We will carefully examine Shakespeare's biography, we will get an overview of the canon of his writings, and we will read four of his plays and the Sonnets. No previous familiarity with Shakespeare is required, but you do need to be committed to careful and sustained critical reading and analysis as well as active participation in Friday discussion sections. The main goals of this class are to help you read and enjoy Shakespeare, to foster rigorous intellectual engagement with his work, and to allow you develop your own critical writing skills.

ETS 145 Reading Popular Culture

Semiotic analysis of American culture and its artifacts. Topics of analysis may include consumerism, advertising, film, music, TV, video, language, gender/race/class, mythic characters, cultural outlaws, virtual culture. The vast majority of the texts and objects we experience in our everyday lives, from TV shows to toothbrushes, are mass-produced within a commercial context. Scholars and critics have frequently been highly skeptical of these texts, seeing them as overly commodified and inferior to high art. However, within the past several decades a model of popular culture has become more prominent within the academy which examines the ways people make use of cultural products rather than how these products use and exploit their consumers. In this course, we will examine both sides of this debate, gaining an understanding of important concepts in the study of popular

culture, and applying them to a wide variety of examples. The course will take us from discussions about how to define popular culture and how to recognize the elements that can make a text meaningful to a popular audience, to examinations of actual instances of fandom, including fan fiction and videos. Specific case studies will include phenomena such as comic book fandom and Star Trek conventions, but students are also encouraged to bring their own experiences and knowledge into discussion and assignments, which might include two papers, a midterm and final, and short writings throughout the semester. Attendance at weekly screenings is required.

ETS 151 Interpretation of Poetry

Critical study of poetry from various historical periods. Formal, theoretical, and interpretive issues. The course will consist of discussions of poems from the various traditions of poetry: from anonymous ballads to spoken word poetry. I'm interested in what makes the poem memorable and moving, how it is a vehicle for the intellect and the emotions, how it's "the act of establishing communication between the mind and the heart". I'm interested too in what ways the poem provokes and challenges us, what gives the poem its power to seduce and trouble and soothe, what gives it its music and voice as distinct from speech.

ETS 153 Interpretation of Fiction

Critical study of fiction from more than one historical period. Formal, theoretical, and interpretive issues. The aim of this course is to develop your abilities to engage critically with fictional texts. The course will introduce you to strategies of close reading, in order to help you become a better critical reader and writer. Throughout the semester, we will pay close attention to various formal aspects of fiction—plot, point of view, character, setting, literary trope, and genre—and examine how they shape the meanings of the texts. We will also investigate how these texts produce meaning in relation to the historical and cultural contexts within which they are produced and read. The texts that we read in this class all involve the broad theme of travel in one way or another. Paying close attention to the textual details, we will explore how these fictional narratives of travel (to the arctic pole, to colonies, to Rome, to Neverland, to America, to outer space etc.) engage with the sense of self, the categories of gender and race, the ideas of enlightenment, and the ideologies of imperialism and nationalism.

ETS 155 Interpretation of Nonfiction

Critical study of nonfiction from more than one historical period and geographic locale. Formal, theoretical, and interpretive issues. This course invites students to read and engage deeply with works of nonfiction through the practice of close reading, and a number of corresponding interpretive strategies. Throughout the semester, we will analyze various types of nonfiction, including the political treatise, critical reviews, the autobiography, personal letters and speeches, performance media, and multiple forms of online and audio-visual resources. Our textual materials will take shape around the framework of exploring nonfiction with a purpose—that is, texts that have been written, appropriated, or primed for the purposes of specific persuasion. What is the status of "truth" or "reality" when a speaker presses his or her own agenda? How does the representation of "truth" take shape across different forms of media, and in specific social, cultural, and historic moments? Furthermore, how might readers be called upon to ethically respond to such texts? We will examine the rhetorical strategies employed by a variety of argumentative voices, incorporating speakers and topics that explore tensions and

discourses of identity across lines of gender, sexuality, race, and class - and in the process, interrogate the boundaries of the genre itself.

ETS 181 Class and Literary Texts

Construction and representation of "class," especially as it affects the production and reception of literary and other cultural texts. Using theories of social class as lenses through which to read a wide range of texts, this course will look at the ways that class has historically structured people's lives. Through a series of assignments intended to improve students' reading and analytical skills, this writing intensive course will foster a richer understanding of social class, class struggle, inequality and social stratification, work culture and the ways that issues of class intersect with those of gender and race. Placing literature within historical and theoretical contexts, we will look particularly to related art forms such as music, film and visual art as a way of grasping a text's historical moment while reading social and literary theory to help frame and give shape to our arguments.

ETS 182 Race and Literary Texts

Construction and representation of "race," especially as it affects the production and reception of literary and other cultural texts. This course is designed to introduce students to the study of fiction through close reading and analysis of texts centered upon "blackness" as a racial, cultural, and social construct. We will engage with a range of American literary texts and cultural objects, attending to the ways in which "blackness" comes to be constructed, deconstructed, represented, and understood in American literature and culture. We will track both continuities and changes within representations of "blackness" over time and place, considering how the concepts of race, ethnicity, culture, and place intersect within different historical periods to influence the manner in which "blackness" is conceived, as well as represented in American letters. The course will examine key questions such as: What is race? What is blackness, and how is it defined? How do gender and sexual identities intersect with racial identities? How do these multiple aspects of identity locate, dislocate, or erase people within American cultural hierarchies? Are race and blackness still salient concepts in the 21st Century?

ETS 184 Ethnicity and Literary Texts

Ethnicity in literary and theoretical texts. Emphasizing conceptual paradigms, social issues, and aesthetic considerations in the practice of reading texts from ethnically differentiated literary traditions.

ETS 192 Gender and Literary Texts

Construction and representation of "gender," especially as it affects the production and reception of literary and other cultural texts. This writing-intensive course will be focused on the relationship between character and gender in popular and literary texts. The first unit will focus on early literary constructions of gender difference: we will consider legends and fairy tales from Europe and Africa along with the 20th and 21st century reactions they provoke. Even our earliest stories set up clear models for male and female social behavior and even physical appearance. The second unit will look at the afterlives of the gendered types introduced in the first unit's legends. Two novels - Frances Burney's *Evelina* and Jane Austen's *Pride and Prejudice* - will focus our discussion onto marriage plots and the ways in which their politics indicate what constitutes 'Ms. or Mr. Right'. We will engage with the political stakes behind these "choices," learning that even romantic and sexual choice may be determined by literarily constructed models that present some gender performances as correct and desirable and others as incorrect and undesirable. The final unit will focus on the darker sides of literary and popular gender construction, taking special care to consider categories of gendered heroism and/ or

monstrosity. Gender performances deemed undesirable are often conservatively denigrated as monstrous, and this unit will study the fine, political line between exalting some types while condemning others as inhuman. This final unit will focus on popular cultural texts, beginning with pulp horror and noir from the early twentieth century and ending with traditional comics, comics-themed television, and Alan Moore and Malcolm McLaren's *Fashion Beast*, a graphic novel that questions comics on the level of gender. Along the way, we will consider sexuality in addition to gender, exploring the place of GLBTQ identities among the gendered types we study. The three writing assignments and one exam will require you to explore the types present in the assigned texts.

