

2024-25

Colorado College

Catalog of Courses

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Colorado College Catalog of Courses

All-College Degree Requirements

Responsible party
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None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Below is a summary of the General Education program requirements and the First Year Foundations that were adopted at the Block 8 2019 faculty meeting to replace the Critical Perspectives and the First-Year Experience Program. These requirements apply to all students entering in Fall 2020 or after. [View the full appendix from the Block 8 2019 faculty meeting outlining the adopted requirements in detail.](#)

The General Education program, requiring a minimum of nine blocks of study, calls on students to engage in critical learning broadly through three fundamental components: six blocks of Critical Learning across the Liberal Arts; two blocks of Equity and Power; and three blocks of Critical Engagement through Language. Critical Learning across the Liberal Arts courses falls into six categories: Analysis and Interpretation of Meaning; Creative Process; Formal Reasoning and Logic; Historical Perspectives; Scientific Analysis; and Societies and Human Behavior. Students may not use a single course to meet more than one Learning Across the Liberal Arts requirement or more than one Equity and Power requirement, and must take and pass all General Education courses with a minimum grade of C- or S, with the exception of CC100.

Transfer students are not required to take CC100; credit for other General Education requirements will be determined by the Registrar's Office in consultation with the Committee on Instruction.

I. First Year Foundations (2 blocks): Taken in a student's first two blocks of study at Colorado College, these two courses provide an introduction to disciplinary scholarship, the nature of the liberal arts, and learning on the block. In the first block (CC100), students begin to understand the liberal arts as a specific kind of community comprised of various epistemological and methodological cultures. The goal of this class is to help students understand that different fields of study construct and organize knowledge differently, each with its own paradigms and assumptions. The second block (CC120) builds on the outcomes of CC100 to engage students in understanding the relationship between disciplinary practices and writing. The goal of this class is to help students understand that each discipline operates within specific discourse communities each with its own structures, styles, and forms. In doing so, this sequence provides a foundational framework for the work students will undertake throughout the General Education program at CC.

[1] CC100: Critical Inquiry Seminar; Taken during the first block of study at Colorado College, CC100 fulfills both the learning outcomes associated with the CC100 course and the outcomes of one of the Critical Learning across the Liberal Arts categories. CC100 cannot carry designations for Equity and Power or for more than one Learning Across the Liberal Arts category. It is an inquiry- or problem-driven seminar, grounded in the specific disciplinary practices of the faculty teaching the course. While rooted in the disciplines engaged in the course, it is intended to engage students in broader conversations about the nature of scholarly inquiry in the liberal arts. All incoming first year students are required to take CC100, but they are not required to pass it in order to complete their General Education program.

Curricular goals

- Provide students with a critical introduction to the liberal arts as a specific kind of community comprised of various epistemological and methodological cultures;
- Help students understand that different fields of study construct and organize knowledge differently, each with its own paradigms and assumptions;
- Engage students in broader conversations about the nature of scholarly inquiry in the liberal arts.

Learning outcomes

As a result of taking CC100, students will be able to:

- Provide examples of ways in which disciplines are rooted in discourses, communities, and/or histories that shape the production of knowledge;
- Articulate how phenomena may be evaluated by several disciplinary perspectives, each with its own paradigms, methods, and vocabularies;
- Describe the ways in which particular identity groups have benefited from or been marginalized by disciplinary practices.

[2.] CC120: First-Year Writing Seminar; CC120 Writing Seminars are intended to help students understand the ways that writing is a way of thinking through and about

disciplinary content and the ways in which meaning is created and communicated within a discipline. CC120 courses cannot carry any other General Education designations (such as Equity and Power or Learning Across the Liberal Arts). In CC120 courses, students will build on concepts of critical inquiry introduced in the CC100 Critical Inquiry Seminar to explore the ways in which disciplinary scholars create and transmit knowledge both within and outside of their fields. This course functions as the second foundational block for an entry to a given discipline and makes the processes of scholarly production, the structures, and expectations of disciplinary writing visible. These courses, like the CC100 courses, can be inquiry or topic-based, where students can use a disciplinary case study to gain skills, habits, and processes that will transfer to courses beyond the foundational.

Curricular goals

- Examine the contributions of various scholars to a given field, within an established discourse community;
- Examine disciplinary writing practices as they address audience, purpose, form, and convention;
- Examine how writing works to construct knowledge and meaning in a given discipline
- Explore the ways that scholars engage in meaningful/impactful scholarship within a discipline (journals, blogs, news, etc.);
- Discuss individual and collaborative processes of generating scholarship/writing products;
- Model/mirror the process of generating scholarship within a discipline;
- Analyze the various rhetorical approaches to scholarship inside a discipline;
- Explain the research and inquiry methods that are common to the discipline/field;
- Participate in the ongoing dialogue of a discipline through various modes of writing and representation;
- Engage with disciplinary writing as an iterative process that depends upon reflection and revision;
- Articulate the ways that the approaches to writing differ across disciplines and amongst scholars within those disciplines.

Learning outcomes

As a result of taking CC120, students will be able to:

- Articulate how writing processes engage, inform, and relate to disciplinary content;
- Describe disciplinary research practices;
- Write for the disciplinary audience in the style and form of the discipline.

Optional additional outcome to address an anti-racist curriculum:

- Articulate how writing in the discipline privileges and advances particular topics and/or voices, while marginalizing or excluding others.

II. Critical Learning across the Liberal Arts (6 blocks, one in each of six categories): A signature liberal arts education for the 21st century will empower students to engage critically in a range of experiences, inquiries, and practices, reflecting on their own

participation and alternative possibilities. We encourage all students to reflect on inquiry and practices across the liberal arts and bring their general education formation into their curriculum of study in their majors and electives.

A course may carry designations for up to two Learning Across the Liberal Arts categories; in this case, the student is responsible for indicating which category they wish to receive credit for. A course may carry designations for one Learning Across the Liberal Arts category and for Equity and Power (US and/or Global); in this case, the student will receive credit for two requirements, Learning Across the Liberal Arts and one category of Equity and Power (student's choice, in the case of a course that carries both Equity and Power designations).

[1.] Analysis and Interpretation of Meaning: In Analysis and Interpretation of Meaning courses, students will explore the many ways in which meaning is created, developed, contested, and transformed. In these courses, students will analyze and interpret texts, objects, or other forms of cultural expression.

Curricular goals

- Students will apply practices of interpretation and critical analysis, such as close reading, to various forms of cultural expression, including texts, music, film, or visual and performing arts;
- Students will examine how various contexts – including structures of power and knowledge – shape the development, interpretation, and reception of various forms of cultural expression;
- Students will engage with texts or other forms of cultural expression to explore, contest, and create meaning and value.

Learning goals

As a result of taking a course in Analysis and Interpretation of Meaning, students will be able to:

- Apply specific theoretical or methodological approaches to interpret, analyze, and/or critically evaluate texts, artistic productions, or other forms of cultural expression;
- Explain how multiple contexts shape the development and interpretation of texts, artistic productions, or other forms of cultural expression.

[2.] Creative Process: Creative process constitutes engagement in the generation and development of novel ideas or productions. These courses are designed to offer students an understanding of principles that underlie creative processes and a meaningful experience of creative work. All courses will involve engagement with critical or contextual frameworks, creative experience, and reflection. While some courses might entail the cultivation of a particular art form, other courses might focus on using creative modalities for idea generation and problem-solving in any discipline.

Curricular goals

- Ask students to engage with research, texts, or other sources that provide a context for understanding creativity;

- Involve students in a first-hand creative experience, such as a form or forms of creative expression or problem-solving using creative modalities, and engage processes of collaboration, experimentation, and/or iteration;
- Provide opportunities for students to reflect on their own creative experiences and connect them to their critical or contextual understanding of creativity;
- Prepare students to bring knowledge and experience of the creative process to their subsequent courses at CC.

Learning outcomes

As a result of taking a course in Creative Process, students will be able to:

- Discuss, in-depth, frameworks for understanding the creative process;
- Reflect meaningfully on what they learned through their creative experiences;
- Synthesize critical and contextual knowledge with their own experiences in the creative process.

[3.] Formal Reasoning and Logic: Formal reasoning and logic are concerned with the deductive form of argument where first principles or established facts are used to reach a conclusion. Logic, therefore, becomes a tool for seeking answers and set of skills for discerning conflicting statements, opinions and ideas.

Curricular goals

- Students will learn about the logic of deductive reasoning;
- Students will learn about the ways in which deductive reasoning guides inquiry;
- Students will learn how deduction from first principles or established facts guides the development of key ideas or processes in academic disciplines and interdisciplinary areas;
- Students will gain practice in using tools such as mathematics, computer programs, formal logic, or other such areas to carry out deductive reasoning;
- Students will reflect upon the methods used in deductive reasoning.

Learning outcomes

As a result of taking a course in Formal Reasoning and Logic, students will be able to:

- Articulate how deductive reasoning guides inquiry;
- Explain how key ideas or processes in one or more particular fields are the results of deduction from first principles or established facts;
- Carry out deductive reasoning using formal logic tools, including but not limited to mathematical modeling, computer programming, or philosophical reasoning traditions.

[4.] Historical Perspectives: This category encompasses many pasts and historical traditions. It encourages an awareness of the diversity of experiences and modes of meaning-making across times and places. Potential topics of consideration include continuity and change, multiple conceptions of time and memory, constructions and critiques of historical narratives, comparative histories, power and agency and the formation of identities, and questions of causality.

Curricular goals

- Introduce students to the processes and claims of historical inquiry;
- Examine how historical arguments are constructed;
- Reflect on the value of historical inquiry and the complex nature of evidence.

Learning outcomes

As a result of taking a course in Historical Perspectives, students will be able to:

- Describe one or more processes of historical inquiry;
- Articulate how historical arguments are constructed;
- Explain the value of historical inquiry;
- Evaluate the use of evidence in historical inquiry.

[5.] Scientific Analysis: Scientific literacy requires an understanding of how experimentation, data collection, and systematic observations of phenomena are used to formulate and test hypotheses, identify and predict patterns, and explain phenomena and relationships.

Curricular goals

- Involve students in the scientific method, including but not limited to formulating a hypothesis, collecting data, and designing a method of testing the hypothesis;
- Discuss the theories, techniques, and/or research methods of a given discipline;
- Demonstrate how a given method of experimentation and/or data collection influences interpretations and/or conclusions;
- Discuss strengths and weaknesses of competing hypotheses given the data available.

Learning outcomes

As a result of taking a course in Scientific Analysis, students will be able to:

- Formulate a testable evidence-based and/or theory-driven hypothesis;
- Design an appropriate method of testing an evidence-based and/or theory-driven hypothesis;
- Carry out experiments, observational studies, and/or data collection using the methods of a given discipline;
- Use data to evaluate the validity of a hypothesis.

[6.] Societies and Human Behavior: Courses in this category encourage students to grapple with social issues in the contemporary world by engaging with empirical, descriptive, and/or interpretive approaches to human interactions. Potential topics of consideration include human behavior, social patterns, cultural phenomena, agency and constraint, and the relationship between individuals and larger social structures.

Curricular goals

- Introduce students to how to study societies and cultures;
- Critically discuss the nexus of social structures, individual behavior, and cultural contexts;

- Encourage reflection on the study of societies and/or human behavior.

Learning outcomes

As a result of taking a course in Societies and Human Behavior, students will be able to:

- Describe one or more approaches to studying societies and cultures;
- Explain the value of studying societies and/or human behavior;
- Describe how social structures, cultural contexts, and individual agents intersect with each other.

III. Equity & Power (2 blocks): Engaging questions of equity and power, in both U.S. and global contexts, is essential to a liberal arts education. Courses that fulfill this requirement expect students to examine how systems of power create and shape notions of self, relations with others, access to resources and opportunities, and the production of knowledge. In these courses, students develop analytical and interpretive tools and/or reflective habits and interpersonal skills for thinking critically about how inequities are produced, reinforced, experienced, and resisted. Two courses (2 blocks) fulfill the requirements for Equity and Power credit, one in U.S. and one in Global context. Each Equity and Power course may also meet a Critical Learning across the Liberal Arts requirement.

Curricular goals

- Students will gain an understanding of social, political, cultural, epistemological and/or economic forces that have produced and/or now sustain multiple forms of inequalities and their intersections;
- Students will identify, analyze, and evaluate the ways in which individuals and groups have unequal experiences, social positions, opportunities or outcomes based on the intersections of race, indigeneity, caste or class, citizenship, gender, gender identity, sexuality, size, (dis)ability, religious practices, belief systems, or other dimensions of difference;
- Students will seek to identify and challenge their implicit biases and assumptions while learning to participate respectfully and productively in potentially uncomfortable discussions about equity and power and their position in relationship to others.

Learning outcomes

As a result of taking a course in Equity and Power, students will be able to:

- Describe the relationship between power and inequality;
- Describe one or more ways that a form of inequality, such as racism, is reproduced over time;
- Describe how the social identity, historical context, or cultural context of a writer, artists, scientist, or other worker influences the work they do;
- Describe their own positionality with regard to one or more systems of inequality.

IV. Critical Engagement through Language (3 blocks):

- One block of CC120 (see above)
- Two blocks of Language Study at the College Level

[1.] Language Study at the College Level (2 blocks): Language Study at the College Level develops language skills along with an essential awareness and knowledge of diverse linguistic traditions and cultural contexts. Language study is a critical means of promoting diversity and inclusion and of understanding a wide range of human experiences, both throughout history and across contemporary societies.

Curricular goals

- Courses will develop in students an awareness of different linguistic systems and how these systems reflect different worldviews;
- Courses will introduce students to the challenges to, cultural and linguistic diversity;
- Courses will teach students to communicate effectively in and engage with the target language.

Learning outcomes

As a result of taking a course in Language Study at the College Level, students will be able to:

- Describe how elements of one or more worldviews common to a society appear within the language spoken by that society;
- Articulate the value of cultural and/or linguistic diversity;
- Demonstrate language skills in one of the following ways:
 - # Respond successfully to written prompts in the target language;
 - # For spoken languages, respond successfully to spoken prompts in the target language;
 - # Express a feeling, thought, or idea in writing in the target language;
 - # For spoken languages, express a feeling, thought, or idea orally in the target language.

Clarifications

Students who wish to take languages not offered at Colorado College:

The faculty welcomes the study of languages not offered at the College, but like any other course transferred to CC from elsewhere, such courses must be reviewed and evaluated for credit. The interdisciplinary program in Southwest Studies, for example, accepts indigenous languages to satisfy their major requirements.

Students who transfer in one unit of language not offered at Colorado College may take one block of another language offered at the College.

For purposes of translating the degree requirement codes for the General Education designations, please use the following table:

General Education Requirements: Critical Learnings & Equity and Powers (Fall 2020- newer)

Code	Description
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AIM	Critical Learning across the Liberal Arts: Analysis and Interpretation of Meaning
CP	Critical Learning across the Liberal Arts: Creative Process
FRL	Critical Learning across the Liberal Arts: Formal Reasoning and Logic
HP	Critical Learning across the Liberal Arts: Historical Perspectives
SA	Critical Learning across the Liberal Arts: Scientific Analysis
SHB	Critical Learning across the Liberal Arts: Societies and Human Behavior
EPUS	Equity and Power: U.S. Context
EPG	Equity and Power: Global Context
CEL/LANG	Critical Engagement through Language: Language
CEL/WI	Critical Engagement through Language: Writing

The following requirements were unaffected by the changes adopted at the Block 8 faculty meeting and remain in effect for all students entering 2018 or after.

V. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 overall (including prerequisites). In departmentally based majors, the two units beyond the 14-unit limit can be courses outside the department or adjunct courses. There are more than 40 possible majors at Colorado College, including a major of the student's own design, the Independently Designed major. Students at Colorado College may complete a double major. The following rules must be observed:

The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major.

- Both departments must approve the option.
- In no case may more than three courses within the majors overlap.
- The student must have an advisor in each major.
- The student must complete all-college requirements.
- The completed major(s) will be recorded on the student's official transcript.

VI. A cumulative grade point average (GPA) of at least 2.0.

- Courses taken at other institutions will be granted as much equivalent credit as deemed appropriate by the Registrar's Office.

VII. All students must complete 32 units of credit to qualify for a Colorado College B.A. degree. Those students who have two units or less to complete toward their 32

units (in both all-college and the major requirements) may be allowed to march in Commencement ceremonies without receiving a diploma. There are no exceptions and no appeals to this policy. As described below, a specified number of the 32 units must be taken in residence, here at Colorado College, or through Colorado College programs and exchanges, detailed elsewhere in this catalog.

The following rules apply to the academic residence requirement:

- Students who enter Colorado College as first-semester, first-year students must complete 24 units at Colorado College or Colorado College programs and exchanges. Transfer students are required to complete a minimum of 16 units at Colorado College or Colorado College programs and exchanges.
- All Colorado College students are required to complete their last eight units at Colorado College, except for students participating in Colorado College programs and exchanges. Students who have completed 16 units at Colorado College may petition to the Dean's Advisory Committee to waive up to four units of the eight-unit rule.
- Because different departments have their own residence requirements for their major, students should consult their major department before conducting any off-campus study in their major. These policies should not be confused with residential life policies regarding college housing.

VIII. In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the Dean of the College grants permission for an overload.

IX. In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester unless the Registrar's Office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

The following requirements apply to all students entering in Fall 2018 and prior to Fall 2020.

The Bachelor of Arts degree is earned upon fulfillment of the conditions described below. Students must satisfactorily complete 32 units of academic credit.

I. Students must satisfactorily complete a major course of study. No major may require more than 14 units in any one department and no more than 16 overall (including prerequisites). In departmentally based majors, the two units beyond the 14-unit limit can be courses outside the department or adjunct courses. There are more than 40 possible majors at Colorado College, including a major of the student's own design, the Independently Designed major. Students at Colorado College may complete a double major. The following rules must be observed:

The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major.

- Both departments must approve the option.

- In no case may more than three courses within the majors overlap.
- The student must have an advisor in each major.
- The student must complete all-college requirements.
- The completed major(s) will be recorded on the student's official transcript.

II. Completion of the Critical Perspectives requirements: Global Cultures (1 unit); Social Inequality (1 unit); Scientific Investigation of the Natural World (2 units, including at least one lab or field course); Quantitative Reasoning (1 unit). Courses may meet more than one designation (for example, a course may be designated both "Social Inequality" and "Global Cultures") but students must choose one designation or the other, except in the case of "Quantitative Reasoning," which may be fulfilled along with any of the other Critical Perspectives requirements. Courses of one-half unit credit and independent study and reading courses do not count toward Critical Perspectives requirements.

[1] Critical Perspectives: Global Cultures courses focus primarily on the study of non-Western societies, or some aspects of them, including by means of intensive study of a non-Western language.

[2] Critical Perspectives: Social Inequality courses focus primarily on how inequality — with respect to nationality, race, ethnicity, gender, class, and/or sexuality — is produced, reproduced, experienced, and resisted. They analyze critically the social and cultural differences, traditions, and experiences of marginalized or subjugated populations in the United States or globally, investigating the social, political, economic, cultural, psychological, and/or historical processes that shape the emergence and status of such populations. In so doing, these courses may examine such matters as the nature of power and domination, political economy, social justice movements, identity formation, and/or cultural and artistic productions.

[3] Critical Perspectives: Scientific Investigation of the Natural World enhances students' understanding of the natural world and of the methods central to modern science. It gives students opportunities to explore the broader earth system and universe, a sphere of inquiry that includes but is not limited to humans. In a world influenced by science and technology, informed citizens need to be familiar with the distinctive ways of thinking characteristic of the sciences and need to cultivate skill in quantitative reasoning. These courses will meet the description of the preceding paragraph and will accomplish some combination of the following:

- Explicitly address the nature of the scientific method;
- Give students direct experience in the gathering and analysis of scientific data;
- Emphasize the use of quantitative reasoning;
- Introduce the foundations and principles of scientific knowledge;
- Enhance scientific literacy.
- At least one of the two units must involve significant laboratory or field experience.

[4] Critical Perspectives: Quantitative Reasoning courses develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning.

III. Two blocks (or equivalent) of college-level language.

Colorado College believes that learning a language gives any student an important intellectual experience of cultural difference. A student may learn about other cultures in a variety of ways, but we believe interpreting and expressing individual experience and cultural values in another language is necessary for enhanced international and multicultural awareness. This requirement reflects the conviction that a liberal education is incomplete when it includes no language study. Learning a language other than one's native tongue is not equivalent simply to acquiring a tool for practical use. It is a means to enter fully and directly into the vital perspectives and unique workings of another culture. In addition, language study helps students understand grammar, enhances vocabulary, and significantly supports general literacy.

The language requirement, which may not be fulfilled with adjunct courses, may be fulfilled in two ways:

- Two units in any of the languages offered at Colorado College.
- An acceptable language program at any accredited college or university, in any non-English language, equivalent to two units of language at Colorado College, if approved by the Registrar's Office.

For purposes of translating the degree requirement codes for the All-College designations, please use the following table:

All-College Requirements: Critical Perspectives (Spring 2020-older)

Codes	Description
CP:G	Critical Perspectives: Global Cultures
CP:S	Critical Perspectives: Social Inequality
CP:Q	Critical Perspectives: Quantitative Reasoning
CP:I	Critical Perspectives: Scientific Investigations of the Natural World Inquiry
CP:L	Critical Perspectives: Scientific Investigations of the Natural World Lab
WI	Writing Intensive
WD	Writing in the Discipline
LANG	Foreign Language

IV. First-year Experience (FYE) — A two-block course required of all first-year students addressing issues likely to stimulate debate and including critical reading, effective writing, and a research project.

V. Students entering in the Fall 2017 will receive writing evaluations in the FYE program. Students receiving a writing evaluation of "needs work" in an FYE class will complete at least one Writing Intensive or writing adjunct (GS 201, GS 257, or GS 260) course prior to their fourth semester on campus. (See the Writing Program section for more information.)

VI. A cumulative grade point average (GPA) of at least 2.0.

VII. Courses taken at other institutions will be granted as much equivalent credit as deemed appropriate by the Registrar's Office.

VIII. All students must complete 32 units of credit to qualify for a Colorado College B.A. degree. Those students who have two units or less to complete toward their 32 units (in both all-college and the major requirements) may be allowed to march in Commencement ceremonies without receiving a diploma. There are no exceptions and no appeals to this policy. As described below, a specified number of the 32 units must be taken in residence, here at Colorado College, or through Colorado College programs and exchanges, detailed elsewhere in this catalog.

The following rules apply to the academic residence requirement:

- Students who enter Colorado College as first-semester, first-year students must complete 24 units at Colorado College or Colorado College programs and exchanges. Transfer students are required to complete a minimum of 16 units at Colorado College or Colorado College programs and exchanges.
- All Colorado College students are required to complete their last eight units at Colorado College, except for students participating in Colorado College programs and exchanges. Students who have completed 16 units at Colorado College may petition to the Dean's Advisory Committee to waive up to four units of the eight-unit rule.
- Because different departments have their own residence requirements for their major, students should consult their major department before conducting any off-campus study in their major. These policies should not be confused with residential life policies regarding college housing.

IX. In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the Dean of the College grants permission for an overload.

X. In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester unless the Registrar's Office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

Procedures

None

Definitions

None

Academic and Student Life Policies

Academic and Care Policy for Concussion in Students

Responsible party

Director of Athletics and Dean of the College

Last revision

June 2018

Approved by

The Cabinet

Approval date

August 2013

Effective date

August 2013

Last review

June 2018

Additional references

NCAA Concussion Diagnosis & Management Best Practices; NCAA Fact Sheet on Signs & Symptoms of a Concussion

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

The president of the college delegates administration of the Academic and Care Policy For Concussion in Students to the director of athletics and the dean of the college.

Post-concussion next steps and procedures – Concussions reported to the Student Health Center and/or CC Sports Medicine or the club sports athletic trainer will be managed by clinical exam and, if needed, appropriate medical referral. Referrals may include emergency medical services, neurology, or other health-care specialists.

(a) Intercollegiate Varsity Athletes – will follow the NCAA-mandated protocol for concussion management. Please contact the athletic trainer for your athletic team, or a member of the sports medicine staff for evaluation. CC student-athletes **MUST** be cleared through the NCAA-mandated policy by a team physician, or their delegate, before returning to athletics activities.

(b) Club Sports Athletes – please contact the athletic trainer for club sports. If you are unable to reach that individual, seek out medical care at the Student Health Center, the local hospital, or emergency services for evaluation. It is imperative that a compliant

patient is asymptomatic before the patient is cleared for vigorous, athletics, and/or contact-related activities. Clearance needs to be provided by the athletic trainer for club sports in conjunction with the Student Health Center or an affiliated medical professional.

(c) General Students – if you believe you have suffered a concussion, or exhibit concussion symptoms after a blow to the body or head injury, please seek out medical care at the Student Health Center, the local hospital, or emergency services for evaluation. It is imperative that a compliant patient is asymptomatic before the patient is cleared for vigorous, athletics, and/or contact-related activities. Clearance should be sought from the Student Health Center or a local medical provider with experience in concussion evaluation and management. In the event that a student does not seek out medical care directly, it is advised that they at least notify the Office of Student Life about the condition.

Academic Management for all Students

(a) After evaluation for a concussion, correspondence with faculty members to inform them of student injury due to concussion should be directed to the (i) current professor, (ii) vice president for student life/dean of students, (iii) director of Accessibility Resources, (iv) dean of the college and (vi) the head athletic trainer, or the athletic trainer for club sports (if a varsity intercollegiate athlete or club sports athlete is injured).

- Information should be presented to the student's professor regarding the patient's (in)ability to perform academic tasks, and their clinical symptoms. It may often be necessary for students to receive applicable time away from schoolwork in order to appropriately recover from a concussion. This may take a few days, weeks, or even months.
- This correspondence should be provided by the initial medical evaluator.
- It is a student's responsibility to work with both their professor and Accessibility Resources if academic assistance is needed for a class.

Post-concussion considerations

(a) Avoidance of cognitive stimuli may offer great benefits in reducing the longevity of concussive symptoms. Students should be discouraged from text-messaging, using a computer, studying, watching television, attending functions in noisy or bright environments, or going to class. Students should be encouraged to rest as much as possible until cleared by a medical professional. Students should show signs of improvement and a significant reduction in concussive symptoms before returning to academic responsibilities.

(b) Students should be monitored closely for diminishing academic performance by both faculty and staff members. Dropping classes/block(s) may be necessary while attempting to fully recover from concussion.

- Before dropping any class, all students should discuss this option with their appropriate medical provider, their professor/instructor, and Accessibility Resources (if necessary).
- ***Varsity athletes*** must discuss the dropping of any class with their athletic trainer, head coach, and associate director of athletics prior to doing so. Dropping a class

can have a negative effect on a varsity athlete's ability to compete at the NCAA level.

(c) Students with associated academic deficits, prolonged symptoms, or post-concussion syndrome should be considered candidates for a neurological and/or neuropsychological referral for appropriate specialized care and rehabilitation considerations.

(d) Additional communications may be necessary (i.e., student's employer, National Collegiate Athletic Association compliance official, parents, et al).

Procedures

None

Academic Standing Policy

Responsible party

Advising Hub

Last revision

August 2024

Approved by

Faculty (via vote)

Approval date

July 2014

Effective date

July 2014

Last review

August 2024

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

All students are expected to meet the college's standards for academic performance. These are in place to keep students on track towards meeting the graduation requirements of the college (32 credits with a cumulative GPA of 2.0). Students who do not meet Colorado College academic standards may be put on probation or suspended from the College.

In January and August each year, the Advising Hub meets to review students' academic records. The Advising Hub uses the College's standards for satisfactory academic progress (SAP) as the general guideline when reviewing academic progress.

However, the college recognizes that individual circumstances may warrant exceptions. The above guidelines will not apply to students who take less than normal academic loads for reasons such as illness, personal problems, or other pre-approved reasons.

Students failing to meet the requirements of satisfactory progress toward the degree may be liable for the following:

Academic Warning

Academic warning informs students that they are not progressing toward completion of their degree in a satisfactory manner.

Students who do not meet the minimum grade point average (GPA) for the semester or pass the minimum number of units (see satisfactory academic policy) in a semester may be placed on Academic Warning.

Students who earn one or more NC (No Credit), WF (Withdrawal Fail), or I (Incomplete) grades in a semester will be placed on Academic Warning as well.

Academic Probation

Students on Academic Warning who do not meet the minimum GPA or units earned for the following semester or who receive a No Credit in one or more courses may be placed on Academic Probation for the next semester.

While on Academic Probation, students must achieve a 2.0 GPA for the semester and pass four classes with a C– or better with no grade of Incomplete (I) in any of the four classes. They must also complete any outstanding Incomplete (I) grades from prior semesters. The latter must be achieved for the student to be removed from academic probation.

Students on Academic Probation will be required to schedule an appointment and meet with their Hub advisor and may be required to meet with them for academic coaching sessions.

Academic Suspension

Students on Academic Probation who do not meet the conditions of their probation may be placed on Academic Suspension for the next academic semester or year.

Academic Suspension is entered on a student's transcript as a part of the academic record.

Suspended students meet with the Associate Vice President for Student Success to arrange for approval to take course work at another college/university during their suspension. Coursework taking during the suspension must be approved in advance by the Registrar and the Associate Vice President for Student Success. The Associate Vice President for Student Success also will define the conditions for determining their readiness to return.

While on Suspension, students approved to take course work:

- Must earn a 2.75 cumulative GPA in all transferable course work.

- Should consult their academic advisor to discuss appropriate course work.
- Should use the time off to directly address and resolve the factors that contributed to the academic performance difficulties.

After a one-year absence from the college, a suspended student may apply to the Associate Vice President for Student Success for reinstatement.

Students will not be considered for reinstatement unless they have demonstrated significant improvement in academic performance at the college/university level and/or considerable and positive change in personal circumstances.

Academic Dismissal

A student is subject to Academic Dismissal from the college whenever his or her academic performance is so low as to make the completion of a Colorado College degree unlikely

Procedures

None

Definitions

None

Advanced Standing Credit Policy

Responsible party

Registrar

Last revision

September 2017

Approved by

Faculty (via vote)

Approval date

July 2014

Effective date

July 2014

Last review

July 2019

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit

and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Colorado College encourages prospective students to take the most rigorous courses available at their secondary schools. When considering applications for admission, the Admission Committee takes special note of students who pursue such courses of study. The college also recognizes challenging course work by giving credit in some instances for Advanced Placement work (AP), International Baccalaureate (IB) work, college courses, and certain foreign secondary degrees. No credit is awarded for CLEP tests or for life experience.

Approximately one-third of each entering class at Colorado College is awarded advanced standing credit. This credit can be used to satisfy general education requirements where appropriate (Advanced standing credit will not be allowed to fulfill Critical Perspectives requirements), to satisfy major requirements where the department allows, and to accelerate graduation. However, accelerated graduation is not mandatory; students are eligible to remain enrolled and receive financial aid for four full-time academic years. The college will award up to eight units (sophomore standing) in transfer credit to students whose scores meet the appropriate criteria. Note that the registrar's office will not award double credit for the same subject earned through different programs (e.g., AP American Literature and IB American Literature), nor will it award double credit if a student takes a Colorado College course in the same subject matter. The registrar's office will consider requests for credit after a student is admitted and has sent in the deposit.

Transfer Credit

Colorado College accepts transfer credit for previous work done by a student. The following guidelines are used in the transfer and awarding of academic credit from an accredited institution or approved program:

- To earn credit at Colorado College, all transfer credit must come from a regionally accredited, degree-granting college or university (including community colleges) or a program preapproved by the office of international and off-campus programs for off-campus study and exchanges.
- Students who have completed work at other colleges and who wish to have this work credited toward a CC degree must have official transcripts from those colleges sent directly to the registrar at Colorado College. Course descriptions/syllabi for each course may also be requested.
- Students who wish to complete a semester abroad or study away as domestic exchange students must receive approval from the office of international and off-campus programs, department chairs or program directors, and the registrar's office for all course work prior to enrolling.
- A letter grade of 'C-' or higher is required to earn transfer credit. 'D+' and below will not earn transfer credit at Colorado College. Courses for which a Pass or Satisfactory was earned at another college will earn credit at Colorado College

ONLY if the college/university can provide verification that the student passed with a letter grade of “C–“ or higher.

- Courses must be substantially similar to Colorado College courses, and cannot duplicate, overlap, or regress from previous work.
- One Colorado College unit is equivalent to 4 semester hours, or 6 quarter hours.
- Grades do not transfer to Colorado College and are not calculated into the Colorado College GPA (grade point average).
- For college study during secondary school, please see additional requirements listed under Advanced Placement credit.
- Courses taken in disciplines offered at Colorado College are evaluated by the registrar in consultation with department chairs or program directors. The department chair or program director is the final authority on credit earned in their discipline.

Credit can be awarded for liberal arts courses taken in disciplines not offered by CC upon review by the registrar. If approved, these courses will be awarded general elective credit.

Procedures

None

Definitions

None

Bicycle, Motorized Scooter, In-line Skate and Skateboard Policy

Responsible party

Director of Campus Safety & AVP Institutional Planning & Effectiveness

Last revision

August 2013

Approved by

The Cabinet

Approval date

August 2013

Effective date

August 2013

Last review

August 2013

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Our campus is used by a variety of people using various means of transportation (pedestrians, cyclists, boarders). To ensure the safety of all (including those with special needs), bicycles, motorized scooters, in-line skates, roller skis, skateboards, and similar apparatus shall be operated and secured only in designated areas. Riding bicycles, scooters, in-line skates, and skateboards is not permitted inside academic buildings.

Procedures

None

Course Attendance Policy

Responsible party

Registrar

Last revision

June 2023

Approved by

Dean's Office

Approval date

June 2014

Effective date

June 2014

Last review

July 2019

Additional references

None

Scope

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Policy

Students are expected to attend courses regularly and are responsible for course work whether present or not. Instructors will determine attendance requirements for their courses. In general, students who miss an examination or a paper deadline because of illness or personal emergency are allowed to take the exam or submit the paper later. The college believes in giving students as much freedom as is consistent with their academic progress. However, excessive absence, excluding illness or emergency, may result in a special probation or dismissal from the course with no credit.

Attendance policies must allow each student one absence to support well-being without penalty, details, or documentation (beyond notifying the professor about their absence). When flexibility would put undue stress on other students and/or faculty, instructors may indicate that well-being absences on certain days (e.g., exams that cannot be taken at multiple times, field trips) will adversely affect a student's grade. Instructors may designate certain days (e.g., exams that cannot be taken at multiple times, field trips) as days on which missing class will adversely affect a student's grade because flexibility would put undue stress on other students and/or faculty. Instructors should communicate such dates and their attendant grade consequences to students in advance.

Instructors are not expected to reproduce class experiences for students who are absent. Syllabi may outline what steps students should take to prepare themselves to reengage with class upon their return. Since grades for graduating seniors are due by 2 p.m. Wednesday, the last day of Block 8, seniors are expected to attend all classes through the end of Block 8.

Procedures

None

Course Changes

Responsible party

Registrar

Last revision

June 2014

Approved by

Dean's Office

Approval date

June 2014

Effective date

June 2014

Last review

June 2014

Additional references

None

Scope

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Policy

Students are permitted to add a course in progress during the first two days of a block with the signature of the professor. They may drop a course through 5 p.m. Tuesday of the second week. The half-block may be dropped by Thursday at 5 p.m. Students should be aware, however, that adding a course after the first two days of the block will be difficult or impossible, so that credit for the block will be lost if the course is dropped after the first two days. Students may add or drop courses to be taken in future blocks at any time prior to the beginning of those courses without the instructors' signatures. Exceptions to the procedure must be authorized by a dean and affected professors. Students may not drop a course if involved in an Honor Council investigation.

Dropping a course without authorization automatically results in a grade of No Credit.

One of the primary goals of the Block Plan is to provide a framework within which students may devote all of their formal academic efforts to one course. Thus, it is not possible to register for more than one principal course during a block. However, students may also enroll in a maximum of three adjunct courses and a maximum of .5 unit of extended-format courses per semester. Students may also take a maximum of .5 unit during the January half-block. Unapproved overloads result in a loss of credit.

During the first or sophomore year, students are urged to consult with the department in which they wish to major to determine an appropriate schedule. To allow students ample time to pursue a sound course of study in their major, they must declare the major before registration for their junior year. However, they may change their major at any time.

Procedures

None

Credit and Grades Policy

Responsible party

Registrar

Last revision

June 2023

Approved by

Faculty (via vote)

Approval date
 July 2014
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 July 2019
 Additional references
 None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college’s Board of Trustees are governed by their Bylaws.

Policy

The unit represents the academic work of a single block of three-and-one-half weeks. There are eight blocks in the academic year, and under normal circumstances a student can earn eight units of credit per year and 32 units in four years. Each unit is equal to four semester hours or six quarter hours. Adjunct courses provide .25-unit credit each, and extended-format courses provide up to .5 units per semester. The January half-block allows students to earn .5 units of credit.

Any first-year student who enrolls for fewer than eight blocks, and any other student who enrolls for fewer than seven blocks, must have the prior approval of the registrar’s office within the first two weeks of the semester of reduced enrollment.

The College provides a two-track system for all students. In a given course, students may choose from the following grading systems:

G Track (Letter Grades): A, A-, B+, B, B-, C+, C, C-,D+, D, NC (No Credit), WF (Administrative Fail)

P Track (S/CR/NC): S(A to C-), CR(D+ or D), NC(No Credit), WF(Administrative Fail)

For purposes of computing the grade point average, the following schedule will be used

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	NC	WF
GPA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	0.0

P Track passing grades are not calculated in the GPA; however, a grade of NC under either grade track option is calculated in the GPA.

D grades (CR, D+, and D) under both G and P Track options do not provide credit for All College Requirements (Critical Perspectives, college level language, writing proficiency,

departmental major, minor, or prerequisites). CR, D+ and D grades will count towards fulfillment of the 32 Unit Requirement only.

There are no restrictions placed on the number of courses a student may choose under each option. However, students are expected to choose the option by which they wish to be graded at the time they register for courses. No change in the grading option is permitted after the next to last day of the block without extenuating circumstances. Students who do not choose a grading track for a course are automatically assigned to the G track by the registrar's office. A student may, with permission of the course professor, audit (Z Track) a course. No credit toward graduation will be awarded, but the audit, if completed successfully, will be recorded on the student's transcript.

The college believes its grading system options offer a desirable versatility because they provide a commonly understood set of grades for consideration beyond the campus while preserving a simpler option for students who wish to be free of certain kinds of grading pressures. This "optional system" (P Track) encourages students to take courses they might otherwise avoid out of fear of poor grades, and in general makes students much less "grade conscious." On the other hand, the college avoids the risk that some of its students could be disadvantaged by the grading policy in the competition for jobs or graduate and professional school admissions.

In the interest of a more uniform grading policy that accords with our commitment to high academic standards, the college endorses the following revised statement of the meaning of grades at Colorado College:

A – Excellent work that reflects superior understanding and insight, creativity, or skill.

B – Good work that reflects a high level of understanding and insight, creativity, or skill.

C – Adequate work that indicates readiness to continue study in the field.

D – Marginal work, only minimally adequate, raising serious question about readiness - to continue in the field.

S – Work that falls in the range of A to C–.

CR – Work equivalent to a D+ or D.

NC – Failing work, clearly inadequate, and unworthy of credit.

WF - A grade of WF indicates that a student failed to withdraw officially from the course after the drop deadline, or abandonment of academic responsibilities.

No Credit Grades

If a student does not complete the work of a course and has no satisfactory excuse, the instructor must determine the student's grade, which may be a No Credit. Unlike an Incomplete, failing grades* cannot be made up and thereby changed to a passing grade simply by turning in a missing paper or taking a missed examination.

*Grades of "NC" and "WF" are failing marks and will be calculated into the student's GPA.

Grade Changes

At the end of each course, faculty submit final grades to the registrar. The judgment made by the faculty member when a grade is submitted to the registrar must be viewed

as conclusive. Therefore, a request for a change in a final grade will ordinarily not be approved.

There are, however, rare instances in which fairness might justify a final grade change. This might be the case, for example, when there is demonstrable evidence of a mathematical error in the calculation of a grade, or where there has been an egregious error in grading by the instructor, such as the failure to read and take into account an entire exam or paper or a significant portion of one. Normally, grade appeals should be resolved between the student and faculty involved. A mere change of mind will not justify a change of a final grade.

The registrar's office will allow grade changes in these rare cases. However, grades are to be considered final and will not be subject to change for any reason after a 12-month period from the end of the course. Also, grade changes are not permitted after the award of a degree. The 12-month period does not apply to graduating students.

Incomplete Grade

If a student is unable, for a satisfactory reason, to complete the work in a given course, they may petition the instructor for a grade of "Incomplete" for that course. Incomplete grades must be made up by the final day of the third block following the block in which the course was taken, unless the instructor sets a shorter time limit for completion of the prescribed work. If an incomplete is not made up within the prescribed time, the registrar's office will automatically convert it to a grade of No Credit. In no case can an incomplete grade extend longer than one year after the block in which the course was taken.

Excused Grade

After the second Tuesday of the course, students who want to drop a course must petition for a grade of Excused with a registrar. Normally, a grade of Excused will not be approved unless the student is passing and there are extenuating circumstances, such as illness or injury, that have affected the student's progress in the course. The student must state a specific reason for requesting an Excused grade, and the instructor's recommendation must be recorded. The registrar's office will make the final decision.

Retaking Courses

Students may repeat a course in which they did not receive a passing grade. Such repetition may be required if a student received a "D+" or lower grade in a course in the major field, or a prerequisite requirement. Students may retake a course in which they received a passing grade. However, credit will be awarded only once, and both grades will be calculated into the appropriate GPAs.

Procedures

None

Definitions

None

Dean's List, Distinction, and Honors Policy

Responsible party

Registrar

Last revision

September 2017

Approved by

Faculty (via vote)

Approval date

July 2014

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July 2014

Last review

July 2019

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Dean's List

A student will be placed on the Dean's List if they attain a grade point average for the academic year of 3.75 or higher and no NC's or Incompletes at the time the list is calculated (June 30 of every academic year). To qualify for the Dean's List, a student must complete seven units, excluding adjuncts, in the academic year (six for graduating seniors), all seven of which (or, in the case of seniors, six) must be taken for a letter grade. Only credits completed at Colorado College or within an affiliated study abroad program will be used in determining eligibility.

Students with NCs or Incompletes who, because of extenuating circumstances, could not be considered for the Dean's List, may petition the Dean's Office for reconsideration. Please write a brief letter explaining and documenting the extenuating circumstances that prevented initial consideration for the Dean's List. Please submit your petition for review by the Dean of the College.

Distinction

Certain departments in the college grant a special award of distinction at graduation to majors who have done especially outstanding work in their major field and who also

have superior records in all their college work. The departments may offer special courses of independent work for students admitted to these programs.

Latin Honors

The bachelor's degree with honors — cum laude, magna cum laude, and summa cum laude — may be conferred upon those students who receive the recommendation of the Committee on Instruction. The degree summa cum laude is conferred only by a special vote of the faculty after individual consideration of each case.

Honors at graduation will be determined on the basis of grade point average computed from the last 22 units taken under the "G" grade track at Colorado College, including credit earned in ACM programs and the college's affiliated programs. Any transfer student who completes a minimum of 18 units for graduation at Colorado College, and at least 16 units on the "G" track option, will be automatically considered for honors. Courses taken for less than .5 units of credit shall be excluded from the 22. The Committee on Instruction may consider individually the cases of students with fewer than the required units at Colorado College. The registrar's office will notify departments about students who have the required grade point average to be considered for honors, but who would not automatically be considered using the above criteria, and these students will be considered if recommended by a minimum of three faculty members. The Committee on Instruction will recommend to the faculty students who should be awarded their degree summa cum laude, magna cum laude, or cum laude. The total number recommended by the Committee on Instruction will normally be equal to approximately 20 percent of the graduating class. Faculty approval is not required except for the granting of the degree summa cum laude.

Phi Beta Kappa: Standards for Election

Colorado College is home to the Beta of Colorado Chapter of Phi Beta Kappa, America's oldest honor society (1776). The chapter, chartered in 1904, consists of about 40 faculty and staff members elected at their undergraduate colleges and universities. The chapter inducts about 10 percent of each graduating class into lifetime membership, based on the students' excellence in the liberal arts. Grades are the first indicator of this excellence, followed by a questionnaire asking the whole faculty to rate students. To be eligible, students also must meet the Society's distribution requirements, particularly in the areas of language study and quantitative reasoning. Seniors are encouraged to make sure their transcripts are in order at midyear, and any student interested in membership should be aware that, in doubtful cases the chapter examines transcripts to assure that the Society's standards are met. For more information, consult the [Beta of Colorado website](#).

Procedures

None

Definitions

None

Distribution of Printed Materials and Solicitation

Responsible party

Vice President for Communications

Last revision

September 2020

Approved by

The Cabinet

Approval date

August 2013

Effective date

October 2020

Last review

September 2020

Additional references

Student Fundraising Policy, Freedom of Expression Policy; Banners, Posters, Fundraising, and Distribution of Materials at Colorado College Campus-Wide Events

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Distribution of Printed Materials and Solicitation

In order to ensure that our campus maintains an environment that does not disrupt students' learning experience or employees' ability to perform day-to-day operations, Colorado College has established expectations for distribution of materials and solicitation on our campus.

Policy

Authorities delegated and retained/administrative responsibility

The president of the college delegates administration of the Distribution of Printed Materials and Solicitation Policy to the vice president for communications.

Distribution of printed materials

Distribution of printed materials, handbills, posters, petitions for signature, or other similar items on campus should be handled as follows:

(a) Students, faculty, and staff may distribute these materials on campus in accordance with the college's [Student Fundraising](#) and [Freedom of Expression](#) policies;

- Students should also consult the [Community Standards](#) on Solicitation, Posting, and On-Campus Fundraising prior to distributing these materials on campus

(b) Individuals who are not members of our campus community and external groups are prohibited from distributing materials on college property. With prior approval by the college, however, these materials may be left for voluntary pick-up in campus locations identified for that purpose. Worner Information Desk will handle approvals, conferring with the Office of Communications on any questionable materials.

Solicitation

For purposes of this document, “solicitation” means the attempted sale or offer to sell any property, product, or service. It also includes oral or written appeals or requests to support or join an organization.

(a) Student groups

Recognized student groups that want to conduct solicitation activities on campus may do so within the expectations of this policy and given that the activities do not:

- Conflict with college policies or local, state, or federal law;
- Impede or conflict with the educational purposes of the college;
- Negatively impact other college activities;
- Infringe upon the college’s trademark or other intellectual property rights;
- Disrupt either vehicular or pedestrian traffic;
- Involve door-to-door solicitation;
- Consist of commercial activities

Student groups engaged in fundraising are expected to comply with the college’s [Student Fundraising](#) Policy.

(b) External groups

(i) Commercial sales

The college may allow some external groups limited access to campus for the purpose of commercial sales. These sales normally relate directly to the residential or educational experience of students and the college retains the right to determine which commercial sales are appropriate.

(ii) Charitable organizations

Many nonprofits working for worthy causes would appreciate the opportunity to solicit contributions from students, faculty, and staff. Similar to commercial sales, the college reserves the right to determine the appropriateness of allowing these solicitations.

Considerations include:

- The charitable organization must be a bona fide charity;
- Contributions must be strictly voluntary;
- The charitable organization’s purpose must not conflict with the college’s mission;
- The solicitation by the charitable organization must not conflict with any college policies, local, state, or federal laws.

(c) Employees

Colorado College encourages staff members to volunteer and to participate in community activities; however, the college does not allow solicitation on behalf of these worthy causes or for personal gain during college business hours.

Campus-wide events

(a) Solicitation, sales and fundraising

Solicitation, sales and/or fundraising of any type, other than for Colorado College-managed programs, is not permitted during Colorado College campus-wide events.

(b) Distribution of materials

During campus-wide events, a table(s) may be provided in the registration area or other designated location for distribution of approved materials. Materials from outside organizations cannot be placed anywhere else on campus other than the designated distribution table(s). Any materials placed at a distribution table must be approved by the Office of Communications.

Procedures

1. If students, faculty, staff, or external sources wish to post in public spaces on campus, those materials must first be approved by the appropriate [venue manager](#), or their designee, and the Office of Communications
 - a. Approved materials will be so designated from the appropriate [venue manager](#) and the Office of Communications
 - b. In Worner Campus Center, no more than 2 copies of the material may be posted
 - c. The maximum number of materials to be posted in other public spaces will be determined by appropriate [venue manager](#) or their designee, depending on the space
 - d. Residential spaces may be used to post advertisements for college sponsored events, or recognized student organizations, however, general publications and non-college affiliate postings are prohibited in these spaces
 2. The following information must be included on any posting/advertisements:
 - a. Name of person/group/organization/business
 - b. Date, time and location of event
 - c. Any necessary contact information
 3. Anonymous posting of any kind is prohibited and will be removed immediately
 4. Materials posted in areas not designated for posting will be removed immediately
 5. Colorado College offices, departments, groups, and organizations oversee their designated bulletin boards and/or spaces and may remove unapproved materials.
-

Drug-Free Campus and Workplace

Responsible party

Vice President for Student Life/Dean of Students; Vice President for People and Workplace Culture

Last revision
August 2013
Approved by
The Cabinet
Approval date
August 2013
Effective date
August 2013
Last review
August 2013
Additional references
Drug Free Schools and Communities Act of 1989

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Authorities delegated and retained/administrative responsibility

The president of the college delegates the administration of this policy's requirements to the vice president for student life/dean of students and to the vice president for people and workplace culture.

Standards of conduct

In maintaining a drug-free workplace and campus, Colorado College prohibits the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs or alcohol on its campus or as part of any of its activities.

Legal sanctions

Colorado College expects its students and its employees to comply with local, state and federal laws. In addition to internal disciplinary sanctions, anyone who is convicted of unlawful use, possession, distribution, manufacture or dispensing of illicit drugs or alcohol may be subject to applicable criminal sanctions under local, state, and federal law. Penalties range in severity from relatively minor fines to fines of several million dollars. Imprisonment is also a possibility, for terms ranging from six months to a life sentence.

Any employee who is convicted under a criminal drug statute for a violation occurring in the workplace must so notify the college's vice president for people and workplace culture within five days from the date of the conviction.

Disciplinary sanctions

Students

Abiding by this policy is a condition of continued enrollment at Colorado College. Any students violating this policy will be held accountable through the student conduct procedures and processes outlined in the Pathfinder.

Employees

Disciplinary sanctions for the violation of this policy by any employee may include, but are not limited to, reprimand, reassignment, demotion, suspension, or termination of employment. Disciplinary sanction may include the completion of an appropriate rehabilitation program. Referral to the authorities for prosecution under criminal law may also be invoked, especially in cases of unlawful sale or distribution of drugs or alcoholic beverages. All disciplinary sanctions for violation of this policy shall be subject to other applicable college policies and regulations regarding disciplinary action with respect to employees.

Health risks

The consumption of illicit drugs and alcohol can have significant negative effects on health. The health risks associated with the abuse of alcohol and the use of illicit drugs include malnutrition, brain damage, heart disease, pancreatitis, cirrhosis of the liver, emotional illness, coma, and death. In addition, use during pregnancy endangers the fetus. Personal relationships and the ability to work and study are at risk. There is also the possibility of blackout (temporary amnesia) when a person consumes a large amount of alcohol in a short period of time.