HOA 105 Arts and Ideas I

Visual arts in relation to broader cultural, historical, and intellectual contexts. HOA 105 surveys the ancient world to the High Renaissance. HOA 106 proceeds from the late Renaissance to the present. Either course may be taken first or independently.

HOM 165 Understanding Music I

Introduction to the art of music. Development of musical styles in the West from ancient Greece through the Middle Ages and Renaissance. Assumes no prior musical knowledge. Students will learn basic concepts of music theory; investigate stylistic epochs from Ancient Greece to ca. 1775; study compositions and composers within their milieu; and d) learn to identify various musical styles through the characteristics heard in the compositions.

HOM 195 Performance Live

The art and meaning of music/dance performance through dialogue with performers in the classroom and experience of performances in local settings, emphasizing both western and non-western traditions. No musical experience necessary. In this class we will examine the art and meaning of musical performance through a series of concerts and workshops that will allow us to observe and dialogue with performers of various musical genres. In-class discussions of required texts, films, and/or music will contribute to an understanding of the various approaches to and meanings of musical performance in a global context.

HST 111 Early Modern Europe, 1350-1815

Major characteristics of European political, social, and cultural life from Middle Ages to advent of democratic revolutions. This course covers the history of Europe from the Black Death, which marked the end of the Middle Ages, to the French Revolution - the beginning of the modern world. We will examine the major events of the period - the Renaissance, the Reformation, the English, French and scientific revolutions, the rise and fall of Napoleon, and the growth of the modern state. Throughout the course we will emphasize major political changes and their impact on society and on the lives of ordinary men and women.

HST 210 The Ancient World

The Ancient Mediterranean emphasizing major political, cultural, religious, and social developments. The Near East, Classical Greece, Hellenistic Civilization, Roman Republic, Roman Empire up to the fourth century A.D. May not be repeated for credit. This course provides a survey of the history and culture of the ancient Mediterranean and Near East. It explores the classical roots of modern civilization. We will begin with the first civilizations of Mesopotamia and ancient Egypt and the roots of Western religion in ancient Israel; then proceed through archaic and classical Greece, the Persian wars, the trial of Socrates, the conquests of Alexander the

Great, the Hellenistic world, and the rise of Rome. We will end with the rise of Christianity and the transformation of the Roman world. The course will address topics in political, social, cultural, religious and intellectual history. We will focus on issues that the ancients themselves considered important - good and bad government, the duties of citizens and the powers of kings and tyrants - but we will also examine those who were marginalized by the Greeks and Romans: women, slaves and so-called "barbarians." In order to provide a window into the thought-worlds and value systems of past societies, the course will emphasize reading and discussion of primary sources.

JSP 135 Judaism

Survey of Judaic ideas, values, and cultural expressions as found in biblical, talmudic, medieval, mystical, and modern texts. The course provides a broad (but selective) survey of Jewish religious thought and practice from the biblical period through the modern. Readings focus on the way diverse Jewish thinkers have reshaped Jewish identity by reconfiguring the way in which they understand ritual life. We pay particular attention to how Jewish interpreters have constructed a changing textual tradition as an integral part of that process. This class introduces students to the Hebrew Bible, Talmud and Midrash, medieval philosophy and mysticism, and to German Jewish existentialism and American Jewish feminism in the 20th century. Special note is paid to the modern period and the role of women.

LIN 201 The Nature and Study of Language

Introduction to the study of human language. Language change and diversity, usage, meaning, phonetics, grammatical description, and language learning.

LIT 101 Introduction to Classical Literature

Major popular and influential genres of classical literature. Heroic tradition in epic and tragic spirit of epic and drama. Birth of comedy. An introduction to the literature and culture of Archaic and Classical Greece, from the beginnings of Greek civilization down to the fourth century B.C. We will examine literary works in their cultural context, which will involve looking at the social and intellectual history of the Greek world. We will also explore the influence of Greek civilization on the development of European and North American culture.

LIT 131 Great Jewish Writers

Introduction to fiction by Jewish authors. Topics include modernization, rebellion against authority, alienation, childhood, superstition, and the holocaust. Some films included. A wide-angle panorama of great stories written by Jewish authors, including Kohelet, S. Y. Abramovitsh, Sholem Aleichem, I. L. Peretz, Franz Kafka, S. Y. Agnon, Elie Wiesel, and Yiddish women writers. Topics include ancient biblical wisdom, shtetl life, superstition, modernization, alienation, rebellion against authority, radical textualism, love, marriage, and the Nazi genocide.

LIT 200.1 Selected Topic: Japan Today

Examines aspects of social and cultural life in contemporary Japan (1980s-the present) through the lenses of literature, film and music. This course examines the dynamics of social and cultural life in contemporary Japan through the lenses of literature, film and music. Our course coverage begins in the 1980s with the last stages of Japan's so-called "economic miracle," extends into the recessionary period of the 1990s, and continues on to the rise of "cool Japan" in the millennial years surrounding 2000. We will conclude by reflecting on the Fukushima disasters that began in March 2011.

LIT 226 Dostoevsky and Tolstoy

Lectures, readings, discussions, and reports on Dostoevsky's and Tolstoy's major novels.

NAT 142 Native American Religion

Religious beliefs and practices of native Americans; the diversity as well as similarity of religious expression. In this class we will learn about the religious life of Native Americans as it is revealed through the contact between various European and Indigenous cultural groups throughout the Americas by emphasizing the distinctive meanings of land. Readings focus on Mesoamerican (Aztec and Maya), Lakota (i.e., Sioux), and Haudenosaunee (i.e., Iroquois).

PHI 107 Theories of Knowledge and Reality

An introduction to some major questions about knowledge and reality, such as the existence of God, the mind-body problem, free will and the nature and limits of knowledge. Historical and contemporary readings. This course is an introduction to some core issues in metaphysics (roughly: the study of the nature of fundamental reality) and epistemology (roughly: the study of the nature and limits of knowledge). The plan is to cover the following main topics: (1) Free Will & Determinism, (2) The Existence of God, (3) Ideas and Knowledge (in the Early Modern Period), (4) The Mind-Body Problem. There will also be a short section in between (1) and (2) on the nature of arguments. Readings for the course will be a combination of historically important texts and some more contemporary readings.

PHI 125 Political Theory

Introduction to theories of major modern political philosophers (Locke, Rousseau, Hume, J.S. Mill, Marx). Contemporary theories of liberty, justice, and equality. Justice is the central concept of Western political philosophy. This course examines five different perspectives on justice: (i) the classical idea of justice presented by "Socrates" in Plato's Republic; (ii) the early modern social contract idea of justice presented by Thomas Hobbes in his Leviathan; (iii) the modern liberal idea of justice presented by John Stuart Mill in his books On Liberty and Utilitarianism, (iii) the contemporary (left-liberal) account of justice that informs John Rawls book, A Theory of Justice; and (iv) the contemporary (right-wing) libertarian idea of justice found in Robert Nozick's Anarchy, State, and Utopia.

PHI 175 Introduction to Social and Political Philosophy

Classical and contemporary readings on basic topics in social and political philosophy; political obligation and authority, justice and basic rights, liberty and equality, the justification of democracy. Social and political philosophy is concerned with issues such as the justification of the state, the limits of the coercive power of the state, the relationship between justice and equality, what rights individuals should have, and concerns regarding exploitation. The purpose of this course is to introduce students to major theoretical issues in social and political philosophy through an examination of the relationships among individuals, groups, and institutions in civil societies. While our main focus will be on the question "What is justice?" we will also engage with issues regarding rights and their distribution, the notion of power, and the value of equality and freedom. Specifically, we will examine competing political theories (liberalism, libertarianism, communitarianism, socialism, and feminism) to discuss public policy and law, including measures dealing with surrogacy, gun control, affirmative action, climate change, income inequality, and poverty.

PHI 192 Introduction to Moral Theory

Major philosophical theories about moral rightness, virtue, and the good life, such as utilitarian, Kantian, and Aristotelian theories. Historical and contemporary sources. Credit cannot be received for both PHI 192 and PHI 209. This class will offer an introduction to fundamental issues in ethical theory. We will address questions such as what makes an action morally correct. Is this just a matter of what society says is correct? Could morality make sense even if there were no God? Does morality require significant self-sacrifice? Why should we obey morality when it conflicts with our own interests? We will also consider various ethical theories such as consequentialism, Kantian deontology, and social contract theory. Additionally, we will consider particular contemporary moral issues such as mass incarceration, abortion, and the treatment of animals.

PHI 197 Human Nature

Philosophical theories of human nature, their underlying metaphysical claims, and their ethical consequences. The purpose of this course is to introduce students to a variety of philosophical views concerning human nature. In light of these views we will examine a number of questions including the following: Are there distinctive characteristics of a human being? How are humans related to non-human beings? Is human nature fixed or changeable? Do men and women have certain natures, and if so, how similar or different are they? Are humans like machines? Are humans basically evil or good? How is human nature related to moral goodness? What is a good life? To answer these and other related questions, we will examine readings from philosophy, literature, and science.

PHI 251 Logic

Logic as a formal language, as a component of natural language, and as a basis of a programming language. Varieties of logical systems and techniques. Syntax, semantics and pragmatics. In a good deductive argument the conclusion follows from the premises. But what exactly does this involve? Logic aims to answer that question by giving a mathematically precise account of the relation of logical consequence. In this course we will study three increasingly complex systems of logic: sentential logic, monadic predicate logic, and first-order logic. We will learn how to represent the logical forms of English arguments, and then develop a semantics as well as a system of natural deduction in each system to determine the validity of arguments given such formal representations. Upon completing the course students will be familiar with basic model- and proof-theoretic concepts and techniques, and be able to apply them to analyze and evaluate natural language arguments.]

REL 100.1 Selected Topics: Intro to African American Religion

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

REL 102 Religion Today in a Globalizing World

Consideration of the globalization of religions and the rise of worldwide trends: spirituality, fundamentalism, new religious movements, and major changes in established religions. Religion is on the rise and at the same time changing rapidly in our globalizing world. From New York to Singapore, newspapers that once headlined “The Death of God” now report on a new religious fervor among well-educated people. New religious movements appear; new leaders emerge within established traditions and call for change. Some worldwide fundamentalist movements espouse violence but many engage in important social service work as part of an emerging global civil society. Technology, especially the worldwide web, replaces print as the primary form of religious

communication. New immigrants from Asia, Europe and America bring an unexpected religious pluralism to formerly Judeo-Christian populations. The modern lines between religion and politics are challenged everywhere. How can we understand this new world?

REL 114 The Bible in History, Culture and Religion

Jewish and Christian scriptures in their ancient Near Eastern and Hellenistic contexts, with particular attention to their literary forms, the history of their composition, and their role in the development of Western religions and cultures. Credit is not given for REL/JSP 114 and either REL/JSP 215 or REL 217. The Bible is among the world's most widely read literature, and has influenced art, literature, law and politics as well as religious traditions. This survey of Jewish and Christian scriptures will pay particular attention to the function of the Torah, the Gospels, and the Bible as ancient and modern scripture, as well as their literary contents, their composition, and their role in the development of Western religions and cultures.

REL 120 Introduction to the Study of Religion

Introduces students to the academic study of religion as a complex field given shape through a diversity of academic disciplines and questions. Terms, concepts, and ideas will be discussed. This course is an engaged, dynamic exploration of what we talk about when we talk about religion. It is not a distanced consideration of how others have studied religion. Instead, we will learn how to study religion by studying religion. So our class becomes a learning laboratory, exploring extended case studies from different times and traditions. We will use these case studies to consider how religion works, what religion does, and why religion matters.

REL 131 Great Jewish Writers

Introduction to fiction by Jewish authors. Topics include modernization, rebellion against authority, alienation, childhood, superstition, and the holocaust. Some films included. A wide-angle panorama of great stories written by Jewish authors, including Kohelet, S. Y. Abramovitch, Sholem Aleichem, I. L. Peretz, Franz Kafka, S. Y. Agnon, Elie Wiesel, and Yiddish women writers. Topics include ancient biblical wisdom, shtetl life, superstition, modernization, alienation, rebellion against authority, radical textualism, love, marriage, and the Nazi genocide.