Employees should contact Human Resources or the college's Employee Assistance Program for information on the physiological, psychological, and legal aspects of alcohol and other drug use.

Counseling, treatment, and rehabilitation programs

The college recognizes that chemical dependency of any sort is a major health problem. Students are encouraged to contact Boettcher Health Center for confidential assessments, referrals, and counseling. Human Resources can provide information to employees regarding resources for counseling on the physiological, psychological, and legal aspects of alcohol and other drug use. Employees may also contact the college's Employee Assistance Program.

Compliance

In compliance with the Drug Free Schools and Campuses regulations, the college will notify students and employees of its alcohol and other drugs program on an annual basis. The college also will perform a biennial review of its program and retain the records of that review in accordance with the Department of Education's requirements.

Procedures

Annual notification

- Students

Student Life shall ensure that students receive annual notification of the college's alcohol and other drugs programs as required by the Drug Free Schools and Communities Act of 1989.

- Employees

Human Resources shall ensure that employees receive annual notification of the college's alcohol and other drugs programs as required by the Drug Free Schools and Communities Act of 1989.

Biennial review

The college's AVP of Institutional Planning & Effectiveness shall ensure that reviews are performed and records are retained in accordance with the Department of Education's requirements.

Examinations

Responsible party

Registrar

Last revision

June 2014

Approved by

Dean's Office

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June 2014

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June 2014

Last review

July 2019

Additional references

None

Scope

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Policy

Instructors decide the number and nature of examinations given in a course. Students usually will be given notice in advance of examinations, but unannounced quizzes and other criteria such as class discussions may help determine a student's grade for the course.

Under the Block Plan, there are no final examination periods. Final exams, if given, will be held during the block(s) in which the course is offered. Instructors will decide on the method of evaluating student performance.

Students who are unable to take a scheduled examination as a result of illness or for other acceptable reasons may be given a make-up examination or may receive an "Incomplete" if there are unfinished requirements at the end of the course.

All examinations are to be given under the honor system. Briefly, this system means that teachers are to remove themselves from classrooms during tests, except for necessary announcements. The Honor Council may make exceptions to this rule. The professor shall designate the time allowed for each examination. There shall be no limitation as to where examinations shall be taken except as specified by the professor. The honor system shall apply to all written or oral examinations, to all reports, term papers, theses, and all other work done for credit.

Procedures

None

Freedom of Expression

Responsible office

Vice President for Student Life/Dean of Students

Responsible party

Dean of the College, Vice President for Student Life/Dean of Students

Last revision

November 2018

Approved by

The Cabinet

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November 2018

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Last review

September 2018

Additional references

Higher Education Opportunity Act Section 104 (Protection of Student Speech and Association Rights)

Scope

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Policy

Authorities delegated and retained/administrative responsibility:

The President of the College delegates administration of the College's Freedom of Expression Policy to the Dean of the College, the Vice President for Student Life/Dean of Students and the AVP of Institutional Planning & Effectiveness.

Methods of expression

(a) Institutional Response:

The Office of Communications is solely responsible for institutional responses to the media;

(b) Written materials:

- Students, faculty, and staff may distribute written and electronic material that does not defame others or interfere with the normal business or activities of the College;
- These written materials must comply with the College's Distribution of Printed Materials and Solicitation Policy, and electronic material must comply with the College's Acceptable Use of Information Technology Resources Policy.

(c) Demonstrations:

- The College encourages its members to be engaged citizens of their community and the nation, which may include participation in protests and demonstrations. The exercise of these rights should not endanger others, disrupt the normal business or activities of the College, damage property, or constitute illegal activity;
- Students, faculty, and staff may participate in protests, demonstrations or other political activity, in whatever form, including via electronic or social media but must ensure that they in no way represent themselves as a spokesperson for the

College. Students, faculty, and staff in leadership roles, should carefully consider whether their participation in protests and demonstrations will affect their work at the College, and should take all reasonable precautions to avoid the appearance of being a spokesperson for the College;

- As always, staff should consult with their supervisor in advance of leaving work during regular hours.

It is a violation of College policy to interrupt, shout down, or otherwise disrupt an event. It is also a violation to obstruct the view of the speaker with banners or placards.

Campus Safety will ask individuals engaged in disruption to stop disrupting and to leave the area. Failure to follow directions of the Campus Safety officers is a violation of College policy; those who fail to comply promptly with such a request may be subject to disciplinary action or other sanctions according to Student Honor and Community Standards and college handbooks. Any reports of alleged violations of this policy will be handled in accordance with College policy.

Review Process by Student Life is required for:

1. Events which may obstruct vehicular, pedestrian, or other traffic, and must be approved at least 72 hours in advance. Time, place, and manner of the events are considered during the review process;
2. Use of sound amplification on campus;
3. Camping and/or temporary structures (tents, etc.)
4. Demonstrations and marches

Prohibited Activities:

1. Obstruction of entrances or exits of buildings;
2. Unlawful interference with College business or activities inside or outside of buildings;
3. Interference with scheduled College ceremonies, events, or activities;
4. Damaging, defacing, or destruction of property;
5. Impeding traffic or passersby.

Procedures

All College events that are open to the public must be at the invitation of a College department, program, office, or organization. In addition, the sponsor, department or program chair, division head, or student organization chair must notify in a timely manner the Dean of the College, or their designee, for a departmental- or employee-sponsored event, or the Vice President for Student Life/Dean of Students, or their designee, for a student- or student-organization sponsored event, to assure the practicability of the logistical arrangements. The Dean of the College, Vice President for Student Life/Dean of Students, or their respective designees, reserve the right to impose restrictions, reschedule, relocate, or cancel speakers, activities, or events as a result of considerations relevant to assessment of campus safety, security, resources, or disruption of the normal business or activities of the College.

The following documents provide further information on procedures for events and speakers:

- [Protocols for Hosting Speakers](#)
 - [Checklist for Event Planning](#)
 - [Distribution of Printed Materials and Solicitation Policy](#)
-

Independent Study

Responsible party

Registrar

Last revision

June 2014

Approved by

Other

Approval date

June 2014

Effective date

June 2014

Last review

June 2014

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

A student may initiate independent study to pursue in-depth certain aspects of a subject previously studied or to investigate an area of academic interest not covered in a regular course. The following guidelines should be observed:

- Courses should have specific prior expectations established, clear to both the faculty supervisor and student.
- Courses should have as a prerequisite sufficient prior course work in the area of the project to give the student a good basis for working independently, i.e., they should involve advanced, not introductory work.
- Independent study should normally be for juniors or seniors who are likely to have sufficient academic maturity to succeed in it.

- Courses should require the equivalent student workload of a regular course carrying the same credit.
- Courses should be planned well ahead of time.
- Courses should have the approval of the department or interdisciplinary program chair.
- Consent of instructor is required.

Procedures

None

Inspections, Searches, and Confiscation

Responsible party

Senior Associate Dean of Students/Director of Residence Life and Housing, and Vice President for People and Workplace Culture

Last revision

August 2013

Approved by

The Cabinet

Approval date

August 2013

Effective date

August 2013

Last review

August 2013

Additional references

Data Access Policy

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college’s Board of Trustees are governed by their Bylaws.

Policy

Entering a student’s room/apartment

The dean of students, the director of residential life and housing, and/or their designees (RLCs or other members of the residential life staff) reserve the right to enter a student’s room or apartment when there is a report of the presence of firearms, explosive

materials or devices, stolen property, or other reasons that may affect the health, safety, or welfare of individual students or the community.

The residential life staff also reserves the right to enter rooms and apartments for the purposes of cleaning, health and safety inspections, and maintenance. This means they may enter the rooms when students are not present. All staff will lock the door after entering a room to protect the student's and the college's property and safety. If residential life staff observe any items or behaviors that may violate college policies within student rooms or apartments, the students present and/or the students assigned to that room or apartment will be held responsible. Any items that are in violation of policies may be confiscated.

Confiscation (student property)

When college staff encounter an item that is prohibited or is being stored in a location where it is not permitted, they may confiscate the item. When possible, residents who are possessing/using alcohol in ways that are outside the college's standards will be asked to dispose of it in front of the staff member.

Some confiscated items may be returned to students at the end of the semester (or earlier if approved by the residential life coordinator) provided that the student removes the item from campus immediately. Illegal items or items that pose severe potential harm (such as controlled substances, drug paraphernalia, hazardous chemicals, or weapons) are not items that can be released and will not be returned to students. Illegal or potentially harmful possession of alcohol will result in confiscation or disposal.

Any confiscated item not claimed by the owner by the end of the academic year in which the item was confiscated will be disposed of. When possible and appropriate, items may be donated to a local charity. If an item is confiscated from a student room when the student is not present, the student will be notified by the RLC or their designee. When items are confiscated from common areas, the RLC or designee will contact the students living near the space by email to inform them.

Students who leave items in the hallway or common area may have their items confiscated by residential life and housing staff. Arrangements to retrieve these items can be made through the RLC. Because these items could present a fire hazard, students will be fined a life-safety fine for leaving items in the hallway or common area.

Inspections and searches (employees)

Colorado College reserves the right to conduct searches and inspections of college property. Employees are expected to cooperate in the conduct of such inspections and searches, which may involve college vehicles, offices, computers, lockers, desks, filing cabinets, and files as well as any items brought on to college premises, including (but not limited to) staff vehicles, backpacks, purses, lunch bags, and briefcases.

Procedures

For employees, the college has identified the following practices:

(1) Acknowledgment

Residence Life and Housing will ensure that students and employees living on campus acknowledge awareness of the college’s search and seizure policy and practices.

(2) Initiating a search

However, in instances in which its working environment is jeopardized, the college will exercise its right to conduct a search. Before doing so, however, the compelling reason for the search must be documented and approved. Approval will be in writing by two of the three following college officers: the college president, the dean of the college, and the vice-president for finance and administration.

Intellectual Property and Copyright

Responsible party

Dean's Office and Senior Vice President for Finance and Administration

Last revision

August 2013

Approved by

The Cabinet

Approval date

March 2013

Effective date

August 2013

Last review

March 2013

Additional references

n/a

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college’s Board of Trustees are governed by their Bylaws.

Policy

Part I: Intellectual Property and Copyright Ownership

1. Creator Owns the Copyright

Individuals engaged in scholarly, pedagogical or creative efforts produce a great variety of copyrightable materials they may want to protect from unauthorized use. These include, for example, books, articles, monographs, bibliographies, lecture notes and

handouts, musical compositions and recordings, artwork, photographs, films, audio visual works, and computer programs.

When a member of the faculty or staff or a student authors a copyrightable work, that individual will own the copyright in the work (and may voluntarily cede or license it to a publisher or distributor), unless the circumstances of sections 2, 3, or 4 apply. Even though the College may provide some support in the way of facilities, materials, equipment, or personnel, individual ownership of the copyright in such works is appropriate.

It is understood, however, that the individual will grant a perpetual, worldwide, royalty free license allowing the College to use, reproduce and modify any copyrighted work that originally was designed for the express purpose of making such work available to individuals other than, or in addition to, the creator for use in teaching, administration, or other College activities. Examples of such work include a computer program designed to improve an office procedure and developed by a faculty or staff member (not under the circumstances of sections 2, 3, or 4), or curricular materials created by a faculty member (not under the circumstances of sections 2, 3, or 4) to use in sections of a course that is taught by several department faculty. Such materials will be available to the College free of charge, even if the individual who wrote the program or curricular materials has left the College. In the case of works created by multiple authors, where one or more of the authors is unaffiliated with the College and not subject to this policy, it is the responsibility of the individual to ensure that such other authors are made aware of this policy and that they consent to the grant of the license to the College.

2. Rights Are Determined by Contract

Ownership of the copyrights in works created in the course of projects or programs funded by an external agency, for example, under a grant or similar arrangement, will be determined in accordance with the terms of agreement with the external party and applicable law. An agreement regarding copyright ownership must be signed by the College, the external agency, and the appropriate individuals before acceptance of outside funding.

Generally, students own the copyright in the works they create, including their contributions to collaborative projects, unless the circumstances of 3 or 4 apply or the student has signed a written agreement regarding copyright. Accordingly, faculty and staff are strongly encouraged to obtain a written agreement from each student before involving students in scholarly research or other projects that may result in works the faculty or staff would want to use or publish. In addition, if there is any question whether 3 or 4 will apply to works created by a student, a written agreement should be signed before the student begins work.

Faculty, staff and students are encouraged to engage in collaborative research and other collaborative projects. Because of the misunderstandings that may result when different individuals own rights in the results of a collaborative effort, a written agreement regarding copyright should be signed before beginning work.

3. College Owns the Copyright in Directed and Commissioned Works

The College will retain ownership of the copyright in works that are specifically directed or commissioned by the College or produced by an individual (or group of individuals) as a specific job requirement. Examples of works in this category are articles for the alumni magazine or other College publications written by staff members, or computer software developed by technical staff.

This category does not include materials created by faculty in connection with their teaching, research, or other scholarly activities, even though faculty are expected to teach and engage in scholarly activities as part of their job, unless the works are specifically directed or commissioned by the College, as in the example of a faculty member on special assignment to write a history of the College while receiving a full salary. This category also does not include materials created by the staff outside the scope of their employment.

On occasion, the College may grant its copyright to one or more individuals or may agree to joint ownership of the copyright. If an individual wishes to own the copyright in a work that falls into this category, they should raise the issue in writing before undertaking the work. The arrangement on which the individual and the College agree must be documented in writing. If no such writing exists, the general rule of this section will be deemed to apply.

The College shall affirm its commitment to the open sharing of the creative and innovative work of college staff through its application of ownership rights. Where privacy, security or confidentiality issues do not apply, departments may decide to share works and grant permission for reproduction for other not for profit uses. Examples of such materials include reports, policies, training programs, and open access software.

4. College Owns Copyright in Administrative Works

The College will retain ownership of the copyright in works created in the course of an administrative assignment of the College, such as, internal policies and procedures, internal studies and plans, or a report for a university committee.

5. The College supports the concept of open access to scholarly work and encourages faculty, students, and staff to share their intellectual property.

Methods for sharing include (but are not limited to) the following:

Contribute work to appropriate open access archives, including the Digital Archives of Colorado College or disciplinary open archives.

When signing publication agreements, negotiate to retain certain distribution rights.

For example, the [SPARC Author Addendum](#) is a legal instrument that authors may use to modify their publisher agreements, enabling them to keep selected key rights to their articles, such as: distributing copies in the course of teaching and research, posting the article on a personal or institutional Web site, or creating derivative works.

6. Use a [Creative Commons license](#) to retain copyright but freely allow some kinds of use of your property.

7. Recorded Events

A release form giving the college permission to record on-campus speakers and other events is requested by audio visual services. This release form gives the college the right to copy and use the recording for any purpose.

8. Recorded Course sessions

Specific class sessions may be recorded at the request of a faculty member. In this case, students should be notified in advance that the class will be recorded.

Part II. Use of Copyrighted Works for Education and Research

As an institution devoted to the creation, discovery, and dissemination of knowledge, Colorado College is committed to complying with all applicable laws regarding intellectual property. That commitment includes the full exercise of the rights accorded to those who desire to use copyrighted works for educational purposes under the "fair use" provisions of federal copyright law, 17 U.S.C. Section 107, DMCA and TEACH Act. Colorado College expects all faculty, staff and students to make a reasonable effort to comply with copyright laws in their use of copyrighted materials. The College requires, however, that before relying on the fair use exception, faculty, staff and students will educate themselves regarding the limits of fair use and will, in each instance, perform a careful, good faith fair use analysis based on the four factors identified in Section 107 of the federal Copyright Act.

It is therefore Colorado College's intent to facilitate the knowledgeable and good faith exercise of full fair-use rights by faculty, students, librarians, and staff, in furtherance of the educational purposes of the College including teaching, research, education and related activities.

Fair Use of Copyrighted Works for Education and Research: Colorado College Principles

Section 107 of the Copyright Act of 1976 covers the fair use of a copyrighted work, including use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research.

Principle 1: A good faith exercise of fair use depends on a case-by-case application and balancing of the four factors set forth in the statute enacted by Congress and applied by the courts.

Principle 2: A nonprofit educational purpose does not always and by itself make the use "fair."

Principle 3: Responsible decision-making means that individuals within the college community must know the fundamentals of fair use and understand how to apply them in typical situations.

Principle 4: Reasonable people, including judges and legislators, can and will differ in their understanding of fair use. Copyright law does not offer a definitive meaning of fair use for any specific application.

Principle 5: Through educational efforts, the College should move over time toward a common understanding of fair use for the typical needs of its faculty, students, librarians and staff, but such detailed interpretations ought not to be part of a formal policy statement. The College recognizes that copyright law is evolving. Specific legal requirements for use of copyrighted material may change over time, and these requirements should be reflected in departmental guidelines. Guidelines reflecting current law and College practice are appended to this policy.

Principle 6: If an employee of the College acts in good faith, consistent with their college duties and responsibilities, the Colorado College indemnification policy can offer protection in the event of an infringement allegation.

Principle 7: If a proposed use is found to be beyond “fair”, permission must be obtained from the copyright owner before proceeding. A copyright owner has the right to refuse to allow use and to set fees for use. A judgment that a fee is excessive is not a justification for ignoring ownership rights.

For further perspectives and advice on “fair use,” see the [Association of College and Research Libraries “Code”](#).

Board Approval

1. This policy does not require approval by the college’s Board of Trustees.
2. Periodic review of policies shall take place in accordance with each policy’s individual review frequency.

Procedures

Appendix A

Implementing the policy at Colorado College

The ITAL Board seeks to create a durable policy that confirms our responsibility to uphold intellectual property rights and meet legal requirements. Guidelines for specific types of media and property should be included as appendices or links to inform and support the community in appropriate use of copyrighted materials. These reference sections may be amended and developed by responsible departments (e.g. the library, IM, Dean’s office) as questions arise and technology and the law change, without amending the basic policy statement. The Information Technology and Library Board should be charged with a review these guidelines to assure that changes are in keeping with the spirit of the policy statement.

The ITAL Board further recommends that certain positions within the College be designated to serve in an advisory capacity to faculty, staff, and students on questions concerning copyright. These individuals should be supported in developing their

expertise in copyright issues, and charged with coordinating community education programs about copyright and intellectual property issues.

- Senior VP for Finance and Administration –issues about ownership of intellectual property for CC faculty, staff and students.
- Library Director or designated professional library staff member—library reserves, digital archives, electronic reserves, general issues, licensing issues for electronic resources, use of library video and music collections, general questions.
- Associate Dean of the Faculty or Associate Dean of the College- issues on copying for classroom use, student rights, grant applications, student/faculty research
- VP for Information Technology Services or designated ITS professional staff member—Agent for notification of infringement on college owned servers, file sharing.

Appendix B

Existing policies to be linked under Guidelines and Resources

Reproduction and distribution of copyrighted materials.

Library physical reserves

Section 109 of the Copyright Act outlines the “first-sale doctrine,” which allows the purchaser to transfer (*i.e.*, sell, lend or give away) a particular lawfully made copy of the copyrighted work without permission once it has been obtained. This means that the copyright holder's rights to control the lending or resale of a particular physical copy end once that copy is sold, as long as no additional copies are made.

Based on the “first-sale rule” in Section 109 of the Copyright Act, books and other lawfully acquired materials such as DVDs or journal issues may be placed on physical reserve. Some locally produced copies (*i.e.* some photocopies) may qualify as lawfully-made under the fair use provisions.

Any materials for reserves must have been legally acquired by the library or the faculty member. Copies must meet the standards of fair use as outlined in Section 107 of the US Copyright Law, or have the explicit permission of the copyright holder. Copies should also include bibliographic and copyright owner information. The Library also adheres to the American Library Association Interlibrary Loan Code in setting reserves policy: materials obtained from other libraries through Interlibrary Loan or Prospector cannot be placed on Reserve. The library reserves the right to refuse materials for reserves that library staff believes are in violation of fair use or the ALA Interlibrary Code.

Electronic Reserves (Canvas Course Management System)

Because electronic reserves necessarily involve scanned copies of original works, the first sale doctrine does not apply in this context, as it does with physical reserves. Providing electronic reserves must be justified as fair use or require permission from the rights holder.

Faculty members who choose to post materials for students on course pages must conduct a fair use analysis for each item. A proper determination of fair use, in

daily practice and in the courts, requires applying these four factors to the specific circumstances of the use:

1. The purpose or character of the use;
2. The nature of the copyrighted work being used;
3. The amount and substantiality of the work being used; and
4. The effect of the use on the market for or value of the original.

These factors must be evaluated in the context of the use to determine whether most of them weigh in favor of or against a finding of fair use. Merely listing the name of the original author, source of the work or other attribution does not equate to having permission to use the work. Merely copying a small portion of the work, as opposed to the entire work, does not automatically mean that the original owner might not still have a basis for making a claim of infringement. A further elaboration and illustration of the meaning of these factors is available from the University of Texas Crash Course in Copyright: <http://copyright.lib.utexas.edu/>

Library staff may also post materials on course web pages at the request of faculty members. The library reserves the right to refuse to post materials electronically, or to remove without notice materials that have already been posted, that library staff members believe are in violation of fair use. The library may advise faculty on ways to abide by fair use such as placing only relevant sections of a complete work on reserve or providing links to licensed electronic content rather than posting that content to the course page.

Access to copyrighted electronic course materials must be limited to students who are registered for the specific course.

Class handouts and course packs

Faculty who wish to distribute copies of copyrighted materials to their classes will conduct a fair use analysis of the content. It is the responsibility of faculty to seek permission for material that falls outside of fair use guidelines. This requirement includes distribution of multiple copies on paper, on CD ROM or other digital media.

Faculty who want to create a package of readings for their classes should work with the bookstore to order course packs. The bookstore will handle permissions and reproduction. (Note that some of your readings may already be available via licensed databases subscribed by the library. The library can assist faculty in creating a “hybrid” course pack, with some materials available to students through links posted to a PROWL page, and others requiring permission available in a course pack through the bookstore.)

Web Pages

Web pages, unlike course management sites, are generally open to the world, so the same latitude for educational use that underlies fair use and the TEACH Act does not apply. Any copyrighted material uploaded to a Web page must be analyzed under fair use and the Digital Millennium Copyright Act.

Information Technology Services will respond to take-down notices and will notify creators of web pages of such actions. Lawsuits alleging copyright infringement for any material housed on the college servers may be handled by the legal office.

Software

The author of a text or the creator of a graphic, program, or application is protected by copyright law unless s/he specifically releases that work into the public domain. In accordance with the College's policies governing the treatment of copyrighted materials, users should always obtain written permission from the original author(s) before copying electronic materials that are not in the public domain.

1. No user may copy, or attempt to copy, any proprietary or licensed software provided by or installed on College owned resources, or to remove copyright notices or other intellectual property ownership symbols or statements. Copyright laws and license agreements protect much of the software and data that resides on the College's computer facilities. Unauthorized duplication of software may subject users and the College to both civil and criminal penalties under the United States Copyright Act.
2. Stolen or bootleg copies of software are not allowed on any Colorado College computing systems.
3. All shareware programs must be registered in accordance with their license and use provisions.

Performance and display decisions

Film and Video Screening

Section 110(1) of the copyright law allows the use of legally acquired copies of media to be used without permission in face to face teaching activities within the classroom or similar place devoted to instruction. The absence of any notice on a film or video that public performance is prohibited may not be interpreted as approval of public performance. Screening of a video or film outside of a course is considered a public performance, regardless of whether the event involves a fee or is education in nature. Screenings for a class should not be open to the entire campus or announced to the public unless public performance rights have been obtained.

Departments and others sponsoring public film screenings must obtain public performance rights. The student activities office (Student Affairs) obtains performance rights for films sponsored by its office. <http://www.mpa.org/protecting-creativity/>.

Music and Dramatic Performances

Colorado College has licenses with BMI and ASCAP, and pays a yearly fee to cover all performances in campus venues. Some musical works must be rented. (See Music or Theater Department for additional information.) If a performance is recorded for publication or commercial distribution, additional right must be procured.

Streaming video and music

With respect to electronic media, the intention and end result, not the means of conveyance, should be the determining factor in deciding whether a specific use of an electronic copy is fair, assuming that use has satisfied all the other four factors of fair use. Streamed music or video for use *only during face-to-face classroom instruction* is probably allowed under Section 110(1) and, therefore, poses little risk.

Streamed portions of a film linked through a Course Management System for use by students *outside of class* may be justified by the TEACH Act. Streaming of an *entire*

film, even to an audience restricted to a specific class, is an aggressive approach to fair use.

File sharing of copyrighted materials

Section 512 of the Digital Millennium Copyright Act (DMCA) provides limited liability for university networks acting as Internet service providers (ISPs) for students and faculty, provided that certain requirements are met. It also has anti-circumvention provisions that prohibit the unauthorized circumvention of technological measures that control access to a copyright protected work. Such technological measures may involve a password or encryption; breaking the password or encryption is prohibited, even if the purpose for which access is desired would itself be permitted. In 2008, Congress passed the Higher Education Reauthorization Act, which includes a provision related to peer-to-peer file sharing. Institutions are required to disseminate an annual disclosure to students that (1) states that unauthorized distribution of copyrighted material, such as through peer-to-peer networks, may subject students to civil and criminal penalties, (2) describes the penalties for such violations, and (3) includes the institution's policies on peer-to-peer file sharing.

The Vice President for Information Technology Services is the DMCA Agent to receive notices of alleged infringement. Please see the college's statement on [copyright infringement and file sharing and procedures for handling violations](#).

Peer-to-Peer Programs (P2P)

Spurred on by the widespread use of the Internet, P2P programs have been developed to allow people to share information in digital formats. In particular, programs like KaZaA, Gnutella, Morpheus, AudioGalaxy, and others are commonly used to share music and movies without regard to the restrictions placed on that material by the copyright owners. Most commercially produced music and movies are copyrighted and cannot be freely downloaded or shared despite the ease of doing so. This is the law.