REL 135 Judaism

Survey of Judaic ideas, values, and cultural expressions as found in biblical, talmudic, medieval, mystical, and modern texts. The course provides a broad (but selective) survey of Jewish religious thought and practice from the biblical period through the modern. Readings focus on the way diverse Jewish thinkers have reshaped Jewish identity by reconfiguring the way in which they understand ritual life. We pay particular attention to how Jewish interpreters have constructed a changing textual tradition as an integral part of that process. This class introduces students to the Hebrew Bible, Talmud and Midrash, medieval philosophy and mysticism, and to German Jewish existentialism and American Jewish feminism in the 20th century. Special note is paid to the modern period and the role of women.

REL 142 Native American Religion

Religious beliefs and practices of native Americans; the diversity as well as similarity of religious expression. In this class we will learn about the religious life of Native Americans as it is revealed through the contact between various European and Indigenous cultural groups throughout the Americas by emphasizing the distinctive

meanings of land. Readings focus on Mesoamerican (Aztec and Maya), Lakota (i.e., Sioux), and Haudenosaunee (i.e., Iroquois).

REL 156 Christianity

Christianity's institutional forms, sacred writings, ideas and beliefs, worship practices, cultural and creative expressions, ethical and political roles in society, from antiquity to the present. How Christianity addresses human needs, concerns, and desires. In covering these things, this course basically asks what Christianity has to do with being human. What are some of the problems that Christianity has caused believers and non-believers? And, why, in spite of its problems, does it remain appealing and viable to a broad array of people over centuries and across cultures?

REL 165 Discovering Islam

Islam as a faith and a civilization. Understanding its origins, beliefs, rituals, and the historical development of its intellectual traditions in the pre-modern and modern eras, and its geographic, cultural and theological diversity today. This course is an introduction to Islam as a religion and a civilization. The course will be divided in three parts. The first part will examine the formation of Islamic civilization in the pre-modern era. We will start with the key stages of the life of Prophet Muhammad, the articulation of the fundamentals of Islam as a way of life and a worldview and a brief survey of Islamic history. The course subsequently turns to a brief investigation of the two sources of Islam (Qur'an and Sunna—the tradition of the prophet) and how the main Muslim intellectual traditions and religious factions approached and interpreted them. In this vein we will explore the main themes and development of Islamic law (fiqh), Philosophy, Theology (kalām) and Mysticism (Sufism) and the key differences between Sunni and Shiite Islam. The second part of the course gives a glimpse of classical Islamic thought and the conception of the relation among Islamic sciences at the height of Islamic civilization. In this respect we will examine the relation between faith and reason and how the Islamic sciences dealt with it in one of the key works of one of the towering figures of classical Islamic philosophy, al-Walīd ibn Rushd—Latin Averroes—(d. 1198 C.E.). The third and last part of the course will examine the Islamic conception of ethics and politics. In this vein, it will compare and contrast classical and contemporary perspectives on these central problems.

REL 185 Hinduism

Religious life of contemporary Hindus in India: gods, goddesses, and other divines; worship; sectarian movements; and rituals in the home, at temples, and at other holy sites. This course introduces Hindu traditions and practices. Our strategy is to move between cosmological, theological and philosophical understandings, and the ways these motivate ordinary and extraordinary human lives. We see these understandings expressed through myth and moral teachings, storytelling and poetry, ritual and devotion. Thus our syllabus materials include some classic texts and teachings of ancient Indian civilization and more recent poetry, tales and ethnographic descriptions. Throughout the course we remain interested in contemporary Indian society where Hinduism's many streams of thought have ongoing significance.

REL 191 Religion, Meaning and Knowledge

Exploration of the age-old quest for meaning, knowledge and faith in the face of suffering and loss through art, philosophy, music and literature. Three prominent religious thinkers and practitioners will guide us on our journey into this dynamic world of the examined life, namely, Thich Nhat Hanh, Howard Thurman, and Soren

Kierkegaard. Plato's Socrates will accompany them by introducing and framing our exploration. Along the way, we will also be graced with the insights of a variety of related figures or texts, including Augustine, Friedrich Schleiermacher, the Bible, Euripides, Shakespeare, the creative expressions of a select group of artists and musicians, and especially by Martin Luther King, Jr., who will enter our discussion at the end of the semester. All of these figures and texts will afford us the opportunity to engage some of life's most beautiful moments and most gripping trials! As the title of the course suggests, the fundamental issue we will explore is the way in which religion might be said to shape-positively and/or negatively-the search for existential meaning or wisdom. Hence, we will naturally explore the meaning of religion, or to put it more pointedly, how our orienting figures conceive of and experience God or the divine, and the way that this experience influences their perspective on and interaction with the world.

REL 205 Ancient Greek Religion

Historical and systematic studies of Greek myth and cult (pre-Homeric Chthonic religion through Olympian polytheism to the decline of the polis). Interaction of religion with drama, art, architecture, philosophy, and politics. This course introduces students to the rich mythological and cultic traditions of ancient Greece, as reflected in the surviving artefacts of poetry, drama, art, and architecture. What does it mean to encounter a world "full of gods" (as the ancient Greek philosopher Thales describes it)? What role do stories, images, places, and rituals play in shaping the encounter with the divine? How is the natural world experienced? Finally, why has the Greek religious imagination had such a powerful impact on western culture, and why are we still reading and thinking and talking about it?

WGS 101 Introduction to Women's and Gender Studies

Introduces the interdisciplinary field of women's and gender studies; gender as a social construct shaped by race, class, sexuality, disability, and nation; and feminist theories of oppression, power, and resistance.

WGS 297 Philosophy of Feminism

Philosophical analysis of feminist theory. Feminist theories about human nature, gender, relations among gender, race and class, and causes of and remedy for women's subordinate status. This is a Feminist Philosophy class. We will structure the class according to student interest, but will primarily be considering abstract questions about what, is feminism, who needs feminism, and what is gender.

WRT 114 Writing Culture

Nonacademic writing; creative nonfiction, memoir, the essay. Students write texts experimenting with style, genre, and subject; read contemporary nonfiction texts by varied authors; attend lectures/readings of visiting writers. This course will help you write confidently and persuasively on a range of topics and across a range of forms. We'll consider the power of narrative, the voice of the writer, the role of research, and how one's location impacts one's way of knowing. To write creative nonfiction is to interpret the world. Through understanding our own lives, we come to understand the role of culture and society in shaping meaning.

SOCIAL SCIENCES

AAA 101 Introduction to Asian/Asian-American Studies

Examines how cross border transactions in Asia and between Asia and the United States and Canada have shaped ideologies and politics, markets here and abroad, marriage, labor, personal, social, political and cultural identity. One of the key features of modern society is a rapid increase in the interconnection between different parts of the world. People migrate across the globe, communicate with one another almost instantaneously, and share economic interests, political concerns, and cultural products more frequently than ever before. This course examines these kinds of connections between Asia and North America and their impact on Asians and Asian Americans. How, for example, did conflicting Japanese and American imperial ambitions change the lives of Japanese Americans? How do Asians and Asian Americans utilize contemporary communication technology to interact with one another in novel ways, and how does this shape their identities? We will consider these questions and more as we examine five kinds of global cultural flow - flows of people, capital, technology, ideology, and media - through scholarship, journalism, literature, and film.

AAS 112 Introduction to African American Studies

Historical and sociopolitical materials. Approaches to studying the African American experience, antecedents from African past, and special problems. This three-unit course is an introduction to the multidisciplinary field of Africana Studies that takes place in residency at Syracuse University. Through class readings, course discussions, recitation sessions and multimedia, you will gain a more profound understanding of the significance and scope of the field through interaction with their instructor. Specifically, this course emphasizes Black people lives and quests for freedom through a thorough examination of Africa and the African Diaspora, Culture and representation, Current affairs, De facto and de Jure racial discrimination, Education, Foodways and folk culture, Music, Race, class, and gender, Slavery, colonialism and emancipation, Social movements, Sports, and Urban studies.

ANT 111 Introduction to Cultural Anthropology

Economics, politics, religion, symbolism, rites of passage, developmental cycle, and expressive culture. Required for Anthropology majors.

ANT 121 Peoples and Cultures of the World

Case studies of global cultural diversity. Exploration of daily life, rites of passage, marriage, family, work, politics, social life, religion, ritual, and art among foraging, agricultural, and industrial societies.

ANT 141 Introduction to Archaeology and Prehistory

Survey of the prehistoric past spanning the origins of humankind through the rise of complex societies. Class activities and field trips provide a hands-on introduction to archaeological interpretation.

ECN 203 Economic Ideas and Issues

Foundation of modern Western economic thought. The model economists have built on this foundation as applied to current issues facing individuals and society.

GEO 103 Environment and Society

Relationship between society and the environment. Natural resource use, climate change politics, food and

agriculture, energy, water, and sustainability. GEO 103 will introduce you to some of the ways people have modified the environment over the past century and examine how societies have attempted to cope with environmental problems. We will explore some of the leading theories of what the root causes of these environmental changes are as well as explore issues in-depth such as food and agriculture, wildlife and endangered species, and most of all, climate change.

GEO 105 World Urban Geography

Survey of world, urban geography. Major concepts of human geography for non-specialists. The world today is defined by intensifying global connections and flows, and cities are some of the most important nodes in these processes of globalization. Over half of the world's population now lives in cities - but these take tremendously different shapes globally. The motivating question of this course is: What geographic factors shape contemporary urbanism in diverse regions around the world? Students will learn about the distinctive cities and patterns of urbanism in the contemporary era of globalization through a world regional approach. This course focuses on contemporary trends with a rich array of case studies, and introduces students to key concepts in human geography, specifically at the intersection of urban, political, and cultural geography.

GEO 171 Human Geographies

An integrative overview to human geography. Topics include human-environmental relations, demographic change, cultural landscape; urban and agricultural land use and economic restructuring. Why do things happen where they do? How are different parts of the world linked, and how are they separated? What do ordinary landscapes tell us about how the world works? How do economic, cultural and political geographies influence where people live and how they experience the world? This course sets out to answer these and other questions about human geographies. It will examine how, and why, geography matters in the ways that people live their lives. We will look at human geography as a discipline and a body of knowledge and will focus on theoretical and methodological aspects of the discipline (i.e., how we come to understand the world and how we go about studying it). This course will survey the main areas and themes of contemporary human geography and will offer a variety of geographic case studies. Above all, we will learn how spatial relationships, at different scales, are central to people's daily lives.

GEO 272 World Cultures

The globalization of culture and the persistence of local cultures around the world. Case studies from different regions of the world examine geographical processes that shape ways of life. What is culture? Why is culture so important to how we understand and live in the world around us? Is culture a thing, an idea, a set of practices, or a myth? Is it connected to people and places, or is it mobile? Does culture unite or divide us? How do cultures mix? How does culture change? What does geography have to do with culture, and does thinking geographically about culture give us a different understanding of it? GEO 272 addresses these and other questions about something called culture. It introduces students to the field of cultural geography and to the ways that a geographic approach helps us make sense of cultural politics in the world around us.

HST 101 American History to 1865

Founding and development of institutions. The Revolution and the new nation. Problems of growth and sectionalism. Challenge to the union. This course will examine gender, race and class through a chronological investigation of American history from colonization to the end of the Civil War. You will learn how each of these

topics relates to the political, social and economic circumstances of specific chronological periods. You will be reading primary source material, as well as secondary literature (the textbook, *Out of Many*), that relate to the topics under discussion. The goals for this course are three-fold: you will gain information about the United States' history, you will acquire an understanding of how historians go about their work, and you will use the primary sources we read to begin formulating your own historical interpretations.

HST 121 Global History to 1750

The development of global society up to 1750. Exchanges, connections and interactions between Africa, Asia and the Pacific, India, Latin America and the Caribbean, and the Middle East. The relations between these regions, the Americas and Europe. This course introduces students to global history from the thirteenth century through 1750 by focusing on social, economic, political, intellectual, and religious developments in major regions of the world: Asia, the Middle East, Africa, and the Americas. Beginning with the Mongol's Eurasian Empire, their transformation of the continent, and the spread of Islamic empires from Central Asia to the Atlantic, it traces the historical patterns of different world regions in the fifteenth century through the trans-Atlantic slave trade and European imperialism. What types of exchanges were facilitated by maritime trade and trade diasporas? How were human interactions with their environment circumscribed by climate change and disease? The latter part of the course looks at global connections and local particularities facilitated by the spread of Christianity, Islam, and Buddhism. Course themes include empire, disease, environment, slavery, religion, state-formation, and the rise of global trade.

HST 222 History of American Sexuality

Examines sexuality in America from the colonial period to the present, exploring how American views of sex and desire have changed over time. This course examines sexuality in America from the colonial period to the present, exploring how American views of sex and desire have changed over time. We will study not only sexual behavior through history, but also its changing meaning and attempts to control its expression. Topics will include colonialism, slavery, race, religion, class, prostitution, gender, birth control, law and policy, popular culture, feminism, and gay, lesbian, and transgender history.