At Colorado College, we expect all system users to adhere to relevant copyright laws. Because our bandwidth is a costly and limited resource, we give priority to academic uses of our network. The downloading of music and movie files, which tend to be large, slows down our network for everyone. Thus while we do not access or examine the information content that is being transmitted (e.g., a particular song or video), ITS does monitor the type of information (e.g., MP3 file) so we can throttle such uses. This "traffic shaping" is a practice that is used at most higher education institutions today. We strongly encourage all members of the college community to be responsible users of our network resources – see our [Acceptable Use Policy](#).

The Digital Millennium Copyright Act (DMCA)

The DMCA specifies procedures that Colorado College and other higher education institutions must follow when notified that an individual using our network is violating copyright laws. If the copyright holder contacts IM about a violation we will notify the user that a notice has been received, require removal of the offending material from the user's computer and may stop network access for the user. Such users have the right to claim that the material is not protected by copyright and defend their actions at their own expense against the copyright holder. To date, every notice we have received has resulted in the offending material being removed.

Recent Legal Actions

Recently, the RIAA has taken further action to subpoena the names of people who are sharing large amounts of music. If Colorado College receives a subpoena, we are legally required to provide the names of the violators using our network. These subpoenas can lead to lawsuits, substantial financial penalties and perhaps jail time. In the spring of 2003, for example, four students at other colleges settled copyright claims against them out-of-court for approximately \$15,000 each. The consequences of illegally sharing copyrighted material over the Internet are serious. Some people have argued that the recording industry has been overcharging for music CDs and that music sharing is justified. Others feel that the recording industry has been too slow to adopt legal ways for music to be distributed over the Internet at lower cost. Regardless of these or other justifications, most music and movie downloading and sharing violates the law that we are bound to uphold. If you download and/or distribute copyrighted music and videos you are putting yourself at risk of losing computing privileges and facing prosecution under civil and criminal laws.

Protecting Yourself

Because of functionality built into file-sharing software resident on your computer, your audio and video files may be available for uploading over the Internet without your knowledge or permission. For more information on how to turn off this functionality, and for other tips on responsible computing, please contact the Help Desk (x-6449 or e-mail HelpDesk@coloradocollege.edu).

Related Policies

- [Code of Ethical Conduct and Conflict of Interest](#)

Majors & Minors Policy

Responsible party

Registrar

Last revision

July 2021

Approved by

Faculty (via vote)

Approval date

July 2014

Effective date

July 2014

Last review

August 2021

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Requirements for a Major

Students must declare a major by the end of their sophomore year. To declare a major, students must file a Declaration of Major form with the Office of the Registrar. There are more than 40 possible majors at Colorado College, including a major of the student's own design, the Independently Designed major.

Double Major

Students at Colorado College may complete a double major. The two majors may be from traditional departmental majors or an interdisciplinary major and a departmental major as long as the latter is not a discipline making up part of the interdisciplinary major. Double majors require completion of all requirements for the two fields. The following rules must be observed:

- Both departments must approve the option.
- In no case may more than three courses within the majors overlap.
- The student must have an advisor in each major.
- The student must complete all-college requirements.
- The completed major(s) will be recorded on the student's official transcript.

Combining an Independently Designed Major (IDM) with a second major is a challenging undertaking that should be approached with care. Since the IDM is meant to offer a course of study that cannot be fulfilled via an existing major, extensive overlap between the proposed IDM and a second major would violate the intent of the program.

Permission to pursue a second major in addition to the IDM must be sought from the Curriculum Executive Committee, the IDM advisors, and the other major department or program chair.

Minors

Colorado College offers two categories of minors: departmental minors and thematic minors. Minors are not required for the degree. Students may complete a double minor in either category; or in a single category; but no more than two of either category. Students electing to complete two minors may not have any overlapping courses. A single course cannot be used to count for two minors. A student cannot complete a departmental or program minor in substantially the same subject as the student's major.

For thematic minors, no more than one unit of credit can be counted towards both the minor and the student's major.

Procedures

None

Definitions

None

Interim Nondiscrimination and Anti-harassment Policy and Procedures

Responsible office

Title IX

Responsible party

Title IX Coordinator and Deputy Title IX Coordinators

Last revision

May 2021

Approved by

Approval date

July 2014

Effective date

August 2020

Last review

August 2020

Additional references

42 U.S.C. § 2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972); 42 U.S.C. § 2000e (Title VII of the Civil Rights Act of 1964) ; 20 U.S.C. § 1681, et seq. (Title IX of the Education Amendments of 1972); 34 CFR § 106.01, et seq. (Nondiscrimination on the basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance); 42 U.S.C. § 12101 et seq. (Americans with Disabilities Act of 1990); 29 U.S.C. § 701 et seq. (Section 504 of the Rehabilitation Act of 1973); 29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act of 1967) and 29 U.S.C. § 6101 et seq. (Age Discrimination in Employment Act of 1975); 20 U.S.C. § 1092, implementing regulations 34 C.F.R. 668.46 (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act of 1990) [“sexual assault” as defined in 20 U.S.C. § 1092(f)(6)(A)(v); “domestic violence,” as defined in 34 U.S.C. § 12291(a)(8); “dating violence” as defined in 34 U.S.C. § 12291(a)(10); “stalking” as defined in 34 U.S.C. § 12291(a)(30)]

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit

and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

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- VIII. [Miscellaneous](#)

I. INTRODUCTION

Colorado College is committed to providing an environment free from discrimination and harassment based on race, creed, color, religion, national or ethnic origin, disability, veteran status, age, marital status, genetic information, sex, sexual orientation, gender, gender identity or expression or perceived gender, pregnancy, or any other status protected under local, state or federal law; and sexual misconduct, including but not limited to, sexual violence, such as partner, dating and domestic violence, sexual assault, sexual exploitation, and stalking. The College prohibits and does not tolerate discrimination and harassment against students, faculty, staff, applicants for admission or employment, and visitors in its education programs and activities, employment practices or public accommodations. To further this commitment, the College prohibits retaliation against anyone participating in an investigation of alleged violations of this Policy or in any related proceeding, including a criminal proceeding or a proceeding with a government agency.

The College requires all faculty and staff, except confidential resources, to promptly report conduct that may violate this Policy to the Title IX Coordinator or one of the Deputy Title IX Coordinator. The College also strongly encourages students, applicants for admission and employment, and visitors to promptly report to the College conduct that may violate this Policy. Additionally, in the case such conduct may be criminal in nature, the college encourages individuals to report it to law enforcement if they feel safe and comfortable doing so. Even when a report is not made, the College will promptly and appropriately address conduct it becomes aware of that may violate this Policy. In the case of Title IX Sexual Harassment, when the College has actual knowledge of Title IX Sexual Harassment in its education programs or activities against a person in the United States, as articulated in the [Title IX Sexual Harassment Grievance Procedures](#) (hereinafter referred to as the "Title IX Procedures"), it has an obligation to investigate and/or remedy prohibited conduct. Whenever a report of

conduct prohibited by this Policy is received, the Title IX Coordinator or Deputy Title IX Coordinator will assess the allegations and assist the reporting party in initiating the desired or necessary grievance process, as described in more detail in this Policy.

An alleged violation of this Policy will be investigated and remedied in accordance with the procedures of this Policy or, when appropriate, the Title IX Procedures. The College retains sole discretion to take appropriate action, depending on the facts and circumstances of any particular situation and consistent with applicable law. The College is committed to procedures that are equitable for the reporting party (and the subject of an alleged violation if not the reporting party) and the responding party. The College strives to impartially and reliably investigate alleged violations of this Policy and take prompt and appropriate action when violations are found to have occurred so as to prevent their recurrence and remedy their effects.

Individuals who engage in discrimination and harassment in violation of this Policy will be subject to disciplinary and other remedial action under this and other applicable policies. Conduct that violates this Policy may also violate certain criminal and civil laws, including but not limited to Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, and the Violence Against Women Act, all as amended.

This Policy does not create any contractual rights between the College and any individual, including but not limited to students, faculty, staff, applicants or visitors. This Policy may be interpreted, applied or amended at any time at the sole discretion of the College and this version of the Policy supersedes all prior versions. If there is any variance between departmental or other policies and expectations in any other financial or administrative policies concerning the content of this Policy, this Policy will control.

II. DEFINITIONS

To the extent any of the following definitions overlap, the intent is that they be construed broadly and be illustrative in nature of the conduct prohibited by this Policy. If you have questions about these definitions or would like further explanations of these definitions, please contact the Title IX Coordinator or Deputy Title IX Coordinator.

A. Consent means each person involved in sexual activity has given knowing, willing, free, and clear permission to engage in the sexual activity or contact. **Consent is an active and affirmative process.** For more information on the College's requirements regarding consent, see "Sexual Misconduct," Section III.C.3 of this Policy.

B. Decisionmaker means an individual responsible for reaching a determination regarding responsibility of a report of harassment or discrimination pursuant to this Policy. The appellate decisionmaker means an individual responsible for reviewing an appeal of a determination regarding responsibility of a violation of this Policy.

C. Discrimination means treating a person (or group) unfavorably or differently because of that person's (or group's) race, creed, color, religion, national or ethnic origin, disability, veteran status, age, marital status, genetic information, sex, sexual orientation, sexual preference, gender, gender identity or expression or perceived gender, pregnancy, or any other status protected under local, state or federal law.

D. Educational program or activity means locations, events, or circumstances over which the College exercised substantial control over both the Title IX Respondent and

the context in which Title IX Sexual Harassment occurs, such as but not limited to any building owned or controlled by a student organization that is officially recognized by the College. **E. Formal Complaint** means a document signed and filed with the College by a Complainant, as defined in the Title IX Procedures, or signed by the Title IX Coordinator on behalf of the Complainant, alleging Title IX Sexual Harassment against a Respondent, as defined in the Title IX Procedures, and requesting that the College investigate the allegations of Title IX Sexual Harassment in accordance with the Title IX Procedures. **F. Harassment** means verbal or physical conduct that is unwelcome and so severe or pervasive to create a work or educational environment under both an objective (e.g., a reasonable person's view) and subjective (e.g., the subject of the alleged conduct's view) standard that it has the purpose or effect of unreasonably interfering with a person's (or group's) academic or work performance or creating an intimidating, hostile, or offensive educational or working environment, otherwise known as a "hostile environment". Harassment may be a form of discrimination when it targets a person (or group of persons) on the basis of that person's (or group's) race, creed, color, religion, national or ethnic origin, disability, veteran status, age, marital status, genetic information, sex, sexual orientation, sexual preference, gender, gender identity or expression or perceived gender, pregnancy, or any other status protected under local, state or federal law. **G. Reporting party** means a person reporting an alleged violation(s) of this Policy or person to or against whom conduct prohibited by this Policy is directed. The subject of an alleged violation may or may not be the reporting party. The subject of an alleged violation may choose not to report the alleged violation or may otherwise not be the one who reports the alleged violation, but who nevertheless is the one who is able to participate in the procedures of and pursue the resources set forth in this Policy. For purposes of this Policy, the subject of an alleged violation will generally be referred to as the "reporting party". **H. Responding party** means the person reported to have engaged in an act(s) that may constitute a violation of this Policy. **I. Retaliation** means any adverse or negative action or behavior taken against a person as a consequence of such person raising good faith concerns about conduct prohibited by this Policy; opposing discrimination, harassment or sexual misconduct; reporting, making a report or complaint, cooperating, and/or participating in any way in the College's procedures under this Policy or the Title IX Procedures (including as a witness); or otherwise participating in a process administered by any other third party (including, for example, a criminal process or complaint with a government agency).

J. Sexual harassment

1. Sexual harassment means any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational or employment endeavors (also referred to as "quid pro quo"); (2) submission to or rejection of such conduct is used as the basis for decisions affecting that individual's educational or employment endeavors; or (3) such conduct is sufficiently severe or pervasive to unreasonably interfere with an individual's employment or academic performance under both an objective (e.g., a reasonable person's view) and subjective (e.g., the subject of the alleged conduct's view) standard or creates an intimidating, hostile, or offensive educational or working environment, otherwise known as a "hostile environment". Sexual harassment may include, but

is not limited to, unwelcome texts, phone calls, internet-based communications, or other electronic communications of a sexual nature; crude, obscene, or sexually offensive gestures or unwelcome sexual comments. **2. “Title IX Sexual Harassment”** means conduct that occurs in the United States within the educational program or activity of the College, including but not limited to sexual violence and stalking, which falls under the jurisdiction of Title IX of the Education Amendments of 1972. Title IX Sexual Harassment will be remedied under the procedural requirements of the Title IX Procedures.

K. *Sexual misconduct* includes but is not limited to sexual harassment and Title IX Sexual Harassment; sexual violence, which may include intimate partner, dating and domestic violence; sexual assault; sexual exploitation; stalking; and any other form of gender-based discrimination or harassment.

L. *Sexual violence* means the act of committing any unwelcome or unwanted physical activity or contact of a sexual nature toward another person without their active consent or when a person is incapable of giving active consent. Sexual violence may be committed by force, intimidation or coercion, or when a person is otherwise incapable of giving active consent (*g.*, due to the person’s substantial impairment by drugs or alcohol, or because a physical or psychological condition or impairment otherwise impairs a person’s judgment). Sexual violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse; intentionally violent and/or controlling or coercive behavior by a person against the other person; psychological abuse; or other types of conduct prohibited under this Policy. There are many types of sexual violence, including but not limited to the following:

1. Dating or Domestic Violence

a. *Dating violence* means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the subject of the alleged violation as determined by (i) the length of the relationship, (ii) the type of relationship, and (iii) the frequency of the interaction between the persons involved in the relationship.

b. *Domestic violence* means violence committed by a current or former spouse of the other party or intimate partner, by an individual with whom the other party shares a child in common, by an individual who is cohabitating or previously cohabitated with the other person as a spouse or intimate partner, or by an individual similarly situated to a spouse of the other party (also known as common law marriage). Domestic violence also includes violence committed by one individual against the individual’s or the other party’s minor child.

2. Sexual assault means any sexual contact or penetration (anal, oral or vaginal) with any body part or object of another person without their active consent or when a person is incapable of giving active consent. One type of sexual assault is ***rape***, which is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of a person, without the active consent of the other person. Another type of sexual assault is ***fondling***, which is the touching of the intimate parts of another person for the purpose of sexual gratification, without the active consent of the other person. Sexual assault also refers to any sexual act conducted with an individual who is under the age of legal consent or acts of incest. **M.**

Sexual exploitation means a person takes sexual advantage of another person without active consent for any purpose. Sexual exploitation can take many forms including, for example: photographing, videotaping, or audiotaping sexual activity or contact without active consent; sharing consensually obtained photographs, videotapes, or audiotapes with others without the consent of those involved (also known as revenge porn); invasion of sexual privacy; sexually-based bullying; sexually-based defamation and slander; engaging in behavior that is beyond the boundaries of the other person's active consent (such as having a friend hide in the closet to watch you have sexual activity or contact with another person who is unaware that the friend is in the closet; live streaming sexual activity or conduct; ignoring established "safe words/actions"); exposing one's intimate parts, such as genitalia, groin, breast and/or buttocks to someone without their active consent, including by electronic means (also referred to as indecent exposure); and prostituting another individual for personal gain. **N.**

Stalking means a course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of another, or to suffer substantial emotional distress. The term "course of conduct" means two or more acts, including acts in which the alleged stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Stalking includes "cyber stalking," a form of stalking that may be over an electronic medium such as the internet, mobile applications, social networks, blogs, cell phones, texts, or other similar devices. The term "reasonable person" is viewed as what a person in the same or similar circumstances would deem threatening.

O. Title IX Coordinator and Deputy Title IX Coordinator means the persons who oversee the College's response to discrimination, harassment and retaliation reports and complaints, and other duties and responsibilities as required by law. The Title IX Coordinator and Deputy Title IX Coordinator and their contact information is:

Title IX Coordinator AVP for Civil Rights and Title IX Coordinator Phone: (719) 389-6881 Email: djensen2023@coloradocollege.edu Office: 214 E. Dale St. Unit 210

Deputy Title IX Coordinator Assistant Director for Civil Rights and Deputy Title IX Coordinator Phone: (719) 389-6886 Email: jisinghausen@coloradocollege.edu Office: 214 E. Dale St. Unit 210 **III. SCOPE**

A. Persons or Groups Covered by this Policy

This Policy applies to students, faculty, staff, applicants for admission to or employment with the College, visitors or any third party who otherwise has some relationship with the College. The conduct prohibited by this Policy may be committed by any individual (or group) against any other individual (or group), regardless of such individual's (or group's) race, creed, color, religion, national or ethnic origin, disability, veteran status, age, marital status, genetic information, sex, sexual orientation, gender, gender identity or expression or perceived gender, pregnancy, or other protected status. To be the subject of an alleged violation, one need not be the direct recipient of the conduct; anyone affected or offended by the conduct may be a subject. **B. Activities, Programs and Locations Covered by this Policy**

This Policy protects any individual (or group) in connection with all the academic, educational, employment, extracurricular, athletic, and other programs of the

College, whether those programs take place in a College facility or on campus, at an off-campus class, program or activity sponsored by the College, or on College-provided transportation. Additionally, the Policy protects any individual (or group) who experiences prohibited conduct off-campus when the conduct has continuing effects on the individual (or group) in the College setting.

C. Conduct Prohibited by this Policy

1. Discrimination Colorado College prohibits discrimination of students, faculty, staff, applicants for admission and employment and visitors on the basis of race, creed, color, religion, national or ethnic origin, disability, veteran status, age, marital status, genetic information, sex, sexual orientation, gender, gender identity or expression or perceived gender, pregnancy, or any other status protected under local, state or federal law. Discrimination may exist when, on the basis of a protected characteristic an individual or group of individuals is (a) excluded from participation in, (b) denied the individual the benefits of, (c) treated differently from others in, or (d) is otherwise affected adversely by a term or condition of an individual's employment, education, living environment or program or activity at the College. **2. Harassment** Harassment may be a form of discrimination, and this Policy prohibits any harassment based on the actual or perceived protected characteristics listed in Section III.C.1. Harassment includes a wide range of abusive and humiliating verbal or physical behaviors that are directed against a particular individual (or group). In some cases, the conduct may be such that it is clear that it is directed against a particular individual (or group), even though the individual (or group) may not be explicitly identified. **3. Sexual Misconduct**

a. The College prohibits sexual misconduct, which is often a form of discrimination or harassment. Sexual misconduct encompasses a wide range of conduct, including but not limited to, sexual harassment and sexual violence, which includes dating and domestic violence; sexual assault; sexual exploitation; and stalking, and any other form of gender-based discrimination or harassment. **b.** To further prevent sexual misconduct, all sexual activity or contact between individuals must be with each person's active, voluntary consent. **(1)** The person who wants to engage in or initiate sexual activity must obtain the consent of the other person(s) for that sexual activity. **(2)** Consent may be withdrawn or modified at any time by the use of clearly understandable words or actions. **(3)** Consent is best obtained through direct communication about the decision to engage in specific sexual activity. Consent need not be verbal, but verbal communication is the most reliable and effective way to seek, assess, and obtain consent. Non-verbal communication can be ambiguous. **(4)** If there is any doubt about whether a person's judgment is substantially impaired or whether a person who initially agreed to sexual contact has changed their mind, sexual contact should not be initiated or should be stopped immediately. **c. What is NOT Consent?** A person cannot consent to sexual activity if, for example, they are: **(1)** physically pressured or forced; **(2)** psychologically pressured or forced; **(3)** threatened; **(4)** mentally or physically incapacitated, including without limitation the following circumstances: (a) the person is under the influence of alcohol or drugs; (b) the person is asleep or unconscious; (c) the person is under the legal age of consent; **(5)** a student engaging in sexual activity with a faculty or staff member except as permitted in the Student, Staff, and Faculty Consensual Relationship Policy; **(6)** intimidated; or **(7)** coerced. **d. Other Key Principles Defining Consent (1)** The existence of a romantic or sexual relationship

does not, in and of itself, constitute consent. **(2)** Consent on a prior occasion does not constitute consent on a subsequent occasion. **(3)** Consent to one sexual act does not constitute consent to another sexual act. **(4)** Consent cannot be inferred from a person's manner of dress or other contextual factors, such as alcohol consumption, dancing, or agreement to go to a private location like a bedroom. **(5)** Silence, passivity, or lack of resistance alone or in combination does not constitute consent. **(6)** Incapacitation by the person initiating sexual activity does not in any way lessen their obligation to obtain consent. **4. Retaliation** **a.** The College prohibits retaliation for engaging in protected activity as defined in this Policy, including but not limited to reporting or participating in the investigation of alleged violations of this Policy. **b.** Examples of retaliation include but are not limited to: **(1)** Attempting to discourage an individual's use of or participation in the procedures addressed in this Policy. **(2)** Harassment (verbal or physical), coercion, intimidation, or threatening of any member of the College community, including a reporting party or responding party, subject of an alleged violation (if not the reporting party), witnesses, investigators or others involved in the process.

D. Applicable Grievance Procedures

An alleged violation of this Policy will be investigated and remedied in accordance with the procedures set forth in this Policy unless the report of alleged sexual misconduct may constitute Title IX Sexual Harassment as defined above, and then such allegations will be resolved in accordance with the specific procedures outlined in the Title IX Procedures. The College has developed the separate procedures in the Title IX Procedures to process formal complaints of Title IX Sexual Harassment in compliance with the requirements of the United States Department of Education's final regulations to the Title IX of the Education Amendments of 1972 ("Title IX") effective August 14, 2020. As part of its obligations under this Policy and Title IX, the College will offer guidance and assistance to those desiring to file complaints and to evaluate and implement the appropriate grievance process to resolve allegations of prohibited conduct. **If you believe you are a victim of Title IX Sexual Harassment, please refer to the Title IX Procedures for more information on the process for resolving formal complaints.**

Procedures

IV. REPORTING PROHIBITED CONDUCT

A. Time Limit for Making a Report : There is no statute of limitations for reporting a violation of this Policy to the College, however, the College strongly encourages individuals to report the incident as soon as possible to maximize the College's ability to respond promptly and effectively. The timing of when an alleged incident occurred may affect the College's ability to respond to the report, including whether a report will be investigated or dismissed.

B. Reporting Resources

If you have been subjected to, or have knowledge of, alleged conduct in violation of this Policy, including discrimination, harassment, sexual misconduct, or retaliation, there are a number of options available for you to pursue to seek remedy of and response

to the alleged prohibited conduct, including: (1) reporting to campus security or law enforcement for immediate response, or reporting to the Sexual Assault Response Coordinator for immediate support; (2) confidential consultation with a privileged confidential resource; (3) consultation with a confidential resource; or (4) reporting the allegations to the College for investigation and/or remedy.

1. Emergency Reporting: If you or someone you know has been subjected to sexual misconduct or other behavior that may be criminal in nature or otherwise requires an immediate response, you are strongly encouraged to seek immediate assistance, including from law enforcement. If you need immediate assistance, please contact any of the following:

a. Colorado Springs Police Department : Call 911 (or 9-911 from an on-campus phone) for emergencies and (719) 444-7000 for non-emergency situations. If you are out of town and a situation arises, contact law enforcement in the jurisdiction in which you are located. Should an incident be reported to the police and simultaneously be reported to the College, the College will still investigate and resolve any reports made to the College under this Policy.

b. Campus Safety : For emergencies, call x6911 on campus or (719) 389-6911 off-campus. For non-emergencies, call x6707 on campus or (719) 389-6707 off-campus. You may also go to Campus Safety at 219 E. Uintah Street.

c. The Colorado College Campus Advocate (formerly SARC):

Campus Advocate

Phone: (719) 227-8101

Email: campusadvocate@coloradocollege.edu

Office: 223 Yalich Student Services Center

Hours of availability: 9 a.m. - 5 p.m.

2. Privileged Confidential Resources

a. Consultation: If you are involved in a situation involving prohibited conduct, you may contact a privileged confidential resource who is a member of the College community to discuss the conduct at issue and the options available to you. Confidential resources can offer support such as, but not limited to offering personal counseling; finding and making referrals to community resources to assist with the issue; pursuing resolution of the issue through the College's informal or formal procedures; and reporting to the local police. These confidential resources are referred to as "privileged" because state law legally prevents these individuals from disclosing to the College, making a report to the Title IX office, or in most cases, testifying in a criminal or civil proceeding about their communications with you without your consent or as otherwise or required by law (for example, if there is an imminent risk of serious harm or if you are under the age of 18 and they are mandated under law to make a report).

b. The Colorado College Campus Advocate (formerly SARC, Sexual Assault Response Coordinator): The Campus Advocate is a College staff member, experienced in working with situations involving gender-based discrimination, sexual harassment, and sexual violence, and serves as a privileged confidential resource for individuals

who want assistance from the College in handling their situation. The College's Campus Advocate and contact information is:

Campus Advocate

Phone: (719) 227-8101

Email: campusadvocate@coloradocollege.edu

Office: 223 Yalich Student Services Center

Hours of availability: 9 a.m. - 5 p.m.

The Campus Advocate can explain your options in clear terms and help you in the decision-making process, including whether or not to report to the police or campus safety—which is your decision. The Campus Advocate can assist with the reporting of an incident to the police if an individual needs support or assistance in doing so. The Campus Advocate can also assist in the reporting of an incident to the College if requested to do so. The Campus Advocate also can arrange for transportation to a local hospital for a forensic examination by a trained professional, if desired, and the Campus Advocate can accompany a student, faculty member, or staff member to the hospital. The Campus Advocate may coordinate the effective implementation of supportive measures for students and employees who are impacted by sexual misconduct even if the party chooses not to file a report of sexual harassment to be resolved in accordance with the procedure of this Policy or the Title IX Procedures.

c. Student Health and Counseling Center: Students may contact the Student Health Center, which can be reached at x6384 or (719) 389-6384. Medical providers are available to assist you in a confidential manner with your medical and emotional needs. The CC Counseling Center can be reached at (719) 297 7233. Counselors and psychotherapy specialists are available to assist you in a confidential manner with your emotional needs. After hours and on weekends: you may call the Counseling Center number and press 1 to leave a non-urgent message; or press 2 to be immediately connected to a licensed counselor.

d. Chaplains: Anyone may contact a College chaplain. The chaplains can be reached at x6638 or (719) 389-6638. The chaplains can assist with emotional and spiritual needs.

e. Employee Assistance Program (EAP): Staff and faculty may access the EAP which provides counseling services for employees. They can be reached at Penrose-St. Francis, The Center for Behavioral Health at (719) 634-1825 or 800-645-6571.