LLA 201 Elements of Law

This course provides an introduction to law and legal institutions, and is designed to prepare lower-division undergraduates for the further study of legal topics in departments across the College of Arts and Sciences. In LLA 201, students will explore different forms of law and they will learn the core elements of legal reasoning. Students will also consider the relationship between law, coercion, morality, and empowerment; the origins and consequences of judicial bias; the social and political effects of the judiciary's institutional design; the public's conflicting legal perceptions; the folk wisdom of lawyer jokes; and the porous border between law and popular culture.

MAX 123 Critical Issues for the United States

Interdisciplinary focus on critical issues facing America. Perspectives of social science disciplines on the meaning of the American Dream, its past and its future.

MAX 132 Global Community

Dynamics of worldwide society and its cultures. Global economy and political order. Tensions within these realms. Attempts by different communities to either participate in or to hold themselves aloof from "global culture."

NAT 105 Introduction to Native American Studies

Overview of critical issues in Native American Studies: colonization, religious freedom, environment, sovereignty, and politics of identity, interdisciplinary, comparative, and indigenous perspectives in relation to histories, societies, and cultures.

PAF 101 An Introduction to the Analysis of Public Policy

Develop research and problem solving skills to create government policies that address current social and economic problems facing the United States. Students study policy problems of their choice. You improve your skills in the following 10 basic skill sets throughout the course: Taking Responsibility, Developing Physical Skills, Communicating Verbally, Communicating in Writing, Working Directly with People, Influencing People, Gathering Information, Using Quantitative Tools, Asking and Answering the Right Questions and Solving Problems.

PAF 110 Public Service Practicum

Students investigate the societal issues affecting members of the Syracuse community by completing a 35-hour community service requirement, attending 4 class meetings to reflect on their experiences, and completing weekly journals and two paper assignments. The goals of this 1-credit course are for students to: Develop a sense of responsibility and commitment towards public service; Improve their understanding of the societal problems that affect members of the Syracuse community; Identify the strengths and weaknesses of using volunteers at community agencies; and Relate community service experiences and issues to the assigned readings. PAF 110 will focus on specifically what service is, how to conduct mutual and beneficial service, and finally how to long-term sustain the service you engage in.

PSC 121 American National Government and Politics

American political institutions. Basic principles embedded in structure and practices of American government. Practical consequences of this political system for the citizen. Credit is given for PSC 121 or PSC 129, but not both. American National Government and Politics is aimed at developing a systematic way to think about American government that goes beyond knowing current events. It provides students with a broad background in concepts and questions central to the study of political institutions, behaviors, and processes in the United States. Students will be asked to apply political science theories to important debates in American politics. In doing so we will develop tools that will help us to evaluate the political world and make sophisticated arguments about the practice of politics. Among the questions we will discuss are: How do people make voting choices? Does the president have too much power? Does the Supreme Court have too much power? Why does the United States have two parties?

PSC 123 Comparative Government and Politics

Comparison of selected governmental institutions, individual and collective political actors, and issues across the industrialized and developing world. Particular attention to dynamics of socioeconomic and political change. Why are some countries democratic and others authoritarian? Why is democracy not stable in some countries? Do democracies provide citizens a better quality of life? Why do civil wars happen in some countries? What are the relations among history, culture, the economy and politics? These are some of the questions that we will cover in class. This is a course intended to introduce students to politics around the world in a comparative perspective. We will examine some of the pressing issues in politics today, and survey the social science literature to see how the theories it develops helps us understand politics better.

PSC 124 International Relations

Foreign policy, decision making, comparative foreign policy, international transactions, and the international system. Credit is given for PSC 124 or PSC 139, but not both. This course provides an introduction to the scientific study of international relations. It focuses on theories used to explain international and domestic politics central to world politics in its full generality. The evidence for such theories lies in patterns of behavior over time. Examples will be presented in class both to illuminate the concepts of the theories and to help the student see how theories try to explain individual events. The course begins with an introduction to the fundamentals of international system. This is followed by a primer on constructing and evaluating theories. The course then uses the three concepts of interests, interactions, and institutions to assess structural, domestic, and strategic theories of war and how states prepare for the possibility of war. After this section on security and conflict, the course turns to analyze cooperation and conflict in the international political economy. Here we address issues related to trade, international finance, and monetary relations. The course concludes with a section devoted to transnational problems including economic development, environmental degradation, terrorism and human rights. Throughout the class we will use theories of international relations to help us understand historical and contemporary phenomena.

PSC 125 Political Theory

Introduction to theories of major modern political philosophers (Locke, Rousseau, Hume, J.S. Mill, Marx). Contemporary theories of liberty, justice, and equality. Justice is the central concept of Western political philosophy. This course examines four different perspectives on Justice: (i) the classical idea of Justice presented by “Socrates” in Plato’s Republic; (ii) the modern liberal idea of justice presented by John Stuart Mill in his books *On Liberty* and *Utilitarianism*, (iii) the account of justice that informs Michael Sandel’s recent book, *What Money Can’t Buy*; and (iv) the libertarian idea of justice found in Robert Nozick’s *Anarchy, State and Utopia*.

PSY 205 Foundations of Human Behavior

Fundamental principles of mental life and human behavior. Significance of psychology in human relationships and self-understanding. This course is designed to be an introduction into the field of psychology. This course introduces the student to the key terms, basic concepts, theories, and research methods found within the field of psychology, as well as its contributions to the understanding of human behavior. Topics include the nervous system, human development, perception, learning and memory, social behavior, personality, stress,

psychological disorders, and treatment. This course also provides students with the opportunity to participate in psychological research.

QSX 111 Queer Histories, Communities, and Politics

Explores and analyzes lesbian, gay, bisexual, and transgender histories, communities, and politics from the ancient past to the contemporary, global present through an interdisciplinary reading of research, theory, memoir, biography, fiction, and documentary film. The slogan of the now defunct Queer Nation: “We’re here.” “We’re Queer.” “Get used to it.” serves as the organizing metaphor for this class. In recent years in the US, the opportunity to marry has recently been granted to gay and lesbian people at the same time that transgender folks are disproportionately the victims of hate crimes and 49 gay and lesbian folks were killed in a nightclub in Orlando. There is a conservative movement to guard the use of bathrooms for cisborn only men and women, while almost everyone has a gay, lesbian, bi-sexual or transgendered mother, father, sister, brother, cousin, or best friend, and images of the persecution of LGBT people around the world incite great outrage in the US, where the word gay is still used as an insult and where academics write books about what it means to be queer. In this course, we will attempt to make meaning out of these contradictions, we will look at how we came to be in this moment inside the US by looking at LGBT activism and examine what it now means to be queer, gender non-conforming, or LGBT in this time. By examining LGBT history, queer theory and contemporary issues and activism, we will start to make sense of what it has meant historically to be LGBT and what it means contemporarily to be queer both in terms of lived experience as well as at the level of theory. In addition, we will look at how race and class work in relation to queer identity and how the state influences activism around the issues of AIDS, gay marriage, and transgender rights.