3. Other Confidential Resources

Non-privileged Confidential Resources: There are other confidential resources available for information and support. They are not required by the College to disclose what you tell them or report prohibited conduct under this Policy unless: you authorize or request that they do so; there is an imminent risk of serious harm; or they are otherwise required by law to disclose or report what you tell them. These resources are not referred to as “privileged” confidential resources as there is no legal privilege that applies to them; therefore, it is possible that a resource considered “confidential” by the College could be required by a Court or by law to disclose what you tell them in a criminal or a civil proceeding. These confidential resources are as follows:

a. College Ombudsperson: Staff and faculty may contact the College Ombudsperson. She can be reached by phone at (719) 389-6110 or by email at tnagamatsu@coloradocollege.edu. Her office is located at 210 E Dale Street.

b. Gender and Identity Development Specialist: Students may contact the College's Gender and Identity Development Specialist at extension 6198 or (719) 389-6198. Their email is ngough@coloradocollege.edu and their office is Worner Campus Center 205A.

c. Student Title IX Assistance and Resource Team (START) is a student-run organization that functions under the supervision of the Sexual Assault Response and Support Office. START members are trained to provide resources and information for students regarding Title IX at the College. They also provide information about other resources available on and off campus related to Title IX issues. Students may schedule an appointment by emailing START@ColoradoCollege.edu.

4. Requests for Confidentiality: There is further information about confidentiality below in Section III.F., including what happens if you report an incident to someone other than a privileged confidential resource or a confidential resource, or you request that your name not be disclosed to the responding party.

C. Filing a Report Alleging Conduct Prohibited by this Policy

1. Filing a Report: The College welcomes reports of prohibited conduct at any time, in our attempt to maintain a safe and productive educational community. If you want the College to investigate and remedy the allegations of prohibited conduct, then you can file an incident report by using the online reporting system, which is found here: <https://coloradocollege.i-sight.com/portal>

You can also call, email, or visit the Title IX Coordinator or Deputy Title IX Coordinator as follows:

Title IX Coordinator

AVP for Civil Rights and Title IX Coordinator

Phone: (719) 389-6881

Email: djensen2023@coloradocollege.edu

Office: 214 E. Dale St. Unit 210

Deputy Title IX Coordinator

Assistant Director for Civil Rights and Deputy Title IX Coordinator

Phone: (719) 389-6886

Email: jisringhausen@coloradocollege.edu

Office: 214 E. Dale St. Unit 210

2. Alleged Conduct by Title IX Coordinator or Deputy Title IX Coordinator:

If you wish to report an incident that involves alleged misconduct by the Title IX Coordinator or the Deputy Title IX Coordinator, you may report such alleged incident to the Vice President for Student Life/Dean of Students, the Senior Vice President for Finance and Administration, or the President of the College, and they will determine the

appropriate individual to oversee the investigation and handling of the reported incident in accordance with this Policy.

D. Individuals with Reporting Responsibilities

1. Responsible Employees: The Title IX Coordinator and Deputy Title IX Coordinator are responsible for the College's response to discrimination, harassment, and retaliation reports and complaints, and other duties and responsibilities as required by law; shall receive reports of possible incidents of discrimination, harassment or sexual misconduct; and shall oversee the appropriate resolution procedures.

2. Mandatory Reporters: All employees of the College, with the exception of confidential resources as defined above, are mandatory reporters. Examples of mandatory reporters include but are not limited to faculty, extracurricular advisors, coaches, full or part-time staff, paraprofessionals, RAs, and Campus Safety Officers. Contractors and volunteers of the College are also encouraged to comply with reporting obligations.

3. Prompt Reports by Mandatory Reporters: Mandatory reporters must promptly notify the Title IX Coordinator or Deputy Title IX Coordinator of all known details related to a possible incident of discrimination, harassment, or sexual misconduct that is reported to them directly, indirectly, or through a third party, or that they may have observed. Mandatory reporters must report such information regardless of where the incident occurred. If an employee has a question about whether to report conduct, they should err on the side of caution and confer with the Title IX Coordinator or Deputy Title IX Coordinator.

4. Disclosure to Reporting Party: Mandatory reporters should make every effort to ensure that the reporting party understands: (1) the mandatory reporter's reporting obligation and (2) the confidential and supportive resources available to the reporting party.

5. Limited Duty: Employees with reporting obligations under this Policy may not have the authority to institute corrective measures on behalf of the College and thus are distinct from "officials with authority" as such term is defined in the Title IX Procedures, but such employees are still responsible for notifying the Title IX Coordinator or Deputy Title IX Coordinator of a possible incident of sexual misconduct that is reported to them directly, indirectly, or through a third party, or that they may have observed. An "official with authority," as elaborated in the Title IX Procedures are the following designated individuals:

- Vice President for Student Life / Dean of Students;
- Dean of the Faculty; and
- Senior Vice President of Finance and Administration

E. Other Reporters: While only mandatory reporters are required to report all incidents of discrimination and harassment to the Title IX Coordinator or Deputy Title IX Coordinator, all other members of our community (including students) are encouraged to report such incidents as well.

F. Mandatory Procedures: Reports of sexual misconduct that may constitute Title IX Sexual Harassment may trigger the College's obligation to remedy the allegations in

accordance with the Title IX Procedures regardless of whether the reporting party is willing to proceed with such process.

G. Confidentiality of Reports

1. Reporting obligations of mandatory reporters: Title IX Coordinator, Deputy Title IX Coordinator, officials with authority, and mandatory reporters have an obligation to report alleged violations of this Policy and may not be able to honor a request for confidentiality.

2. Confidential resources for sexual misconduct: The employees listed in Section B.2. and B.3. are not required to report your identity to the College. They may serve as either a privileged confidential resource or a confidential resource. You can talk with any of these resources before, during, or after deciding to go through the informal resolution process or formal resolution process.

3. Requesting confidentiality from non-confidential resources :

If a reporting party requests confidentiality (or requests to forego a formal resolution process) from someone other than a confidential resource, the College will assess such request in accordance with Title VII, Title IX, and any other applicable law.

The College will evaluate whether it can honor such a request while still providing a safe and nondiscriminatory environment for the College community. The College may elect to take all reasonable steps to investigate and respond to the allegations, including to prevent the recurrence of the conduct and to limit the effects of the conduct on the reporting party consistent with the request for confidentiality.

If a reporting party insists that their name or other identifiable information not be disclosed to the responding party and the College agrees to such request, the College's ability to respond to the incident may be limited.

4. Clery Act Crime Reporting: The College is required by the Clery Act to report, without personally identifying information, the occurrence of various crimes, including certain sex offenses covered by this Policy. More information about the Clery Act can be found on the College's website.

H. Immunity for Students – Reporting Certain Violations when Drugs and Alcohol are Involved: The College encourages students who may be the subject of an alleged violation of this Policy or witnesses to a violation to report incidents of alleged sexual harassment or sexual violence, including when drugs and alcohol are involved and such students are concerned about whether, by reporting the incident/concern, they will face disciplinary action based on their use of drugs or alcohol. The College may provide a reprieve from disciplinary actions for students who exhibit responsible and proactive behavior in reporting alleged sexual harassment or sexual violence or acting as a witness during the informal or formal resolution procedures of an alleged violation of this Policy, when such students were under the influence of drugs or alcohol during the incident. Additionally, if the College is investigating cases of sexual misconduct that occurs while the parties are under the influence of alcohol or drugs, the College will not also pursue alcohol and/or drug charges against the responding party except in cases where it is alleged that the responding party provided excessive drugs or alcohol with the intent to engage in sexual activity while the subject of the alleged violation was incapacitated.

V. THE COLLEGE'S RESPONSE TO REPORTS OF PROHIBITED CONDUCT

A. Review of Report by Title IX Coordinator or Deputy Title IX Coordinator: Upon receipt of a report alleging a violation of this Policy, the Title IX Coordinator or Deputy Title IX Coordinator will then determine the appropriate action to take. You will be contacted to determine if you would like to explore informal resolution options or file a formal complaint or otherwise participate in an investigation.

1. Initiation of the Procedures of this Policy: The filing of a report and request for remedy from a reporting party may initiate the procedures of this Policy. If the reporting party chooses not to seek remedy in accordance with this Policy, then, at the discretion of the Title IX Coordinator, the College may remedy the alleged prohibited conduct in accordance with this Policy or other College policies or standards of conduct.

2. Filing of a Title IX Formal Complaint: If a report contains allegations of sexual misconduct that may constitute Title IX Sexual Harassment, a reporting party who was the subject of the alleged violation may file a formal complaint triggering the Title IX Procedures or the Title IX Coordinator may sign a formal complaint on behalf of the subject of the alleged violation. All formal complaints alleging Title IX Sexual Harassment will be remedied in accordance with the Title IX Procedures.

3. Consolidating Reports: If multiple complaints or reports are received involving some of the same involved parties or arising out of the same facts or circumstances, the College will determine whether such complaints or reports should be investigated together or separately.

4. Allegations Bifurcated from Formal Complaints Processed Under Title IX Procedures: If the Title IX Coordinator has determined it is necessary or advisable to bifurcate discrimination or harassment allegations in a formal complaint processed under the Title IX Procedures, then such allegations will be resolved in accordance with the procedures of this Policy. Notwithstanding the foregoing, the individual investigator selected in a Title IX Sexual Harassment Grievance Process may investigate all allegations concurrently so long as the investigative report applies the appropriate process, definitions, and standards for collecting and evaluating evidence for each type of alleged discrimination or harassment.

B. Interim Measures

1. Purpose and Scope: Interim measures are accommodations or remedies necessary and appropriate to prevent further discrimination, harassment, sexual misconduct, and retaliation and/or to protect an individual's safety, physical and mental wellbeing, and rights. The College may offer interim measures to individuals involved in the enforcement of this Policy, including the reporting party, the responding party, and any witnesses. Individuals are also welcome to request interim measures but the College has sole discretion on whether and what type of interim measures to implement.

2. Types of Interim Measures: Interim measures include, but are not limited to:

a. Safety accommodations, which may include reporting to local police, or obtaining protection orders from a Court. **If safety is an immediate concern, you are encouraged to contact Campus Safety or the Colorado Springs Police Department. See Section IV.B.1.**

- b. Modifying living arrangements, class schedules, extracurricular activities, or working arrangements;
- c. Ordering the reporting and responding parties to have no contact with each other and/or other third parties;
- d. Imposing action such as suspension;
- e. temporarily removing a responding party (or counter-responding party) from campus;
- f. providing support services, including academic support, counseling, disability services, and health and mental health services; or
- g. offering targeted education related to the incident.

3. Implementation and Modification

- a. The College may implement interim measures at any time after receiving a report of a violation of this Policy.
- b. Interim measures that impose on a responding party will not be implemented unless or until a threat assessment team has convened and determined that there is an immediate threat.
- c. The College may modify, supplement or remove interim measures previously imposed at a time based on changed circumstances of the parties and the procedures invoked by this Policy.
- d. A party will have an opportunity to respond to a proposed interim measure, unless (1) the interim measure does not meaningfully affect the other party; (2) providing an opportunity to respond threatens the safety of the College community; or (3) the College has sufficient information to warrant the immediate implementation of the interim measure.

4. Additional Support and Assistance for Reporting Parties: The Title IX Coordinator, the Deputy Title IX Coordinator, or the Campus Advocate may provide reporting parties with referral information as needed (whether or not there is a formal complaint) to access on- and off-campus services, including but not limited to counseling, academic assistance, housing, health services, mental health services, victim advocacy, legal assistance, visa and immigration services, assessments for no contact orders, and/or forensic sexual assault nurse examiner exams.

C. Other Violations : If a report regarding a student also alleges violations of the Student Honor and Community Standards Policies and Procedures or other College policies, those allegations may be investigated separately or may be resolved within the process articulated in this Policy, in the College’s sole discretion.

D. Available Resolution Processes : Generally, a report alleging a violation of this Policy will be resolved either through an “Informal Resolution Process” or a “Formal Resolution Process”.

1. Inquiry Only: After the receipt of a report alleging a violation of this policy, a reporting party may meet with the Title IX Coordinator or Deputy Title IX Coordinator to inquire about and receive supportive measures from the College without requiring any additional process of the report in accordance with this Policy.

2. Informal Resolution Process: An informal resolution process may be pursued, if the involved parties are interested in, and agree to participate. The informal resolution process is voluntary and may be stopped at any time by any involved party. If an informal resolution process is not pursued, a formal investigation and resolution process will be followed. For more information on this process, see the “Informal Resolution Process” below.

3. Formal Resolution Process: The formal resolution process involves an investigation and adjudication as described in “Formal Investigation and Resolution Process” below.

E. Continuation of Procedures Despite Change of Status : Once the procedures of this Policy have been initiated, the report will be investigated and/or otherwise resolved in a manner deemed appropriate by the College, even if the reporting party, the subject of the alleged violation (if not the reporting party), or the responding party leaves the College; *provided, however*, that the College may decide to resolve a case differently if the responding party leaves the College.

VI. RESOLUTION PROCEDURES OF REPORTS OF PROHIBITED CONDUCT OTHER THAN TITLE IX SEXUAL HARASSMENT

A. Supportive Measures: A reporting party may seek supportive measures from the College without requiring an investigation or resolution process. Such request shall be made to the Title IX Coordinator or Deputy Title IX Coordinator at the time of the filing of the report or initial meeting with the Title IX Coordinator or Deputy Title IX Coordinator.

B. Informal Resolution Process:

1. Initiation: Once a complaint is made or an incident has otherwise been reported, the informal resolution procedures may be pursued, if the involved parties are interested, and agree to participate in an informal resolution procedure. The parties may also contact the Title IX Coordinator or a Deputy Title IX Coordinator, the privileged confidential resources, or the confidential resources to explore pursuing informal resolution processes. The informal resolution procedures may be stopped at any time by any involved party. If informal resolution procedures are not pursued, the formal procedures will be followed.

2. Terms of Participation:

a. As the informal resolution process will not result in a final determination of responsibility, the College will offer an informal resolution process on a case-by-case basis. The informal resolution process may not be appropriate to resolve some allegations of discrimination, harassment, sexual misconduct that does not constitute Title IX Sexual Harassment, or retaliation. The informal resolution process may also not be appropriate when the incident reported is sufficiently serious to require immediate interim measures or emergency removal, if the allegations are subject to the Title IX Procedures, if resolution through the formal resolution procedures is required by law, or when the college has received prior reports of a similar nature involving the same individual.

b. In the College’s sole discretion, the parties can enter the informal resolution process at any time prior to proceeding with or while in pursuit of the formal resolution process.

c. After a report or complaint has been made but before parties agree to participate in the informal process, the College will fully disclose the allegations and the parties' option to proceed with the Formal Resolution Process.

d. Informal resolutions may be documented in writing by the College.

3. Confidentiality: All aspects of the informal resolution procedures will remain confidential to the extent possible; however, the College cannot guarantee confidentiality in cases where such protection allows the behavior to continue, such that future harm is possible, or the College otherwise has an obligation to address the behavior or disclose it on a need-to-know basis.

4. Types of Informal Resolution Processes:

a. Facilitated Communication: The Title IX Coordinator, Deputy Title IX Coordinator, privileged confidential resources, confidential resources or other designated officials may facilitate communication with the responding party where the reporting party should not communicate directly with the responding party.

b. Facilitated Resolution: The Title IX Coordinator, Deputy Title IX Coordinator, privileged confidential resources, confidential resources or other designated officials may facilitate resolution for the reporting party.

c. Mediation: The reporting party and the responding party may discuss and attempt to resolve the matter informally with the assistance of a person the College designates as the mediator.

d. Other Processes: There may be other available informal resolution procedures. For example, a restorative justice approach may be used as an approach to address a complaint or report of prohibited conduct under this Policy.

5. Withdrawing from the Informal Resolution Process: The reporting party or the responding party may at any time—prior to reaching a resolution—end the informal resolution process and pursue the formal resolution procedures (described below).

C. Formal Resolution Process

1. Timeframe:

The College aims to promptly complete the formal resolution process. Generally, the College endeavors to complete the process within 60 days from the date a report is received. The reporting party and responding party will be kept apprised of the status and anticipated timeframes of the investigation. Stated timelines under the formal resolution process may be extended for good cause, including if the parties participate in an informal resolution procedure.

The timeframe for the appeal process is outside the 60-day timeframe, but any appeal will be conducted in a timely manner. Generally, the College will decide appeals within 15 days.

2. Receiving and Responding to Reports:

a. Written Notice:

(1) Initial Meeting Notice to Reporting Party: After the College receives a report, the College will notify the reporting party in writing within one business day, if possible,

informing the party that the report has been received and inviting the reporting party to meet with the Title IX Coordinator or Deputy Title IX Coordinator who will review with the reporting party the allegations as well as the available resolution processes and will offer supportive measures.

(2) Initial Meeting Notice to Responding Party: After the College has met with the reporting party and has initiated the resolution process provided in this Policy, the College will notify the responding party in writing, informing the responding party that a report has been received and inviting the party to meet with the Title IX Coordinator or Deputy Title IX Coordinator to review the allegations and the resolution processes. The responding party will also receive information on supportive measures.

(3) Initial Notice of Allegations: Following initial meetings with the parties, the Title IX Coordinator or Deputy Title IX Coordinator will provide written notice to both the reporting and responding parties that will include: (1) the factual allegations in the report, (2) the initial provisions of this Policy (and any other applicable policy) alleged to have been violated, and (3) the College's prohibition against retaliation. The scope of any investigation may expand from that which was initially described in the initial notice as new allegations arise out of the investigative process itself.

(4) The reporting party and the responding party are responsible for providing appropriate contact information to the College, if different than the contact information on file with the College.

b. Responding to the Allegations:

The responding party has the option to respond in writing to the notice of allegations and/or file a counter-report within 7 calendar days of receiving the notice of allegations. If a counter-report is filed by a responding party (also referred to as the counter-reporting party), the original reporting party (also referred to as the counter-responding party) will be notified in writing of the counter-report and will have 7 calendar days to respond in writing to the counter-report.

If no response is received, the formal resolution procedures will still move forward, unless the reporting and responding parties have decided to participate in an informal resolution process (as described above).

c. Prohibition on Bad Faith Reports:

Any report or counter-report that is filed in bad faith (*i.e.*, that lacks any reasonable basis and is intended to harass, embarrass or delay the other party) may be found to be retaliation against the reporting party, and may constitute a separate violation of this Policy.

If the investigator finds that a report or counter-report was brought in bad faith and that the allegations of misconduct were fabricated or malicious, they may recommend that the College impose sanctions on the reporting party or counter-reporting party. However, allegations of Policy violations cannot always be substantiated, and lack of corroborative evidence does not equate to bad faith on the part of the reporting party or the counter-reporting party.

3. Investigation Procedures:

a. Selecting an Investigator:

(1) The Title IX Coordinator or Deputy Title IX Coordinator will choose one or two impartial investigators from a list of trained faculty and staff or an external investigator to investigate the report.

(2) Unless the investigation is outsourced, for cases involving allegations asserted against staff members, at least one investigator will be a College staff member and for cases involving allegations asserted against faculty, at least one investigator will be a faculty member.

(3) For cases involving allegations asserted against the Title IX Coordinator or Deputy Title IX Coordinator, an appropriate investigator or investigators to investigate the report will be appointed by the Vice President for Student Life/Dean of Students, the Senior Vice President for Finance and Administration, or the President.

(4) For cases involving allegations regarding the President, the Senior Vice President for Finance and Administration, the Vice President for Student Life/ Dean of Students, or the Dean of the College, the Title IX Coordinator will contact the Executive Committee of the Board of Trustees. The Executive Committee will appoint an appropriate investigator or investigators to investigate the report.

(5) The College may, at its discretion, utilize external, trained investigators. Cases in which an external investigator may be used include, but are not limited to, cases in which there is a pending complaint or case filed with an external agency or court and cases which are complex.

b. Objecting to Investigators:

The name(s) of the investigator(s) will be disclosed to the reporting party and the responding party. If either party has objections to an investigator (for example, a party does not believe that the named investigator can be impartial), they must notify the Title IX Coordinator or Deputy Title IX Coordinator of their objection in writing within three (3) business days of being advised of the names of the investigators.

The College retains sole discretion on whether to replace any investigator originally chosen. If at any time during the subsequent investigation, the reporting party or responding party has concerns about the formal resolution process, they should contact the College's Title IX Coordinator or Deputy Title IX Coordinator to discuss their concern.

c. Participating in the Investigation:

A party may choose whether to participate in the investigation. However, a party may not dictate the timing of their participation, may not delay their participation, or otherwise attempt to participate at the end of the process when the investigation is otherwise completed. If a party has been given a full and fair opportunity to participate in a timely manner, the Title IX Coordinator and the assigned investigator(s) may inform them that they may no longer participate.

In some cases, the College may end an investigation due to the lack of participation. Nevertheless, the College will comply with applicable law and take any remedial measures that are necessary in light of the circumstances.

The College prohibits anyone from knowingly making false statements or submitting false information during this grievance process. Such behavior may be found to be

retaliation against the reporting party or constitute a separate violation of this Policy or other policies of the College for which the College may impose sanctions.

d. Right to an Advisor of Choice:

(1) Type of Advisor: The reporting party or responding party may have an advisor of their choice, who may be an attorney, to assist them throughout the formal or informal resolution process of reports initiated under the procedures of this Policy. The College can also provide the parties a trained process advisor.

(2) Limitations on Type of Advisor: A party alleged of violating College policies cannot serve as an advisor of choice to another party in the same matter. The parties cannot be advisors to each other.

(3) Role of the Advisor: The advisor is available to offer the parties support and information only and cannot actively participate in the investigation and adjudication process. The advisor may attend interviews or proceedings, but they may not speak, actively participate, disrupt or delay the proceedings. Advisors can communicate with the Title IX Coordinator and Deputy Title IX Coordinator but cannot communicate orally or in writing with the investigators or any other College official involved in the investigation and adjudication process.

(4) Limitations on the Actions of Advisors of Choice: Advisors of choice may not:

- Serve as a witness for a party; or
- Actively participate, directly address an investigator, decisionmaker or appellate decisionmaker or advocate on behalf of the student in any meetings or proceedings. Instead, a party may request a break during any meeting in order to consult with their advisor of choice.

(5) Removal of Advisors of Choice from Future Process: Any advisor of choice who is verbally abusive, disruptive to the process, or persists in trying to inappropriately and substantively participate in the process may be warned that their behavior is inappropriate and, if such behavior thereafter continues, such advisor of choice may be removed from the process and barred from future meetings and proceedings.

(6) Availability of Advisor of Choice for Scheduled Meetings: Without good cause, meetings will not be rescheduled due to a scheduling conflict of an advisor of choice; therefore, any party should select as their advisor of choice someone who will be available at the time and date of their meeting.

e. Confidentiality:

Confidentiality of the formal resolution procedures will be strictly observed, insofar as it does not interfere with the College's (1) obligation to investigate reports or complaints appropriately, (2) ability to take necessary remedial action, or (3) ability to advise or report on a need-to-know basis. See Policy on Disciplinary Records and Reports of Sexual Harassment.

The College prohibits disseminating information or materials to persons not involved in the formal resolution procedures unless on a need-to-know basis or required by law.

4. Investigating Reports and Complaints

a. Gathering Evidence from the Parties

Once chosen, the investigator(s) will review the report or complaint as well as the response to the report or complaint and then conduct an adequate, reliable and impartial investigation into the allegations, including conducting interviews with the involved parties, obtaining and evaluating available relevant evidence, and gathering the names of potential witnesses and interviewing them. The parties may provide information to the investigator(s), including documents and the names of potential witnesses. Upon completion of all interviews, investigators will share their interview notes with the parties to ensure that such notes are accurate before preparing the investigative report.

b. Interviewing Witnesses

The investigator(s) may contact other witnesses. Interviews will only be conducted of witnesses with knowledge of the facts surrounding the alleged incident(s). The investigator(s) will not interview, and the College will not consider, witnesses who are presented solely for purposes of supporting or criticizing a person's character or reputation. The number of witnesses interviewed in each case will vary depending on the facts; however, if a party offers more than ten witnesses, the investigators will strive to interview five or may request from the party a statement of relevance for each witness. The reporting party and responding party will be kept apprised of the status and anticipated timeframes of the investigation.

c. Creating the Investigative Report:

(1) Once the investigator(s) completes the investigation, the investigator(s) will prepare a document summarizing the pertinent facts.

(2) The summary, along with the statements provided by the reporting party and the responding party, will be separately shared with both parties. Each party may respond to the evidence and provide any additional evidence to the investigator(s) within the timeframe provided.

(3) The investigator(s) will then decide whether additional interviews or other fact-gathering is necessary before preparing their final written report. If any additional information is added to the investigation after the reporting and responding parties have responded to the evidence, the additional information will be shared with the parties before the investigation is completed.

(4) The final written report will include factual findings and recommended outcome as to whether the responding party/counter-responding party is responsible for violating this Policy or any other related Policy. The report may address the credibility of the parties and witnesses and will address how any credibility issues were resolved, if necessary.

(5) The written report will be submitted to:

- The Title IX Coordinator;
- The Deputy Title IX Coordinator; and
- The appropriate decisionmaker.