SOC 101 Introduction to Sociology

Principal concepts, methods, and findings in sociology. Societal structures, processes, institutions, and social roles from both macro- and microanalytic human behavior perspectives. In this course, students will learn fundamental sociological concepts and theories; and then use that knowledge to critically discuss and analyze the social world.

SOC 102 Social Problems

Application of sociological theory and methods to identification, description, and analysis of contemporary social problems. Critique and analysis of alternative strategies for social change. This social problems course focuses on the problem of inequality linked to income, wealth, race and ethnicity, and gender. We begin by reading theoretical and empirical works on inequality: the causes, the solutions, and the implications. Then we apply to three specific social institutions: incarceration, colleges, and families.

SOC 248 Ethnic Inequalities and Intergroup Relations

Identification of individuals and groups by self and others as members of ethnic categories. Consequences of ethnic identifications for individual, group, and societal interaction. Emphasizing ethnic inequalities, group interactions, social movements and change, racism, prejudice, and discrimination. The purpose of this course is to examine historical and contemporary factors that structure ethnic and racial identity in the U.S. Students will be introduced to major sociological theories and empirical works that are used to gain a better understanding of racial and ethnic differences and intergroup relations. Additionally, we will examine how race/ethnicity is complicated by other axes of oppression, including but not limited to: gender, class, sexuality, and nationality.

SOC 281 Sociology of Families

Families and their connections to other social and economic institutions. Diversity of family forms and experiences. Formation and dissolution of relationships. Trends and changes. This class focuses on the study of American families. We will look at a variety of ways of defining family, how families operate as public and private institutions, the formation and dissolution of families, and some of the issues facing families today. We will examine racial, ethnic, and class differences in American families, and look at the differences between men's and women's family life. This course will emphasize the interpretation of the family as a social institution and will use sociological theories and methods to guide our discussions.

NATURAL SCIENCE AND MATH

AST 101 Our Corner of the Universe

Historical and modern understanding of the nature of the solar system. Includes laboratory with observations. May be taken with AST 104 in either order or independently. This course focuses mostly on the astronomy of the solar system, and is divided into four sections: 1. What we can see from Earth: the stars, the moon, and the sun, how the night sky changes, and why it looks the way it does 2. Celestial motion: why the planets move in the ways that they do, and the laws of gravity and orbits 3. The nature of light: what light is, how it tells us about the Universe, and how it affects the heavens. 4. Humans and the Universe: the past, present, and future of spaceflight, and the possibility of life elsewhere.

BIO 106 Ocean Life

An introduction to the biology of the diverse organisms that live in the ocean, applications of cutting edge technology to their study, recent scientific discoveries, and the science behind current global conservation issues.

BIO 121 General Biology I

First course in a survey of biological concepts ranging from the molecular level to global ecology. Units include the nature of science, life chemistry, cell structure and function, photosynthesis and respiration, genetics, and evolution. Required entry-level course for biology majors and the first of a two-course sequence comprising a survey of essential biological concepts ranging from the molecular level to global ecology. Two lectures and one combined lab/recitation section per week. Students in Biology 121 will explore the nature of science and the diversity of organisms within a framework of major themes including the flow and regulation of energy and information within living systems, and the central and unifying concept of evolution. Efforts will be made to relate key concepts to model organisms for research and practical examples such as diseases and environmental issues.

BIO 211 Introduction to Neuroscience

Foundations of neurobiology beginning with cellular neurobiology, moving on to integrative systems and ending with higher brain functions. Emphasizes understanding of nervous system operation. Lectures, discussion and demonstrations. Introduction to Neuroscience seeks to provide a first look into a topic most people find inherently interesting, namely, how does my nervous system work? It also serves as an entry course for students enrolled in the Neuroscience ILM. We will cover the key elements of nerve and brain function beginning with an overview of the underlying anatomy and function. Then we will begin a systematic approach to brain function by starting at the subcellular level and progressing to the sensory and motor systems.

CHE 103 Chemistry in the Modern World

Basic concepts and principles of chemistry. Applications of chemistry to problems in the modern world. Will not satisfy prerequisite requirements for advanced courses in chemistry. (First in a sequence, to be followed by CHE 113.) This course is intended for students who are not science majors, and there are no prerequisites for the course. Students will be introduced to chemistry and gain an appreciation of the importance of chemistry in our world today. Topics will include batteries, polymers, and biochemistry. This course will include a laboratory component.

CHE 106 General Chemistry Lecture I

Fundamental principles and laws underlying chemical action, states of matter, atomic and molecular structure, chemical bonding, stoichiometry, properties of solutions, chemical equilibria, and introductory thermochemistry. Credit is given for CHE 106 or 109 or CHE 150 but not more than one of these. This course is designed for science and engineering students needing two semesters of general chemistry. After taking this course, students will understand the fundamental principles and applications of: states of matter, nomenclature, thermodynamics, chemical reactions (oxidation-reduction, acid-base, etc.), stoichiometry, chemical bonding, atomic and molecular structure, gas laws, and periodicity.

CHE 107 General Chemistry Laboratory I

Experimental study of basic principles and techniques of chemistry. States of matter, determination of formulas and molecular weights, simple volumetric and gravimetric analysis, heats of reaction. Equilibrium, rates of reactions, and qualitative analysis. Credit is given for CHE 107 or 129 or CHE 151 but not more than one.

CSD 212 Introduction to Communication Sciences and Disorders

Application of biology, physics, anatomy, physiology, and cognitive psychology to processes of speech, language, and hearing. Nature of disruptions to normal communication and scientific principles of prevention, diagnosis, and remediation. Cannot receive credit for both CSD 212 and CSD 303. Provides a general overview of the scientific bases of human communication. Basic principles of human vocal and auditory neurology, anatomy, and physiology are presented to explain the physical process of communication, and the disruptions that may occur in this process. Students are introduced to measurement principles and processes that speech language pathologists and audiologists use to diagnose, restore, and/or compensate for communication disorders. Basic principles of prevention of communication disorders are also discussed.

EAR 105 Earth Science

Scientific study of our planet, its history, and the processes that shape it and affect humans. Emphasis includes tectonics, continental surfaces, and climate. Lecture and recitation, no laboratory; no prerequisite. Intended for non-majors. Students may receive credit for either EAR 110 (formerly EAR 101) or 105 but not both.