5. Resolving the Report :

a. Decisionmaker: The individuals assigned to perform the responsibilities of the decisionmaker are:

(1) The Vice President for Student Life / Dean of Students for reports asserted against students.

(2) The Vice President of People and Workplace Culture for reports asserted against staff.

(3) The Dean of the Faculty for reports asserted against faculty.

b. Reviewing the Investigative Report

(1) The appropriate decisionmaker will review the investigative report and any evidence presented with the report and decide whether a violation of Policy occurred. The standard of proof used to determine whether a violation of Policy has occurred is a “preponderance of the evidence” meaning that the evidence shows that it is more likely than not, or more than a 50% likelihood, that the individual is responsible for the violation.

(2) If the decisionmaker finds that the responding/counter-responding party violated this Policy or another related Policy, then they will impose one or more sanctions if one or more violations of Policy have been found.

c. Factors in Determining Sanctions: In determining sanctions, the decisionmaker may consider various factors, including but not limited to the following:

(1) The nature and severity of the conduct, including whether the conduct involved a single incident or repeated acts;

(2) The impact of the conduct on the reporting party (or counter-reporting party), other individuals and/or the community;

(3) The individual’s conduct history;

(4) How the College has sanctioned similar incidents in the past;

(5) Whether the responding party (or counter-responding party) has accepted responsibility and shown a willingness to modify behavior and repair harms caused; and

(6) Any mitigating or aggravating circumstances with respect to either party.

d. Possible Student Sanctions:

(1) The decisionmaker may impose sanctions, including disciplinary sanctions pursuant to the Student Community Standards and Conduct Procedures, up to and including dismissal, on a student or group of students who violated this Policy. Sanctions may fall into one of three categories:

- **Primary Sanctions:** Sanctions that require no action on the student's behalf but may affect their status with the college or limit their opportunities and privileges on and off campus, including but not limited to hosting, room selection, ability to maintain certain leadership roles, and ability to attend study abroad/courses taught off-campus.

- **Secondary Sanctions:** Sanctions that are designed to engage students in education, development, and/or self-reflection, or which are meant to repair harm or rebuild community trust.

- **Group Sanctions:** Sanctions imposed on a student organization that may impact the group's ability to function on campus as normal.

(2) The following are types of sanctions:

- **Deferred Sanction:** A sanction of suspension or dismissal may be deferred pending a student's successful completion of conditions imposed by the Vice President for Student Life/Dean of Students; these conditions may include other sanctions.
- **Disciplinary Probation:** A formal notice that any additional findings of responsibility will likely result in suspension or dismissal from the College.
- **Dismissal:** Permanent exclusion from the College, its premises, and all of its activities.
- **Educational Sanctions:** Required attendance at an event or interview that is relevant to a specific topic. This is often accompanied by a reflection/research paper. Participating and completing relevant educational programs or training and paying the cost of such programs.
- **Fine:** A monetary sanction issued in the form of a charge to a student account or a deduction from the Housing & Conferences housing damage deposit.
- **Housing Restriction:** Official notice from the College that any additional findings of responsibility will likely result in relocation to a different (usually more supervised) residential community. Students sharing a room/apartment are responsible for the activities in that space and thus all students sharing a room/apartment may be placed on housing restriction, regardless of who was present at the time of an incident.
- **Official Conversation:** **A documented conversation with a College official.**
- **Official Warning:** A written notice from the College that the conduct is unacceptable.
- **Persona Non-Grata:** Prohibiting entry on campus (or at specific places on campus) and/or at College-related events, for a specific amount of time or indefinitely.
- **Professional Assessment:** A student may be required to attend an assessment with a counselor or other appropriate professional to assess if further action by the College is warranted. The sanctioned student will be responsible for the cost of the assessment. If assessment results indicate a need for further action or follow-up, the College may encourage the student to take those actions. Students not facing conduct sanctions may still be required to participate in an assessment if there are concerns for student well-being.
- **Reflection/Research Papers:** A document requiring critical analysis and articulation of a specified topic.
- **Restitution:** A monetary or service sanction required to pay for the cost of repairing or replacing physical damage or any other cost incurred as a result of the student's conduct.
- **Roommate Agreement:** A mutually agreed upon written contract that students sharing a living space create and agree to uphold.
- **Room Change:** Relocation to a different (usually more supervised) residential community.
- **Suspension:** Exclusion from the College with the opportunity to rejoin after a designated time period. During a suspension, the student generally cannot participate in any College activities such as academic coursework, student employment, student activities, or College events. The student cannot be on College property for the duration

of a suspension and will receive no financial refunds. Return to campus may be contingent upon completing specified requirements. Students who are suspended generally may not take classes at other institutions for credit. In rare cases, the Dean of the College, or their designee, may make an exception.

(3) The following additional sanctions may be imposed on a group of students:

- **Disciplinary Probation:** A formal written notice that any additional conduct violations could result in the suspension of the student group's status.
- **Social Probation:** Limiting the student group's social activities including, but not limited to, limitations on living units, Greek chapters, and student organizations.
- **Suspension of Status:** Suspending recognition, registration, or chartering of a student group.

(4) Student Withdrawal During an Investigation: If a responding party (or a counter-responding party) decides to voluntarily withdraw from the College during a pending investigation or adjudication process, the student's record may reflect that the student withdrew during a pending investigation into prohibited conduct. Whether the student is eligible for re-admission or is allowed on campus thereafter depends on how the report is processed after the student's withdrawal, including whether the student participates in the investigation and is found responsible for one or more Policy violations. If a responding party withdraws, the College will continue the investigation and determine whether to offer remedial measures to the reporting or counter-reporting party. The College reserves sole discretion to determine how to proceed when the reporting party or both parties withdraw from the College or otherwise leaves the College while a case is still open.

e. Continuing Effects: Even after a sanction is served, a reporting party may feel continuing effects of the incident. The College retains discretion to address continuing effects by instituting reasonable supportive measures.

f. Possible Employee Sanctions:

(1) At the College's sole discretion, after following any applicable policies and procedures, appropriate sanctions may be imposed on faculty and staff including, but not limited to, the following:

- Verbal Warning
- Written Warning
- Performance Improvement Plan
- Suspension
- Termination

(2) Employee Departing During an Investigation: If an employee who is a responding party (or a counter-responding party) decides to resign or otherwise leaves the College during a pending investigation, the employee's personnel record may reflect that the employee withdrew during a pending investigation into prohibited conduct. Whether the employee is eligible for re-hire or is allowed on campus thereafter depends on how the report or complaint is processed after the employee's departure. The College may continue the investigation, and it reserves sole discretion to determine

how to proceed when either party leaves the College while a case is still open, including whether to take any remedial measures against the reporting or counter-reporting party.

g. Written Decision: The responding party and reporting party will be notified of the final decision in writing. The notice will be in sufficient detail to enable the parties to understand the outcome and to decide whether to appeal.

h. Remedial Measures: The College will take any remedial measures that are necessary to remedy the effects of any discrimination, harassment, sexual misconduct, or retaliation, including cases where a responding party is a visitor or other third party, over whom the College has at least limited authority. If the College does not have the jurisdiction to take action against an alleged responding party, the College may still provide remedial or interim measures to the reporting party and/or other affected parties.

VII. APPEAL PROCESS OF DETERMINATIONS RESOLVING NON-TITLE IX SEXUAL HARASSMENT COMPLAINTS

A. Grounds for Appeal

After a formal investigation and resolution process is completed, either party may file an appeal of the final determination of responsibility for violation of this Policy only under the following circumstances:

- 1. New and Relevant Evidence:** New and relevant evidence that was not reasonably available at the time the decision was made could alter the outcome.
- 2. Failure of Investigative or Decision-Making Process:** Allegations that an investigator or decisionmaker deviated from the Policy in a way that substantially altered the outcome of the case.
- 3. Bias in Investigative or Decision-Making Process:** Evidence that an investigator or decisionmaker was biased or had a conflict of interest, and such bias or conflict of interest affected the outcome of the case.

B. Appeal Procedure

- 1. Submitting an Appeal:** If either party wishes to appeal, they must submit an appeal in writing on the College-provided form (available through this link) to the Title IX Coordinator within seven calendar days of receiving the decisionmaker's written decision (not including the date of receipt) outlining the basis for the appeal. Each party is limited to submitting one appeal per case.
- 2. Suspending Sanctions:** Sanctions will be suspended pending the outcome of the appeal. All sanctions will take effect upon the expiration of the deadline for an appeal or the issuance of the final decision by the appellate decisionmaker.
- 3. Decisionmakers on Appeal:** The following individuals or their respective designees will be the designated "decisionmaker on appeal":

Appeals by students will be decided by the Vice President for People and Workplace Culture.

Appeals by faculty will be decided by a member of the President's Office.

Appeals by staff will be decided by the Vice President for Student Life/Dean of Students.

4. Dismissing Groundless Appeals: The appellate decisionmaker may, after reviewing the appeal, deny the appeal without further process if the appeal is groundless—i.e., the appeal is not based on the grounds specified above. In such a case, both parties will be notified of the decision, and the party who did not submit the appeal will be provided a copy of the appeal, but they will not need to provide any response.

5. Non-Appealing Party's Response: If an appeal is not denied without further process, the non-appealing party will receive a copy of the appeal and must respond to the appeal within the designated time period.

6. Reviewing the Appeal: The appellate decisionmaker may decide the appeal themselves or designate three individuals to sit as an Appeal Panel to review the appeal and make a recommendation on its outcome. The College retains sole discretion to decide whether to appoint an Appeal Panel.

The appellate decisionmaker or Appeal Panel will review the appeal materials and may interview the investigator(s) or any other person that participated in the investigation and decision-making process.

7. Reaching a Final Decision: If an Appeal Panel has been appointed, it will make a recommendation on the outcome to the appellate decisionmaker. The appellate decisionmaker will make a final decision on the appeal and is not bound by the recommendation of any Appeal Panel. The decision may include, but is not limited to:

a. The original decision may be upheld, modified or reversed (which includes the possibility that different or additional sanctions may be imposed);

b. The case may be referred to the same or different investigator(s) for additional investigation; or

c. The case may be referred for some other appropriate resolution.

8. Final Decision on Appeal: The College will send a written notice to both parties of the decision on appeal. No further appeal process is available.

C. Post-Decision Follow-Up

1. Monitoring: If, as a result of these procedures, a party is found responsible for a violation of this Policy, then the Title IX Coordinator or the applicable Deputy Title IX Coordinator will periodically follow-up with both parties, as necessary but at least through the applicable sanction period, to ensure that the prohibited conduct has ceased, no acts of retaliation have occurred, and otherwise to address any issue that may arise.

2. Continuing Effects: Even after a sanction is served, a reporting party may feel continuing effects of the incident. The College retains the discretion to address continuing effects by instituting reasonable supportive measures.

VIII. MISCELLANEOUS

A. Education and Training of College Community: In addition to their other duties and responsibilities under this Policy, the Title IX Sexual Harassment Grievance Process, and applicable law, the College's Title IX Coordinator and the Deputy Title IX Coordinator have the responsibility of educating students, faculty, and staff regarding this Policy, and the nature and negative consequences of discrimination,

harassment, and retaliation. Their responsibilities also include: conducting workshops for students, faculty, and staff; training members of the College community involved in the enforcement of this Policy, including investigators, Appeal Panel members, and others to ensure that they understand the Policy, applicable law, and their obligations in enforcing this Policy; and training students, faculty, and staff about how to identify and report alleged discrimination, harassment, and retaliation, and active bystander intervention techniques, to include watching out for the safety and well-being of College community members.

B. *Recordkeeping and Reporting:* With respect to records created and maintained in response to a report received by the College alleging a violation of this Policy, the College will comply with all recordkeeping obligations required by applicable law as specified in the Records Policy: Retention and Disposition of Records and the Policy on Disciplinary Records and Sexual Harassment Investigations.

C. *Confidentiality:* The College will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of this Policy—i.e., 34 CFR part 106.

D. *Allegations Related to Academic Freedom:* If allegations are made about faculty conduct in the classroom and in other academic contexts that may implicate academic freedom, the Title IX Coordinator may consult with the Dean of the College and/or the Dean of the Faculty regarding any issues of academic freedom.

E. *Disability Accommodation* : If you need an accommodation based on a disability, you should contact Accessibility Resources (located at Armstrong Hall, Room 211, 719/227-8285), the ADA/504 Coordinator, or the Director of Human Resources (if you are a faculty or staff member).

F. *Religious Accommodation* : If you need an accommodation based on your religion, you should contact the Office of Student Life if you are a student, or the Director of Human Resources if you are a faculty or staff member.

G. *Filing with External Agencies:* You may be able to file a complaint with the Colorado Civil Rights Division, the U.S. Equal Opportunity Commission, or the U.S. Department of Education's Office for Civil Rights. Information regarding filing a complaint with any of these agencies may be obtained from the Title IX Coordinator or Deputy Title IX Coordinator.

H. *Questions about this Policy:* If you have questions about the College's Nondiscrimination and Anti-Harassment Policy and Procedures, you should contact the Title IX Coordinator or a Deputy Title IX Coordinator or any of the advisors listed in the informal resolution procedures section of this Policy.

Definitions

See [Definitions](#) in Section 2 above.

Related Policies

- [Smudging and Pipe Ceremonies](#)
 - [Colorado College Notice of Non-Discrimination](#)
 - [Interim Title IX Sexual Harassment Grievance Procedures](#)
 - [Student, Staff, and Faculty Consensual Relationship Policy](#)
-

Privacy and Release of Student Education Records (FERPA)

Responsible party

Dean of the College

Last revision

August 2013

Approved by

The Cabinet

Approval date

August 2013

Effective date

August 2013

Last review

August 2013

Additional references

Family Educational Rights and Privacy Act of 1974; USA PATRIOT Act of 2001

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Authorities delegated and retained/administrative responsibility

The president of the college delegates administration of the FERPA policy to the dean of the college. The dean of the college will ensure that the college has procedures in place to ensure compliance with FERPA.

Annual notification

On an annual basis, the college will send a notice to enrolled students to explain student rights under FERPA.

Rights under FERPA

(a) Right to access

A student should submit a written request to the registrar of the college that identifies the record(s) the student wishes to inspect. In a timeframe not to exceed 45 days after receipt of the request, the registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

Students also have the right to:

- Be provided with a list of personal educational records, files, and documents maintained by Colorado College
- Obtain copies of records at the student's own expense
- Receive a response from the college to a reasonable request for explanation or interpretation of records

(b) Right to challenge record content

In the event a student believes that their education record is inaccurate, misleading, or otherwise in violation of the student's rights under FERPA, the student may request an amendment to the education record. The student initiates this process by making this request in writing to the registrar of the college. The request should clearly identify the part of the record the student wishes to amend along with the basis for the amendment.

If the college determines that an amendment is not warranted, the Registrar's Office will notify the student in writing of that decision. The registrar's communication to the student will also advise the student that they have a right to a hearing regarding the request for an amendment and include information on the college's hearing process.

(c) Right to provide written consent

A student has the right to provide written consent before the college discloses personally identifiable information (PII) from the student's education record except under certain circumstances. These include FERPA authorized disclosure and other federal authorizations, such as the USA PATRIOT Act.

FERPA-based exemptions from obtaining students' prior written consent

- School officials with legitimate educational interests

The college can disclose education records without a student's prior written consent to a school official (definition below).

- Officials of another school in which a student seeks or intends to enroll

Upon request, the college may disclose education records to the officials of another school in which a CC student seeks to enroll, intends to enroll, or is already enrolled. Colorado College states in its annual notification to students that it intends to forward records upon receipt of such requests.

- Personally identifiable information (PII) from students' education records

FERPA permits the disclosure of PII from students' education records without consent from the student under certain circumstances. The college may disclose PII from education records without obtaining prior written consent of the student in the following cases:

- (1) To other college officials, including professors within the college whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that certain conditions are met.
- (2) In connection with an audit or evaluation of federal education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- (3) In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- (4) To organizations conducting studies for, or on behalf of, the school, in order to: develop, validate, or administer predictive tests; administer student aid programs; or improve instructions.
- (5) To accrediting organizations to carry out their accrediting functions
- (6) To parents of an eligible student if the student is a dependent for IRS tax purposes
- (7) To comply with a judicial order or lawfully issued subpoena
- (8) To appropriate officials in connection with a health or safety emergency, subject to certain criteria
- (9) Information the college has designated as "directory information." At Colorado College, each residence hall room has been assigned a telephone number. At the beginning of the academic year, a temporary listing of students with on-campus telephone and room numbers will be made available to the campus. Later in the fall, the campus telephone directory is published with the following information: student's name, Worner Center mailbox number, local telephone number, campus or local address, and home address. If students do not want to be listed in the directory, they may fill out the appropriate form at registration.
- (10) To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to certain requirements. The disclosure will include only the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- (11) To the general public, the final results of a disciplinary proceeding, subject to certain requirements, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against them.
- (12) To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession or

alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is younger than 21.

(13) To companies that have been contracted by the college to manage a college operation. For example, the college contracts with a third party to manage the billing for student long-distance telephone service. These companies sign a contract stating that this information is confidential and will not be made public.

USA PATRIOT Act-based release without prior written consent

The Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT Act) allows the attorney general or the attorney general’s designee to collect education records in the college’s possession if those records are relevant to an authorized investigation related to an act of domestic or international terrorism. (USA PATRIOT Act Section 507).

Information about the college

According to federal regulations, all prospective and current students have a right to know specific information about the college they are considering or currently attending. The following chart lists topics of interest and the offices from which you can obtain information:

Topic	Source of information
General college information	Catalog of courses, Registrar’s Office, Admissions Office
Financial aid	Catalog of courses, Financial Aid Handbook, Financial Aid Office, Admissions Office
Refund policy	Catalog of courses, Financial Aid Handbook, Student Loans and Accounts Office, Financial Aid Office, Student Life Office
Graduation rates	Registrar’s Office, Office of Institutional Research
Drug and alcohol abuse prevention	Associate dean of students
Campus safety report	Associate dean of students
Athletics participation rates and gender	Athletics Department
Athletics financial support data	Athletics Department
Athletics revenue and expense information	Athletics Department

Filing a complaint

Students may contact the U.S. Department of Education concerning any alleged failure of Colorado College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202-5901

Procedures

None

Definitions**Education record:**

those records, files, documents, and other materials which (1) contain information directly related to the student; and (2) are maintained by the college or by a person acting on behalf of the college. The following are not education records:

- (1) Records of instructional, supervisory, and administrative personnel and educational personnel that are not accessible to anyone else other than a substitute
- (2) Records maintained by Campus Safety
- (3) Records made and maintained in the normal course of business by those employed by the college, as long as the records relate exclusively to that person's capacity as an employee and are not available for use for any other purpose than the normal course of business;
- (4) Records made, maintained and used related to the treatment of a student (18 years of age or older) by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional. These records are not available to anyone other than the persons providing the treatment except a physician or other appropriate professional of the student's choice.

Directory information:

includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent institution attended by the student.

Eligible student:

under FERPA, an eligible student is one who is 18 years of age or older or who attends a postsecondary institution.

School official:

a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law-enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may be a volunteer or contractor outside of the college who performs an institutional service or function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the college.

Registration & Course Enrollment Expectation Policy

Responsible party

Registrar

Last revision

August 2024

Approved by

Faculty Executive Committee

Approval date

July 2014

Effective date

July 2014

Last review

August 2024

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Course Enrollment

Students are required to register for and attempt a block course for each block of the fall and spring semesters. The majority of block courses take place over a one-block period (1-unit), however, there are also block course offerings that take place over a two-block period (2-units). Students can register for any combination of the two to total a minimum of 4 blocks attempted each semester. The only exception to this policy is if a student elects to take a single block off in a fall or spring semester or is approved for additional blocks off.

Term Check-In

Although most students have selected their courses prior to the beginning of the fall and spring terms, all students (new, continuing, transfers and readmits) must officially check-in at the beginning of each term — Blocks 1 and 5. This process validates the student's arrival on campus, intent to participate in courses for the semester and to fulfill all financial obligations. Failure to do so may result in courses being dropped. It is the student's responsibility to notify the registrar's office if they will not attend for the term.

Extended Format and Adjunct Courses

Extended format and Adjunct courses are partial-credit (0.25 or 0.5) courses taken over the course of a semester at the same time the student is enrolled in full-credit block long courses.

In extended-format courses, students may take no more than one extended-format course per semester (one-half unit) and one extended-format course spanning the year (one unit) unless the Dean of the College grants permission for an overload.

In each adjunct course, students may earn one-quarter unit toward their degree requirement for each semester of work. Students may take no more than three adjunct courses per semester unless the Registrar's Office grants permission for an overload. In no case may students count more than two total units of adjunct credit towards the general education degree requirements.

Course Changes

Students are permitted to add a course in progress during the first two days of a block with the consent of the instructor. They may drop a course through 5 p.m. Tuesday of the second week. The half-block may be dropped by first Thursday at 5 p.m. Students should be aware, however, that adding a course after the first two days of the block will be difficult or impossible, so that credit for the block will be lost if the course is dropped after the first two days. Students may add or drop courses to be taken in future blocks at any time prior to the beginning of those courses without the instructors' consent. Exceptions to the procedure must be authorized by the dean's office and affected professors. Students may not drop a course if involved in an Honor Council investigation.

One of the primary goals of the Block Plan is to provide a framework within which students may devote all of their formal academic efforts to one course. Thus, it is not possible to register for more than one principal course during a block. However, students may also enroll in a maximum of three adjunct courses and a maximum of .5

unit of extended-format courses per semester. Students may also take a maximum of .5 units during the January half-block. Unapproved overloads result in a loss of credit.

Waiting Lists

A student is permitted to be on one waiting list for each block. When an opening is available in a course, the student first on the waiting list is automatically added when a space becomes available. Notification will be sent to the student's Colorado College e-mail address. If a student is enrolled in another course the same block, this course is automatically dropped. Students who are allowed into class from the waiting list by the professor on the first day of class must officially add the course through the drop/add application with the consent of the instructor. Students who fail to officially add the course lose the option of taking the course on the Pass/Fail option and must take the course for a letter grade.

If a student is placed on a wait list for a block course without being registered for another course, it is their responsibility to ensure they secure permanent registration before the end of the add period for the block in question. Securing permanent registration includes one of the following:

- moving from the wait list to a permanent registration status in the same block course;
- adding a different block course;
- registering for a first, single block off;
- requesting and being approved to take an additional block off (this option constitutes an enrollment status change)

If the student fails to secure permanent registration before the end of the add period, they will automatically be registered for a block off, which may result in an enrollment status change with financial or other implications.

Procedures

Preregistration

Preregistration is a formal process for registering for courses in the upcoming semester(s). Preregistration at Colorado College uses a seniority-based system to determine who is enrolled and who is placed on a wait list for a course. This system considers units earned from CC in addition to credit transferred in from other institutions (noted as TR coursework on a student's transcript). Units NOT considered will come from AP, IB, GCE, "advanced standing" credit and any credit earned in the current semester to remove inequity issues.

Colorado College's academic year is broken up into 8 blocks; blocks 1 – 4 take place in the Fall and blocks 5 – 8 take place in the Spring. Students are required to register in a course for each block per semester. Most block courses take place over a one-block period (1-unit), however, there are also block course offerings that take place over a two-block period (2-units). Students can sign up for any combination of the two to total a minimum of 4 units each semester. To submit their Preregistration for processing, each student is assigned a Preregistration Passcode (a 6-letter combination code) for each Preregistration term. All students must meet with their Faculty Advisors to

receive their passcode for the term; passcodes will not be accessible at the Registrar's Office. In certain circumstances, such as when a faculty advisor is unavailable or in other situations deemed necessary to student success, the Dean of the College or their designee may provide the passcode to a student.

Fall Preregistration

Students expected to return in the Fall will participate in Fall Preregistration which opens in the third week of block 7 and closes after the first week of block 8. Students will submit a schedule for their blocks 1 – 4 which will be processed at the conclusion of *Fall Preregistration* as well as a schedule for their blocks 5 – 8 which will be saved as a draft to be revisited and processed during *Spring Preregistration* in the Fall. Students are placed into courses using the *Seniority-Based* system which factors in units earned from CC in addition to credit transferred in from other institutions. Units **NOT** considered will come from AP, IB, GCE, "advanced standing" credit to remove inequity issues.

Spring Preregistration

All students, returning and new first-years, will participate in *Spring Preregistration* which opens in the third week of block 3 and closes after the first week of block 4. If a student has already created a saved draft of their spring course selections from the previous preregistration period, they will have the ability to revise or formally submit for processing. *Spring Preregistration* will formally process course registrations for blocks 5 thru 8. Students will be placed into courses using the *Seniority-Based* system which factors in units earned from CC in addition to credit transferred in from other institutions. Units **NOT** considered will come from AP, IB, GCE, "advanced standing" credit to remove inequity issues.

Definitions

None

Satisfactory Academic Progress Policy

Responsible party

Advising Hub

Last revision

August 2024

Approved by

Faculty Executive Committee

Approval date

July 2014

Effective date

July 2014

Last review

August 2024

Additional references

None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

All students are expected to make satisfactory academic progress (SAP) toward the thirty-two units required for a degree at Colorado College.

SAP Requirements

Satisfactory Academic Progress is evaluated using three factors:

1. **Cumulative grade point average (CGPA):** All undergraduate students at Colorado College must maintain a 1.7 cumulative GPA during their first year of attendance (fall term, spring term, and optional summer term). During their sophomore year studying at CC and beyond undergraduate students at Colorado College must maintain a 2.0 CGPA.
2. **Cumulative Completion Rate (CCR):** CC undergraduate students must complete and pass a minimum of 67% of the courses they've attempted. Grades of Withdrawal Fail (WF), Non-Credit (NC), In Progress (IP), Excused (Y), Audit (Z), or Incomplete (I) do not constitute the successful completion of a course, nor do courses for which the faculty member has not submitted grades at time SAP is evaluated (late grades). All accepted, transfer credits are counted as both attempted and earned credits when calculating a student's CCR. CCR is calculated by dividing the total number of credit hours a student has successfully completed (earned) by the total number he/she has attempted. For students receiving aid, successful completion of a course of study requires a grade of "Pass" or "C-" or above.
3. **Maximum Time Frame (MTF) limit:** Students receiving Federal Financial Aid and Institutional Aid are also subject to MTF regarding aid eligibility. These guidelines are outlined on the CC Financial Aid website.