EAR 110 Dynamic Earth

Chemical, physical and biological processes and principles affecting the history and development of the Earth. Lectures, laboratory, and field trips. Students may not receive credit for both EAR110, EAR101, and 105. Recommended for majors. EAR110 is an introduction to physical geology and the science of earth processes and the earth system. We will begin with a discussion of how geologists study the Earth and the unifying theory of plate tectonics, with attention to the scientific method and the means and tools we use to conduct our work. We will then investigate what the Earth is made of (minerals and rocks), and how they form. We will journey to the center of the Earth to learn about the Earth's internal processes (including how the Earth and solar system formed). Along the way, we will learn how and why rocks deform. We will then cover processes at work on the Earth's surface where we live, including topics that are of great current interest, including climate change, the abundance critical resources, and the interaction between Earth Science and geopolitics.

EAR 117 Oceanography

A comprehensive introduction to the geology, physics, chemistry, and biology of the world ocean and its impact on global climate and environmental concerns. The global oceans make up more than 70% of the surface of the Earth, and are in many ways the least understood and least explored aspect of our planet. To a certain extent, we understand more about the moon or Mars than we do the Earth's oceans. At the same time, the oceans and ocean basins impose critically important controls on earth's weather and climate, on the cycling of chemicals and elements, on the development and diversity of life on Earth, and provide critical resources in terms of food, raw materials, energy, and transport. Vast populations and extremely important cities and infrastructure are located near and depend upon the oceans for survival. The purpose of this course is to introduce you to oceanography in a way that will give you an understanding of the basic geological, chemical, physical, and biological processes that operate in the oceans.

EAR 225 Volcanoes and Earthquakes

Examination of the geologic nature of volcanoes and earthquakes as they are related to plate tectonic activity in the Earth. Discussion of related societal hazards. This class will be an introductory survey of volcanoes and earthquakes appropriate for both science and non-science majors. Although previous Earth Science background will be beneficial, it will not be required. The focus will be on the 'big picture' of how volcanoes and earthquakes have shaped the Earth (and other planetary bodies), the general processes that control them, how they can be studied, and issues of hazards, prediction and mitigation.

GEO 155 The Natural Environment

Patterns of the physical phenomena at and near the surface of the earth. Surface configuration, climate, vegetation, and soil and their areal interrelationships. In this course, you will learn about major systems within our natural environment: climate; vegetation; soils; hydrology (water); and landforms. The processes and environmental interactions that shape these systems will be stressed, and we will look at the varying processes and forms found in different environments on the earth. We will be particularly interested in explaining the distribution of natural features around the earth. Attention will also be given to the problems that can arise in the interaction between human activity and the "natural systems" that function in these environments.

PHY 101 Major Concepts of Physics I

Explores the fundamental laws which govern the universe with emphasis on the concept of energy as a unifying principle. No science prerequisites. Knowledge of elementary algebra required. Includes Laboratory. You will learn about the basic objects of which the world is made, what rules govern their behavior, and how are the parts related to one another. This process will take us through some key conceptual issues in mechanics, electricity and magnetism, and thermal physics. This journey will not only help you build your scientific understanding of the world around you, it will help you hone the skills necessary for critical thinking and problem solving in general.

PHY 211 General Physics I

First half of a two-semester introduction to classical physics including mechanics and thermal physics. Uses calculus. Knowledge of plane trigonometry required. This course is primarily about motions of objects and forces, which underlie these motions. Some particular examples of the motions you will study include "free fall", collisions between objects (such as cars), rolling and spinning. The theory that describes the above phenomena

was developed by Isaac Newton in the 17th century and is called "classical mechanics". Historically, this theory gave a foundation for development of all modern physics. Therefore, this course is an introduction to physics in general. Physics in turn provides a foundation for most other natural sciences and engineering.

PHY 212 General Physics II

Second half of a two semester introduction to classical physics including electricity, magnetism and light. In Physics 212 you will learn about three fascinating subjects: electricity, magnetism, and light. The phenomena encompassed by these subjects are ubiquitous in nature and are of fundamental importance for our everyday lives. They make possible conveniences of modern technology like wireless communication, various medical diagnostic techniques, light bulbs and electric power stations to name a few. Moreover, they include many things that we might take for granted like the sunlight that heats our planet, the chemical bonds that hold us together, and the signals that beat our hearts. Given such importance, what is perhaps most remarkable about the phenomena of electricity, magnetism and light is that they are consequences of a single thing: the existence of electric charge. This fundamental property of matter is the source of the electric and magnetic forces and the electromagnetic radiation that dominate our lives. During the semester, you will start to explore the nature of electric charge. You will learn some of the basic rules and concepts that we use to describe the behavior of charge and account for a wide range of electric and magnetic phenomena. From these studies, you will develop a solid foundation from which to begin to understand the electromagnetic world in which we live.

PHY 221 General Physics Laboratory I

Techniques of laboratory work: treatment of random errors, graphical representation of data. Experimental demonstration of principles of mechanics, thermodynamics, and waves (of vector forces, conservation of momentum and energy, thermal properties of gases). This course provides hands on intuition about general physics covered in the PHY211 (or PHY215) lecture course while developing practical laboratory skills. An experiment could be slightly ahead of the lectures or go beyond the scope of the lecture. In these instances, please consult your PHY211 textbook.

PHY 222 General Physics Laboratory II

Experimental study of principles of electromagnetism and their application in electrical circuits. Use of electronic instruments, such as the oscilloscope. This course provides hands on intuition about general physics covered in the PHY212 (and PHY216) lecture course while developing practical laboratory skills. An experiment could be slightly ahead of the lectures or go beyond the scope of the lecture. In these instances, please consult your PHY212 textbook.

COURSES IN THE SCHOOL OF EDUCATION

Note: these courses will be applied as non Arts and Sciences credit

CLS 105 College Learning Strategies

Study and application of learning strategies in the context of lectures, reading, recitations and independent learning situations. In general, the goals of the course are for you to maximize your learning in college. An awareness of how you learn is examined through the development of a variety of learning strategies. We will explore strategies in the following ways: (1) what they are, (2) how to use them, (3) when to use them, (4) why they are effective, and (5) how to adapt them. You will create your own strategies by defining your goals, selecting strategies, implementing them and evaluating their effectiveness in your courses.

EDU 203 Introduction to Inclusive Schooling

Examining schools and teaching from a disability studies perspective. Topics, issues, values related to inclusive education. Readings, observations and analysis of cultural media.