Procedures

For the purposes of academic standing at Colorado College, SAP is evaluated twice annually. The fall semester review occurs in January and considers all courses (including block and partial credit courses) attempted in the fall term. The spring semester review occurs in August and considers all courses (block, half block, and partial credit courses) attempted in the spring and summer terms.

For the purposes of financial aid, SAP is evaluated once annually in August and considers all courses (block, half block, and partial credit courses) attempted during the fall, spring, and summer terms.

Definitions

None

Scholarly Misconduct

Responsible party

Dean of the College

Last revision

December 2005

Approved by

Faculty Executive Committee

Approval date

December 2005

Effective date

December 2005

Last review

December 2005

Additional references

National Science Foundation Award and Administration Guide (Chapter VII.C.);
Public Health Service Policies on Research Misconduct (42 CFR Parts 50 and 93)

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Scholarly misconduct in the work of faculty is considered a serious offense by the College. Scholarly misconduct is defined as fabrication, falsification, plagiarism, or other practices which seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reporting research. Scholarly misconduct does not extend to honest error or honest differences in interpretations or judgments about scientific data or other research materials.

Procedures

Informal Inquiry

Apparent cases of scholarly misconduct should be brought to the attention of the Dean of the College. The Dean will conduct an inquiry into the allegations, in consultation with the Executive Committee of the appropriate division.

Formal Investigation

In every instance in which the Dean finds support for the allegations of scholarly misconduct, the Dean shall request that the Faculty Executive Committee appoint a three-member committee to hear the allegations. The accused faculty member shall be given reasonable notice in writing of the allegations. The faculty member shall be apprised of the evidence against them prior to the hearing, shall be afforded full opportunity to be heard, and to present such evidence on their own behalf as they may elect. A verbatim record of the hearing will be made and a typewritten copy made available without cost to the faculty member upon request. If the faculty member elects, they may be represented by legal counsel at the hearing, but counsel will not be permitted to object to the introduction of evidence.

Report of Results

If the hearing committee finds the faculty member guilty of scholarly misconduct, the results of the hearing will be reported to the President of the College and to any federal or other granting agencies involved in funding the faculty member's research. The President will decide upon and implement such institutional sanctions as they deem appropriate, following consultation with the Dean of the College, the Faculty Executive Committee, the hearing committee, and the affected faculty member.

Smudging and Pipe Ceremonies

Responsible party

Vice President for Student Life/Dean of Students

Last revision

September 2018

Approved by

The Cabinet

Approval date

September 2018

Effective date

September 2018

Last review

September 2018

Additional references

Anti-Discrimination Policy

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Purpose

Colorado College recognizes that our institution was founded upon, and rests upon, ancient tribal lands first occupied by Indigenous/Native American Peoples, primarily the Ute, Cheyenne, Arapahoe, and Kiowa Nations, and other First Peoples of these lands. The college also recognizes that there are many indigenous religious ceremonies and sacred traditions practiced by Indigenous/Native American Peoples, including smudging and pipe ceremonies. Smudging and pipe ceremonies may incorporate the smoke of sage, sweetgrass, cedar, tobacco, and other related medicinal plants as elements of purification and sacred ceremony.

Colorado College has designated venues on campus for Indigenous/Native American students, faculty, staff, and guests to practice smudging and/or pipe ceremonies associated with traditional religious ceremonies and observances. Additionally, the College recognizes and supports Indigenous/Native American students engaging in these sacred practices within the privacy of their residence hall rooms.

The purpose of this policy:

- To protect, promote, and facilitate Indigenous/Native American students, faculty, staff, and visitors practicing Indigenous/Native American religious traditions and ceremonies, including smudging and pipe ceremonies, and to do so in harmony with established college smoke and fire policies.

Practices related to this policy will assist organizers of smoke-generating Indigenous/Native American religious ceremonies and practices to identify appropriate spaces, proposed communications, and safety measures to endeavor meaningful and healthy experiences for all members of the campus community. Students, faculty, staff, and guests who are not Indigenous/Native American, but who wish to engage in ceremonies and practices which also generate smoke, should contact the Chaplain's Office.

Policy

Colorado College is committed to facilitating religious ceremonies and sacred traditions for Indigenous/Native American students, faculty, staff, and guests while acknowledging that some people may have health considerations which could be impacted by ceremonial smoke, and that others may be bothered by the smoke. This policy recognizes the College's priority to provide environments free from recognized health hazards while recognizing and accommodating the integrity of Indigenous/Native

American religious ceremonies and sacred traditions. Typically, the smoke associated with smudging and/or pipe ceremonies lasts for a brief duration of time. However, it is possible that others may smell the smoke from the lighted sage, sweetgrass, cedar, tobacco, and other related medicinal plants.

This policy shall supersede in the event of any conflict with policies as outlined in the Colorado College Smoke and Tobacco-Free Campus Policy and Residential Life and Housing Policies. All students are expected to abide by policies and procedures as outlined in Student Honor and Community Standards.

Procedures

Indigenous/Native American students, staff, faculty, and guests who wish to engage in religious ceremonies and sacred traditions of smudging and/or pipe ceremonies in designated spaces must first:

- Submit a completed [Ceremonial Use Notification Form](#);
- This form is available online on the [Chaplain's Office website](#), and the [Campus Safety](#) website;
- Hard copies of the Ceremonial Use Notification Form are also available at the Chaplain's Office or the front desk of Mathias, Loomis, or South Halls.

The completed Ceremonial Use Notification Form will be reviewed by the Indigenous/Native American Support Advisory Committee, which includes: current Indigenous/Native American Colorado College students, an Indigenous/Native American Colorado College alumnus, Indigenous/Native American tribal Elder(s), a counselor specializing in Indigenous/Native American support, the chaplain to the college, senior associate dean of students, member(s) of Residential Life & Campus Activities, and a member of Facilities Services. The purpose of the review is to notify key members of the campus community so that they can support those Indigenous/Native American students, faculty, staff, and guests wishing to engage in smudging and/or pipe ceremonies; the Advisory Committee is not an approval body.

The completed Ceremonial Use Notification Form will be kept on file with Campus Safety, Residential Life & Campus Activities, and the Chaplain's Office.

Designated Spaces

Indigenous/Native American students, faculty, staff, and guests may practice smudging and/or pipe ceremonies in the following indoor, outdoor, and event spaces:

1. Residence Hall Rooms

Colorado College employs the following practices regarding smudging and/or pipe ceremonies in residence halls, as practiced by Indigenous/Native American students:

- Residential Life & Campus Activities staff and Campus Safety staff should never interrupt Indigenous/Native American students in the practice of religious ceremonies and sacred traditions;

- If Residential Life & Campus Activities staff and Campus Safety staff are unsure about the appropriate use of smoke-related items as a part of an Indigenous/ Native American spiritual practice, then those staff members should document the incident in detail, taking care to respect these items by not touching, handling, or confiscating them.

1. Office and Work Spaces

Indigenous/Native American students, faculty, staff, and guests may practice smudging and/or pipe ceremonies in an office or work space provided that they:

- Have a completed Ceremonial Use Notification Form on file with Campus Safety or Residential Life & Campus Activities, or the Chaplain's Office;
- Notify their immediate supervisor; it will then be up to the immediate supervisor to inform others as needed, emphasizing the importance and sacred significance, and that the practice/ceremony is not to be interrupted.

1. Approved Classrooms and Meeting Rooms

Instructors/facilitators must:

- Inform participants/meeting attendees of the intention to use sage, sweetgrass, cedar, tobacco, and other related medicinal plants in the space; instructor will discern reasonable notice for their students;
- Provide reasonable notice to neighboring classrooms and other spaces;
- Observe all emergency procedures, including locating the nearest fire extinguisher

Students with physical sensitivities to smoke or scent should be allowed to make alternate arrangements with the instructor regarding course participation.

1. Outdoor Spaces

- Indigenous/Native American students, faculty, staff, and guests may practice smudging and/or pipe ceremonies in all outdoor spaces on college property.

1. Event Venues

- Event venues in which Indigenous/Native American students, faculty, staff, and guests wish to practice smudging and/or pipe ceremonies must be evaluated for approval at least three (3) business days in advance of the event by the director of Facilities Services and the director of Campus Safety/Emergency Management;
 - # The director of Facilities Services and the director of Campus Safety/Emergency Management will:
 - # Evaluate the fire and ventilation systems in the requested space- If not viable for safety reasons, another space will be recommended;
 - # Inform other relevant support staff

1. Other Considerations

- Facilities Services and Campus Safety/Emergency Management will work with the organizers to ensure fire alarms will not disrupt the smudging and/or pipe ceremony as practiced by Indigenous/Native American students, faculty, staff, and guests.

Any member of the Colorado College community who has questions regarding smudging and/or pipe ceremonies should contact a member of the Native/Indigenous Support Advisory Committee.

Related Policies

- [Interim Nondiscrimination and Anti-harassment Policy and Procedures](#)

Student, Staff, and Faculty Consensual Relationship Policy

Responsible office

Title IX Office

Responsible party

Title IX Coordinator and Deputy Title IX Coordinators

Last revision

October 2021

Approved by

Board of Trustees

Approval date

October 2021

Effective date

October 2021

Last review

October 2021

Additional references

`$_EscapeTool.xml($policy.getStructuredDataNode("additionalReferences").textValue)`

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

I. INTRODUCTION

The educational mission of the College depends upon a learning and working environment marked by mutual respect and trust among members of the College

community and by confidence in the fundamental fairness of decisions that affect their well-being.

Personal relationships that have the potential to undermine trust or the perception of fairness are contrary to the College's central purpose. Particularly problematic are consensual sexual relationships, past or present, between two members of the College community in which one person exercises direct supervisory or evaluative authority over the other (for example, supervisor and subordinate employee, department chair and member of his or her department). Because of their inherent power differential, such relationships are fraught with possibilities for abuse: They can lessen confidence in any evaluation process that affects the subordinate party. They can hamper the effectiveness of established procedures and subtly alter the dynamics of collegial relations. They can interfere with the proper fulfillment of professional responsibilities.

This policy was formerly under the Gender-based Discrimination, Sexual Harassment, and Sexual Violence Policy and Procedures.

II. PROHIBITED RELATIONSHIPS

In the interest of ensuring a living, learning, and working environment that supports its mission, the College has adopted the following policy regarding consensual sexual relationships:

A. The College prohibits all sexual relationships between members of the faculty and students except in cases where an established relationship predates one party's designation as faculty or student, such as when a faculty member's spouse/partner chooses to enroll in a course. In cases where a preexisting relationship exists the student may not be enrolled in a course taught by their spouse/partner.

B. The College prohibits all sexual relationships between members of the staff and students, with one limited exception: A relationship between a student and a College alumnus/alumna who immediately upon graduation, or at the start of the semester immediately following graduation, begins working for the College and is in an existing relationship with a student on the start date of their employment, provided that they do not otherwise have any direct supervisory or evaluative authority over the student.

C. The College does not allow any member of the College community who is involved in a sexual relationship with a person over whom they have direct supervisory or evaluative authority to continue to exercise such authority over the subordinate party.

D. The College prohibits all sexual relationships between a Resident Assistant ("RA") and any residents assigned to the dormitory or other living quarters over which the RA has responsibility or is assigned.

E. The College prohibits all sexual relationships between First Year Experience ("FYE") Mentors and students who participate in the FYE Program, and between Bridge Scholar Mentors and students who participate in the Bridge Scholar Program, during the time that the students are participating in the respective Programs (whether as participating students or mentors).

III. ENFORCEMENT

A. Any faculty member or staff member who violates the College's prohibition of sexual relationships between faculty members and students will be subject to disciplinary action, up to and including dismissal.

B. Should a staff member meet the exception regarding graduates who immediately begin working at the College upon graduation and at the time of beginning work is in an existing relationship with a student, such staff member must notify the College Human Resources Department of the relationship immediately upon starting work for the College.

C. Should a sexual relationship develop between members of the faculty or staff in which one of the partners in the relationship has direct supervisory or evaluative authority over the other, the College requires the person with authority to recuse themselves in a timely manner from exercising that authority over the subordinate party and to assume no direct supervisory or evaluative authority over the other person in the future. To these ends, the person with authority must inform their supervisor or the Dean of the College or the appropriate Vice President and Human Resources leadership, of the consensual relationship in which they have become involved. While keeping this information as confidential as possible, the superior so informed will take the steps necessary to ensure that the staff or faculty member with supervisory or evaluative authority does not exercise that authority over the other party involved in the relationship and that some other person assumes the role of supervisor or evaluator, if possible and in the best interests of the College. The person with authority over the other person in the relationship is prohibited from having direct supervisory or evaluative authority over the other person in the relationship at any time in the future. Any staff or faculty member who fails to inform their superior of a consensual relationship covered under this consensual relationship policy will be subject to disciplinary action that may range from a written reprimand to suspension without pay to termination.

D. Any RA who wishes to enter into a sexual relationship with one of their residents, or vice versa, must first request and receive a move to another residence.

Related Policies

- [Interim Title IX Sexual Harassment Grievance Procedures](#)
- [Interim Nondiscrimination and Anti-harassment Policy and Procedures](#)

Student Time Off, Withdrawal, & Reinstatement Policy

Responsible office

Student Opportunities and Advising Hub (the Hub)

Responsible party

Student Opportunities and Advising Hub (the Hub), Dean's Office

Last revision

August 2017

Approved by

The Cabinet

Approval date
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August 2018
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Additional references
None

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Expectations for Full-Time Enrollment:

Colorado College values and expects a high level of student engagement both in and out of the classroom. **All students are expected to be enrolled as full-time students.** First-year and sophomore students are required to take four blocks each semester. Transfer students are required to enroll in four blocks each semester in each of their first two semesters at the college, even if they matriculate with two years of credit or reach the equivalent of 16 blocks of credit in their first or second semester at the college.

Part-time enrollment (less than three blocks per semester) is discouraged and students must obtain written permission from the Student Opportunities and Advising Hub (the Hub). All students who complete fewer than three blocks in a given semester will be placed in a status of Withdrawal with an Intent to Return.

Procedures

Requesting Permission for a Block off:

First-years and Sophomores: First-year and sophomore students cannot register for a block off and must be granted permission from the Student Opportunities and Advising Hub (the Hub) if they want to take a block off. First-year and sophomore students cannot drop a class without adding a class unless they have a discussion and complete a block off or leave form with a staff member from the Hub. Students should go to this link to schedule an appointment with a Hub staff member: <https://www.coloradocollege.edu/other/advising-hub/>

Juniors and Seniors: Students with junior or senior standing may request to take one block off per semester at the time of course registration. These students must register using the block-off code (GS 391) after discussing this choice with their academic

advisor. Students enrolled in three blocks per semester are considered to be full-time students and must still pay a full semester of tuition, room and board, and fees. There is no refund for taking a block off.

Transfer Students: Students who have transferred in to Colorado College must earn a minimum of 8 units of credit **at CC** and have achieved **Junior status** (at least 16 units of total credit), before requesting one block off per semester. These students must register using the block-off code (GS 391) after discussing this choice with their academic advisor. Students enrolled in three blocks per semester are considered to be full-time students and must still pay a full semester of tuition, room and board, and fees. There is no refund for taking a block off.

Part-Time Enrollment or Withdrawal with an Intent to Return (for students who do not maintain full-time enrollment):

Any student who is taking more than one block off in a given semester must obtain permission from the Student Opportunities and Advising Hub (the Hub) to pursue their studies on a part-time basis. During these blocks off, students will be placed in a status of Withdrawal with an Intent to Return. During this time, students will not be actively enrolled and will not have the privileges afforded to enrolled students, including, but not limited to, access to facilities, residence halls, or the meal plan unless they have written authorization from the Hub. The student's Gold Card will be deactivated. Part-time students will be billed the per-block charge equivalent to one-third of a semester for each block enrolled.

If Withdrawal with an Intent to Return is granted **for personal reasons** (such as medical, financial, or other personal circumstances), the student must reconfirm their return date by writing the Senior Associate Dean of Students no later than **November 1** for a Spring Semester return or **March 1** for a Fall Semester return, unless otherwise stipulated by the Hub. Failure to adhere to the stated deadlines may result in a withdrawal from the college.

If Withdrawal with an Intent to Return is **required by the college** (in cases such as academic suspension, financial suspension, disciplinary suspension, involuntary medical leave, etc.), the student will receive a letter from the Hub detailing the requirements for return. Failure to adhere to the stated deadlines or conditions may result in a withdrawal from the college.

Withdrawal from the College:

Students must contact the Student Opportunities and Advising Hub (the Hub) if they intend to withdraw from the college. If they choose to enroll as a degree-seeking undergraduate student (a transfer student) at another institution or they do not qualify for or adhere to the standards of a Withdrawal with an Intent to Return, they must withdraw from the college or they may be withdrawn from the college.

Withdrawal forms are available in the Hub. Until a student has officially withdrawn, completed the necessary paperwork, and received written authorization from the Hub, no refund of the general obligation deposit will be considered. To receive a refund, a student must give notice of withdrawal by **November 1** for Spring Semester. For Fall Semester, to receive a refund a student must give preliminary notice of withdrawal by **March 1**; final notice must be given by **June 15**.

Whenever possible, the Hub requires an exit interview prior to a student's withdrawal from the college. All withdrawals require a form to be completed by a Hub staff member.

Reapplying to Colorado College after Withdrawing from the College:

If a student withdraws from the college to transfer to another institution, they must reapply through the Office of Admission and meet the transfer deadlines of **November 1** for Spring Semester or **March 1** for Fall Semester.

If a student withdraws for other reasons, such as travel or an internship, and has been away for less than two semesters, they may request reinstatement by writing directly to the Advising Hub. The deadlines to request reinstatement are **November 1** for the Spring Semester and **March 1** for Fall Semester. Students seeking need-based financial assistance upon their return must meet the stated financial aid deadlines. If more than two semesters have passed since a student's withdrawal date, they must reapply through the Office of Admission.

Blocks Off and Withdrawal With an Intent to Return – Eight-Block Maximum

If a student accumulates a total of eight blocks without being enrolled in a class, they may be withdrawn from the college. The eight-block maximum includes the accumulation of individual blocks not enrolled in a course (i.e. block off), and time while in the status of "withdrawn with an intent to return". A student needs to petition the Office of Admissions for reinstatement. If granted, a student must demonstrate immediate and sustained progress toward earning their degree.

Utilizing the One-Block Wildcard for Summer Study:

After one semester of study at Colorado College, all students are given a Wild Card that can be used to cover the CC tuition of the first, one Block, regularly scheduled summer course they take before graduation. Through the use of the Wildcard, students can earn a block of credit that they need to keep them on track for graduation or to just take a course that interests them. Students should talk with their faculty and staff advisor about their academic plans and goals. Students do not need to notify student accounts or Summer Session to use the Wild Card, it is applied to the student account automatically for the first summer course they take.

Interim Title IX Sexual Harassment Grievance Procedures

Responsible office

Title IX

Responsible party

Title IX Coordinator and Deputy Title IX Coordinators

Last revision

May 2021

Approved by

Dean's Office

Approval date

August 2017

Effective date

August 2020

Last review

August 2020

Additional references

20 U.S.C. § 1681, et seq. (Title IX of the Education Amendments of 1972); 34 CFR § 106.01, et seq. (Nondiscrimination on the basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance); 20 U.S.C. § 1092, implementing regulations 34 C.F.R. 668.46 (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act of 1990) [“sexual assault” as defined in 20 U.S.C. § 1092(f)(6)(A)(v); “domestic violence,” as defined in 34 U.S.C. § 12291(a)(8); “dating violence” as defined in 34 U.S.C. § 12291(a)(10); “stalking” as defined in 34 U.S.C. § 12291(a)(30)]

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college’s Board of Trustees are governed by their Bylaws.

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I. INTRODUCTION

These Title IX Sexual Harassment Grievance Procedures conform to legal requirements under Title IX of the Education Amendments of 1972 (“Title IX”), a civil rights law that prohibits sex discrimination by recipients of federal financial assistance, like Colorado College, and the U.S. Department of Education’s regulations for Title IX. These grievance procedures further Colorado College’s commitment to providing an environment free from Title IX Sexual Harassment. The College regularly reviews

and updates the following procedures to ensure consistency with the federal Title IX regulations and agency guidance.

Sexual misconduct that constitutes Title IX Sexual Harassment is illegal and violates the College's Nondiscrimination and Anti-Harassment Policy and Procedures. It is also contradictory to the standards of our community. Sexual harassment can be devastating to the person who experiences it directly, and it can adversely impact family, friends, and the larger community. Individuals who believe they have experienced any form of sexual misconduct are encouraged to report the incident and to seek medical care (as appropriate) and support as soon as possible.

The grievance procedures outlined herein only apply to sexual misconduct that constitutes Title IX Sexual Harassment, as defined below, that takes place in an educational program or activity of the College against a person in the United States. An educational program or activity, also defined below, includes (1) locations, events, or circumstances over which the College exercised substantial control over both the Title IX Respondent and the context in which Title IX Sexual Harassment occurs, and (2) any building owned or controlled by a student organization that is officially recognized by the College.

Any terms not defined in these grievance procedures are defined in the Nondiscrimination and Anti-Harassment Policy and Procedures.

Matters that do not fall under Title IX (as described in these grievance procedures) are not within the scope of these grievance procedures but may still constitute misconduct that is incompatible with the College's standards and may be addressed at the discretion of the College through other applicable College policies and procedures, including but not limited to the Nondiscrimination and Anti-Harassment Policy and Procedures.

The contents of these grievance procedures do not create a contract between any individual and the College. These grievance procedures are subject to change from time to time at the sole discretion of the College, and updated information and changes may be distributed from time to time.

II. DEFINITIONS

A. The following terms apply to the Title IX Sexual Harassment Grievance Procedures. These definitions should be read in concert with the defined terms in the Nondiscrimination and Anti-Harassment Policy and Procedures.

- 1. Actual knowledge** means notice of alleged Title IX Sexual Harassment to the College's Title IX Coordinator or Deputy Title IX Coordinator or to any "**official with authority**" identified in Section A.2. below, who can institute corrective measures on behalf of the College. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator or Deputy Title IX Coordinator. Actual knowledge is not satisfied when the only official with authority with notice of allegations of Title IX Sexual Harassment is the complainant or respondent.
- 2. Advisor of choice** means a support person who may or may not be an attorney or affiliated with the College but whom the complainant or respondent selects to accompany them to any meetings or proceedings during the investigation and grievance procedures.
- 3. Complainant** means an individual who is alleged to be the target of conduct that

could constitute Title IX Sexual Harassment. **4. Consent** means each person involved in sexual activity has given knowing, willing, free, and clear permission to engage in the sexual activity or contact. The College requires consent, as defined in Section III.C.3 of the Nondiscrimination and Anti-Harassment Policy and Procedures, for all sexual contact and activity. **5. Decisionmaker** means an individual responsible for reaching a determination regarding responsibility in a formal complaint. The appellate decisionmaker means an individual responsible for reviewing an appeal of a decision to dismiss or a determination regarding responsibility. Neither the decisionmaker nor the appellate decisionmaker can be the Title IX Coordinator or the investigator(s) assigned to the same formal complaint. **6. Education program or activity** means locations, events, or circumstances over which the College exercises substantial control over both the complainant and respondent and the context in which the Title IX Sexual Harassment occurs, such as but not limited to, any building owned or controlled by a student organization that is officially recognized by the College. **7. Formal complaint** means a document signed and filed with the College by a complainant or signed by the Title IX Coordinator on behalf of the complainant, alleging Title IX Sexual Harassment against a respondent and requesting that the College investigate the allegations of Title IX Sexual Harassment. For more information about the formal complaint, see “Filing a Formal Complaint,” Section IV of this Policy. **8. Investigator** means an individual who investigates a formal complaint. The investigator may also be the Title IX Coordinator or Deputy Title IX Coordinator but cannot be the decisionmaker. **9. Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex-based discrimination or Title IX Sexual Harassment. **10. Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after a formal complaint or where no formal complaint has been filed. For more information about supportive measure, see “Response to Reports of Sexual Harassment,” Section III of this Policy. **11. Title IX Coordinator and Deputy Title IX Coordinator** mean the persons who oversee the College’s response to discrimination, harassment and retaliation reports and complaints, and other duties and responsibilities as required by law. The Title IX Coordinator and Deputy Title IX Coordinator and their contact information is: **Title IX Coordinator** AVP for Civil Rights and Title IX Coordinator Phone: (719) 389-6881 Email: djensen2023@coloradocollege.edu Office: 214 E. Dale St. Unit 210 **Deputy Title IX Coordinator** Assistant Director for Civil Rights and Deputy Title IX Coordinator Phone: (719) 389-6886 Email: jisringhausen@coloradocollege.edu Office: 214 E. Dale St. Unit 210 **12. Title IX Sexual Harassment** means conduct on the basis of sex that occurs in the United States within the educational program or activity of the College, which falls under the jurisdiction of Title IX of the Education Amendments of 1972 because it satisfies one or more of the following: • An employee of the College conditions the provision of an aid, benefit, or service of the College on an individual’s participation in unwelcome sexual conduct; • Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s education program or activity; or • Constitutes “Sexual assault,” “dating violence,” “domestic violence,” or “stalking” as defined in the Nondiscrimination and Anti-harassment Policy and Procedures.

Title IX Sexual Harassment will be remedied under the grievance procedures described below, which is compliant with the Title IX regulations.

III. RESPONSE TO REPORTS OF TITLE IX SEXUAL HARASSMENT

A. *Actual Knowledge*

1. Initiation of the Process: If the College has actual knowledge, as defined herein, of Title IX Sexual Harassment that occurs in the College's education programs or activities against a person in the United States, the College's Title IX Coordinator or Deputy Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures and to explain the process for filing a formal complaint if one has not yet been filed.

2. Official with Authority: The College has actual knowledge of a violation of law and/or policy when the Title IX Coordinator or Deputy Title IX Coordinator or "**official with authority**" has notice of Title IX Sexual Harassment or allegations of Title IX Sexual Harassment. An official with authority is an employee of the College who has authority to take action to redress the alleged sexual harassment or who has a duty to report sexual harassment to appropriate officials. **The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the College.**

a. The following individuals are designated officials with authority:

• Vice President for Student Life / Dean of Students; • Dean of the Faculty; and • Senior Vice President of Finance and Administration. **b.** Officials with authority shall ensure that the complainant understands: (1) the official with authority's reporting obligation; and (2) the confidential and supportive resources available to the complainant. **B.**

Supportive Measures 1. Types: The Title IX Coordinator, in partnership with other departments of the College, is responsible for coordinating the effective implementation of supportive measures to students and employees who are impacted by sexual misconduct that may constitute Title IX Sexual Harassment. These supportive measures are intended to restore or preserve equal access to the education program or activities for the complainant without unreasonably burdening the respondent and should also be targeted at protecting the safety of all parties or the College's community while deterring further sexual misconduct. Supportive measures may include, but are not limited to: **a.** counseling; **b.** extensions of deadlines or other course-related adjustments, as deemed feasible and appropriate by faculty; **c.** modifications of work or class schedules; **d.** excused absences; **e.** campus escort services; **f.** mutual restrictions on contact between the parties; **g.** changes in work or housing locations; **h.** leaves of absence; and **i.** increased security and monitoring of certain areas of the campus, and other similar measures. **2. Discretion to Implement:** The College will prioritize requests from parties as to appropriate supportive measures but the final decision whether to implement measures and, if so, what type, is within the sole discretion of the College. In some cases, supportive measures, such as work or housing re-assignments, may not be made until a threat assessment team has conducted an individualized safety and risk assessment and, in coordination with the Title IX Coordinator or Deputy Title IX Coordinator, has determined an immediate threat requires such modifications. See Section III.C. below for more information

on the emergency removal process. **3. Monitoring:** During the investigative process and resolution proceedings, the College may in its discretion reassess and modify supportive measures previously implemented for either party. **4. Confidentiality:** Any supportive measures provided to the complainant or respondent will remain confidential to the extent that maintaining such confidentiality would not impair the ability of the College to provide supportive measures. **C. Emergency Removal**

1. Purpose: The College can fully or partially remove a respondent from the College's education programs or activities on an emergency basis when an individualized safety and risk assessment has determined that the respondent poses an immediate threat to the physical health or safety of one or more individuals arising from the allegations of Title IX Sexual Harassment.

- a. A respondent may be removed on an emergency basis at any time there is an emergency situation arising from the alleged conduct that could constitute Title IX Sexual Harassment, regardless of whether these grievance procedures are underway.
- b. The College may conduct interim assessments of whether the immediate threat to physical health or safety of a student or another individual remains unchanged or whether it has dissipated justifying the respondent's full or partial return to the education program or employment activities.
- c. An emergency removal is not a determination of responsibility or a sanction. The emergency removal process allows the College to address emergency situations subject to the respondent's right to receive notice and the opportunity to challenge such removal action.

2. Removal Process

a. Step One: Conduct an individualized safety and risk assessment

Based on the circumstances and the urgent need or demand posed by the risk of harm, the College may decide to convene a multidisciplinary threat assessment team to oversee and review the assessment. All personnel involved in the threat assessment procedures will be impartial and capable of making a determination free of bias and conflict. The respondent will be given 24 hours' advance notice of the scheduling of the threat assessment. The respondent may attend the threat assessment to participate in the process and challenge the allegations that the student poses an immediate threat to the subject of an alleged violation or others. The respondent may be accompanied by an advisor of their choice. The College may decide to allow the complainant (or any other relevant party) and their advisor of choice to participate in the meeting. A decision on removal will be issued in writing by the Title IX Coordinator or Deputy Title IX Coordinator to both parties.

b. Step Two: Assess the immediate threat

i. The individualized safety and risk assessment must determine whether the respondent poses an "immediate threat" based on the specific circumstances arising from the allegations of sexual harassment that justifies an emergency removal. The College may review any and all factors it deems relevant and give appropriate weight and significance to each factor in its discretion, including but not limited to, the subjective fear of any individual whose physical health or safety has been threatened as compared to an objective reasonable person standard; the respondent's

propensity, opportunity and ability to effectuate an identified or potential threat; and the respondent's behavioral history. **ii.** The determination of an immediate threat may not be justified by only a person's mental or emotional health or safety. In such circumstances, the College may focus responsive action on appropriate supportive measures that ensure the individual's equal access to education programs or activities. **iii.** If the respondent's actions that pose a threat are unrelated to the allegations of sexual harassment, then the College may address the conduct through disciplinary processes outlined in other applicable conduct policies.

c. Step Three: Evaluate applicable disability laws

Consideration will be given to applicable disability laws prior to removing a respondent who identifies as having a disability.

3. Administrative Leave: Notwithstanding the emergency removal procedures set forth in this Section III, a non-student employee may be placed on administrative leave during the pendency of the Title IX Sexual Harassment Grievance Procedures at the College's discretion.

IV. FILING A FORMAL COMPLAINT

A. Who can File a Complaint?

1. Formal Complaint Filed by Complainant: A complainant may file a formal complaint with the Title IX Coordinator, requesting the College to investigate and adjudicate a report of Title IX Sexual Harassment. A formal complaint requires a physical or digital signature by the complainant, or an indication that the complainant is the person filing the formal complaint. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the College's education programs or activities. **2. Formal Complaint Filed by Title IX Coordinator on Complainant's Behalf:** If the complainant chooses not to file a formal complaint, the College may still initiate the grievance procedures if the Title IX Coordinator signs the formal complaint. The Title IX Coordinator will only sign a formal complaint after considering the complainant's wishes and evaluating whether an investigation is clearly unreasonable in light of the specific circumstances. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The complaint is brought in the interest of the College community on behalf of the complainant.

B. Time Limit to File a Formal Complaint

There is no time limit for filing a formal complaint of Title IX Sexual Harassment. However, complainants should report their allegations as soon as they are able so as to maximize the College's ability to respond promptly and effectively. Delayed reporting often results in, among other things, the loss of relevant evidence and faded and unreliable memories. It also impairs the College's ability to summon witnesses, assess evidence, and, if appropriate, adjudicate claims and impose sanctions and other remedies.

C. Consolidating Formal Complaints

The College may consolidate formal complaints where the allegations of Title IX Sexual Harassment arise out of the same facts or circumstances.

D. Bifurcating Allegations in Formal Complaints

To the extent a formal complaint alleging Title IX Sexual Harassment contains allegations of discrimination or harassment that are not protected by Title IX, then the College reserves the right to bifurcate the allegations and resolve the Title IX Sexual Harassment allegations in accordance with these grievance procedures and process the remaining allegations in accordance with the Nondiscrimination and Anti-Harassment Policy and Procedures or other applicable College conduct policies. Notwithstanding the foregoing, the investigators selected in a Title IX Sexual Harassment Grievance Procedure may investigate all allegations concurrently so long as the investigative report applies the appropriate process, definitions, and standards for collecting and evaluating evidence for each type of alleged discrimination or harassment.

E. Dismissal of a Formal Complaint

1. Mandatory Dismissal: The Title IX Coordinator will dismiss a formal complaint or any allegations therein from the Title IX Sexual Harassment Grievance Procedures if at any time during the investigation or hearing it is determined that the conduct alleged in the formal complaint: **a.** does not meet the definition of Title IX Sexual Harassment; **b.** did not occur in the College's education program or activity; **c.** did not occur against a person in the United States; or **d.** if, at the time of filing a formal complaint, the complainant is not participating in or attempting to participate in the College's education program or activity. **2. Discretionary Dismissal:** The Title IX Coordinator may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that: **a.** the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or any allegations therein; **b.** the respondent is no longer enrolled or employed by the College; or **c.** specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the allegations of the formal complaint. **3. Notice of Dismissal and Right to Appeal:** Upon dismissal of a formal complaint or any allegations therein, the Title IX Coordinator will promptly send written notice to the parties, stating the reasons for the dismissal. Both parties have a right to appeal the dismissal decision in accordance with the procedures specified in the "Appeal Process," Section VII of these procedures. **4. Finality:** The determination regarding a dismissal of a formal complaint becomes final either on the date that the parties are provided with the written determination of the result of an appeal, if filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Once a dismissal is final, a complainant cannot file a formal complaint under the Title IX Grievance Procedures concerning the same alleged conduct. **5. Other Process and Remedies:** When a formal complaint is dismissed as provided herein, such dismissal does not preclude the reporting party or the College from proceeding with another complaint procedure or remedies granted by other College policies or federal, state or local law. Moreover, such dismissal does not preclude the College from offering supportive measures or from addressing the allegations in any manner the College deems appropriate. **V. NOTICE OF ALLEGATIONS** **A. Notice Prior to Initial Interview:** Within seven (7) days of receiving a formal complaint, the Title IX Coordinator will provide a written notice of the allegations to both parties. The parties will have at least three (3) days from the day the written notice is sent to prepare for an initial interview. **B. Duty to Supplement:** If the College, at any time during the investigation, starts to investigate allegations that

are materially beyond the written notice, the College will provide a supplemental written notice describing the additional allegations to be investigated. **C. Options for Resolving a Formal Complaint:** There are generally two ways to resolve the allegations of a formal complaint: **1. Formal Grievance Process:** The formal grievance process involves a full investigation and adjudication as described in “Title IX Formal Grievance Process,” Section VI of these procedures.

2. Informal Resolution Process: At the College’s discretion, the parties may also be offered the opportunity to participate in an informal resolution process as opposed to the more formal grievance process. The informal resolution process does not involve a full investigation. Participation in the process is voluntary. For more information on the informal resolution process see “Informal Resolution Process,” Section VIII of these procedures.

VI. TITLE IX FORMAL GRIEVANCE PROCESS

The filing of a formal complaint initiates the formal grievance process provided in these procedures unless the parties are eligible and willing to participate in an informal resolution process. The College’s formal grievance process treats complainants and respondents equitably by: offering both parties equal notice and opportunity to review and respond to the evidence collected; providing remedies to a complainant when a respondent is found responsible; and following a grievance process that complies with Title IX before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. As part of this process, a respondent is presumed not to have violated the Nondiscrimination and Anti-Harassment Policy and Procedures, and a determination regarding responsibility is made only at the conclusion of the formal grievance process.

A. Timeframe

1. General timeframe: The College is committed to providing a prompt, impartial, and thorough investigation and resolution that is consistent with the Title IX regulations. The complainant and respondent will be kept apprised of the investigation’s status and anticipated timeframes. The formal grievance process, in most cases, will take between 60 to 90 days to complete.

2. Delay or extension for good cause: The College may delay or extend timeframes for good cause. Good cause may include, but is not limited to, the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; challenges in gaining access to evidence; or campus closures for holidays or vacations. If the formal grievance process must be delayed or extended, the Title IX Coordinator will provide the complainant and respondent with written notice.

B. Right to an Advisor of Choice

Each party is entitled to an advisor of their choice, who may be an attorney, to provide support, guidance, and advice during the process. The participation of advisors of choice is limited as outlined in the Nondiscrimination and Anti-Harassment Policy and Procedures. The College will not limit the choice or presence of an advisor in any meeting or resolution proceeding; however, the College may establish expectations of advisors related to their participation in proceedings, which will apply equally to

both parties. If an advisor fails to adhere to such expectations, they may be subject to consequences, including removal from any current meeting or any future meeting or proceeding. A list of qualified advisors is available with the Title IX Coordinator and Deputy Title IX Coordinator.

A party is encouraged to retain through the duration of the process their advisor of choice selected at the outset of a matter. Once an advisor of choice is selected, absent good cause shown, the party will not be permitted to change their selection.

However, at the request of a party and/or in the opinion of the Title IX Coordinator, if the advisor selected by a party at the outset of a matter is not qualified to conduct cross-examination at a live hearing, then the party may designate an alternate advisor or the College may appoint a second advisor solely for the purpose of conducting cross examination. A party is otherwise restricted to only having one advisor present at the live hearing. This prohibition does not mean that a party cannot also have a support person present at the live hearing but such support person is prohibited from participating in the hearing, such as conducting cross examination.

C. Investigation Procedures

All Title IX investigations will be conducted in a prompt, thorough, fair, and impartial manner. The investigative process will generally include: (1) interviewing the complainant, the respondent, and witnesses; (2) collecting evidence and objectively evaluating whether the evidence is relevant; and (3) preparing an investigative report that fairly summarizes relevant evidence.

1. Interviewing Parties and Witnesses

The College will provide written notice to parties and witnesses before the investigators conduct an interview. At the interview, or any other meeting or related proceeding, the complainant or respondent may be accompanied by their advisor. The advisor may not participate in the meeting beyond providing advice and support to the party. The investigators will attempt to contact and interview any witness identified by the complainant or respondent that the investigators deems relevant to the resolution of the complaint. Witnesses offered solely for the purpose of supporting or criticizing a person's character or reputation may not be interviewed unless the testimony is relevant to the allegations at issue in the complaint. The College may conduct follow-up interviews with parties and witnesses, as necessary.

2. Collecting Evidence

a. The College bears the burden of gathering evidence relevant to the resolution of the complaint. The College is responsible for gathering evidence sufficient to reach a determination. The parties will have an equal opportunity to: present witnesses, present inculpatory or exculpatory evidence, inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint or any other allegations raised during the course of the investigation; provided, however, that the College has provided the parties with notice of the additional allegations under investigation. **b. The College will not collect medical records.** Unless the College obtains a party's voluntary, written consent, the College will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or

assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party. **c. The College will not collect privileged information.** The College also will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

3. Preparing the Investigative Report

a. Review by the Parties. After completing the investigation, the investigators will draft an investigative report and send the draft in an electronic format to the parties along with the evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the decisionmaker does not intend to rely in reaching a determination regarding responsibility. The parties will have ten (10) days to review the draft investigative report and to submit a written response, providing additional input for the investigators to consider, which revisions or supplemental material the investigators may include in the report at the investigators' discretion. Failure to timely respond within this ten- (10-) day period will be deemed a waiver of the right to respond. Before finalizing the report, the investigators can meet with the parties to ask additional questions about the evidence presented by either party in response to the investigative report or to clarify the process for the parties or to follow up with other witnesses or new information. The investigators will then finalize the investigative report, fairly summarizing all relevant evidence. The investigators are ultimately responsible for determining what evidence is relevant. **b. Submission to Decisionmaker.** The investigators will submit the final investigative report and all relevant evidence to the decisionmaker for their review at least ten (10) days before the live hearing. The parties will also receive copies of the final investigative report and all evidence. The parties shall be permitted to submit a written response to the decisionmaker and may refer to the evidence during the hearing. **4. Prohibition on Knowingly Making False Statements**

Members of the College community are expected to provide truthful information in any report, meeting or proceeding under this Policy or the applicable College policies and standards. Providing or submitting false or misleading information in bad faith is prohibited and such conduct may be disciplined under the relevant College standards and policies. Reports made or information provided in good faith, even if the facts are later unsubstantiated, will not be subject to disciplinary consequences.

D. Live Hearing

1. Scheduling: Upon receipt of the investigative report and relevant evidence, the decisionmaker, who is responsible for conducting the live hearing, will coordinate with the Title IX Coordinator or Deputy Title IX Coordinator and schedule a live hearing at which both parties and their advisors of choice are encouraged to attend. Live hearings will not be rescheduled due to conflicts with a party's or advisor's schedule; therefore, parties are recommended to select an advisor who is available to attend the scheduled live hearing. At the request of either party, the College will provide for a live hearing to occur with the parties located in separate rooms with technology enabling the decisionmaker and parties to simultaneously see and hear the party or the witness answering questions. The College will create an audio or audiovisual recording,

or transcript, of any live hearing and make it available to the parties for inspection and review. **2. Pre-hearing Meeting:** The decisionmaker may conduct pre-hearing meetings with each party and their advisors for the purpose of reviewing hearing procedures, reviewing witness lists, resolving evidentiary questions, and considering any other pre-hearing matters. **3. Advisor:** If a party is not accompanied by an advisor at the live hearing, the College will provide, without fee or charge, to that party an advisor of the College's choice to conduct cross-examination on behalf of that party. **4. Questioning of Parties and Witnesses** **a.** The decisionmaker will facilitate the exchange of questions between parties and witnesses and may itself ask questions of the parties and witnesses. At the live hearing, the parties shall not be permitted to ask questions of each other or witnesses. Instead, each party's advisor may ask the other party and any witnesses relevant questions and follow-up questions, including questions challenging credibility. The questions must be asked directly, orally, and in real time by the party's advisor of choice and never by a party personally. **b.** Before a complainant, respondent, or witness answers a question, the decisionmaker will first determine whether the question is relevant. If the decisionmaker determines that cross-examination questions or evidence are not relevant, then the decisionmaker may exclude such questions or evidence. For example, **questions and evidence about the complainant's sexual predisposition or sexual behavior are not relevant**, unless such questions and evidence are offered to prove (1) that someone other than the respondent committed the conduct alleged by the complainant, or (2) if the questions and evidence concern specific incidents between the complainant and respondent and are offered to prove consent. The decisionmaker will explain any decision to exclude a question as irrelevant. **5. Determining Responsibility** **a. The decisionmaker will evaluate relevant evidence.** The decisionmaker will objectively evaluate all evidence and determine what is relevant. They will not make credibility determinations based only on a person's status as a complainant, respondent, or witness. **b. The decisionmaker will apply the preponderance of the evidence standard.** The decisionmaker will determine whether a party is responsible for the conduct alleged in the formal complaint. The standard of proof used to determine whether a violation of Policy has occurred is a "preponderance of the evidence" meaning that the evidence shows that it is more likely than not, or more than a 50% likelihood, that the individual is responsible for the violation. **c. The decisionmaker will issue a written determination.** The decisionmaker will issue a written determination simultaneously to both parties within ten (10) days after reviewing the investigative report. If the respondent is found responsible, they may be subject to a range of disciplinary sanctions, up to and including dismissal, and the complainant may receive remedies that are designed to restore or preserve equal access to the College's education program or activity. Title IX Coordinator is responsible for implementing these measures. **d. The decisionmaker may consult on sanctioning.** The decisionmaker may consult with the College's sanctioning authority for students, staff or faculty, as necessary, before issuing sanctions as part of a final determination of responsibility. **e. Decisionmaker assignments.** In its sole discretion, the College may engage an individual outside the College to serve as a decisionmaker or the College will appoint as decisionmaker the Vice President for Student Life/Dean of Students to cases involving student respondents, the Vice President for People and Workplace Culture to cases

involving staff respondents, and the Dean of the Faculty to cases involving faculty respondents.

E. Sanctions and Remedial Measures

1. Sanctions: The decisionmaker will make a determination as to whether to impose or recommend sanctions on a student, group of students, staff member or faculty who are found responsible for a violation of College policy under these procedures. Any sanctions on respondents who are students or staff will be implemented by the decisionmaker. If the respondent is a faculty member and the decisionmaker is not the Dean of the Faculty, then any considerations of sanctions of a faculty member will be reviewed with the Dean of the Faculty prior to issuance of the final determination. If the decisionmaker recommends dismissal for a tenured faculty member, then such recommendation will be presented by the Dean of the Faculty to the Board of Trustees for review in accordance with the College's Faculty Handbook. If a recommendation for dismissal is not upheld by the Board of Trustees, then the Dean of the Faculty will recommend modifications to any contemplated sanctions. **a.** Examples of possible sanctions are outlined in Section VI.B.5 of the Nondiscrimination and Anti-Harassment Policy and Procedures. **b.** Except as otherwise provided herein, when determining appropriate sanctions the decisionmaker may consider a variety of factors outlined in the **Nondiscrimination and Anti-Harassment Policy and Procedures**. **2. Remedial Measures:** The College will take any remedial measures that are necessary to remedy the effects of any discrimination, harassment, sexual misconduct, or retaliation, including cases where a respondent is a visitor or other third party, over whom the College has limited, if any, authority. **3. Pattern of Inappropriate Behavior:** The College reserves the right to further discipline individuals who have a demonstrated a pattern of inappropriate behavior that violates the College's policies or community standards, regardless of whether some conduct is prohibited by Title IX. A pattern of behavior is defined as two or more instances determined to violate College policy regardless of whether the behavior is similar or close in duration. When appropriate, the College will further discipline these individuals (up to and including dismissal or termination) in accordance with other College policies.

VII. APPEAL PROCESS

A. Grounds for Appeal

1. Either party may submit an appeal of the College's dismissal of a formal complaint or any allegations therein or the decisionmaker's determination regarding responsibility. The parties may only appeal such determinations on the following bases:

a. A procedural irregularity affected the outcome of the matter; **b.** New evidence was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or **c.** The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

2. The College will not accept any appeal that is not properly or timely filed and will provide both parties notice of such dismissal. The College will notify the other party in writing when an appeal is filed.

B. Appeal Procedure

1. Submitting an Appeal

a. Appealing the decision to dismiss: If either party wishes to appeal the Title IX Coordinator's decision to dismiss the formal complaint or any allegations therein from these Title IX procedures, then the party must submit an appeal in writing on a form provided by the College **within seven (7) days of the Title IX Coordinator's written decision**, outlining the justification for full or partial dismissal of the formal complaint. The appeal will be submitted to the President and will be reviewed by a member of the President's Office. Each party is limited to submitting one appeal of a dismissal decision per case.

b. Appealing the determination regarding responsibility: If either party wishes to appeal the decisionmaker's finding of responsibility or non-responsibility, then the party must submit an appeal in writing on a form provided by the College to the Title IX Coordinator **within seven (7) days of the decisionmaker's written decision**. The appeal will be reviewed by the Vice President of Student Life/Dean of Students for cases involving staff respondents, the Vice President for People and Workplace Culture for student respondents, and a member of the President's Office for faculty respondents. Each party is limited to submitting one appeal of the determination regarding responsibility per case.

c. Suspension of Sanctions: Sanctions will be suspended pending the outcome of the appeal. All sanctions will take effect upon the expiration of the deadline for appeal or the issuance of the final decision by the appellate decisionmaker.

2. Dismissing Groundless Appeals: The appellate decisionmaker may, after reviewing the appeal, deny the appeal without further process if the appeal is groundless—i.e., the appeal is not based on the grounds specified above. In such a case, both parties will be notified of the decision, and the party who did not submit the appeal will be provided a copy of the appeal, but they will not need to provide any response. **3. Responding to the Appeal:** If an appeal is not denied without further process, then both parties will have an equal opportunity to submit a written statement in support of, or challenging, the outcome in response to the appeal filed by the other party. Each party will receive a copy of the other party's appeal and must respond to the appeal within the designated time period, which shall be equivalent for both parties.

C. Reaching a Decision

1. The appellate decisionmaker will review the appeal materials and take any other steps that are reasonably necessary to impartially evaluate the appeal. The appellate decisionmaker may conclude:

a. The original decision may be upheld, modified or reversed, including imposing different, enhanced or reduced disciplinary action or sanctions;

b. The case may be referred to the same or different investigator(s) for additional investigation; or

c. The case may be referred for some other appropriate resolution.

2. Written Determination on Appeal: The appellate decisionmaker will prepare a written determination to send to both parties simultaneously. The decision of the appellate decisionmaker is final.

VIII. FINAL OUTCOME

A. *Notice of Final Outcome:* Once the deadline for filing an appeal on a decision to dismiss or determination regarding responsibility has passed or upon the issuance of a final determination on appeal by the appellate decisionmaker, as applicable, a notice of final outcome will be issued by the Title IX Coordinator or Deputy Title IX Coordinator. The final outcome notice is what officially closes the formal complaint. In the event that a final outcome notice is issued following a decision to dismiss a formal complaint, then the College may, in its discretion, in consultation with the reporting party, proceed to resolve the allegations in accordance with the Nondiscrimination and Anti-Harassment Policy and Procedures.

B. *Follow-up:* If, as a result of these procedures, a party is found responsible for violating the Nondiscrimination and Anti-Harassment Policy and Procedures, then the Title IX Coordinator or Deputy Title IX Coordinator, may follow-up with both parties, as necessary, to ensure that the any sanctions issued have been implemented and served, and otherwise to address any issue that may arise. Following the issuance of a notice of outcome, the parties are expected to notify the Title IX Coordinator or Deputy Title IX Coordinator if prohibited conduct has not ceased or any acts of retaliation have occurred.

C. *Continuing Effects:* Even after a sanction is served, a reporting party may feel continuing effects of the incident. The College retains discretion to address continuing effects by instituting reasonable supportive measures.

IX. INFORMAL RESOLUTION PROCESS

A. *Initiation of Informal Resolution Procedures:* The College may offer an informal resolution process on a case-by-case basis, at any time after a formal complaint is filed. Given the inherent power dynamics, a formal complaint alleging sexual harassment by an employee against a student, will not be allowed to proceed through an informal resolution process to resolve allegations that an employee sexually harassed a student.

1. General Requirements: An informal resolution may only be offered after a formal complaint is filed. An informal resolution process will not involve a full investigation and adjudication. The informal resolution process will commence only if the College receives both parties' voluntary, written consent to the informal resolution process

2. Written Notice Before Process Begins: Before proceeding with an informal resolution process, the college will provide written notice to both parties. The notice will contain the allegations and the requirements of the informal resolution process. The notice will inform the parties that all communications concerning and during the informal resolution process will be kept confidential in the event that the parties withdraw from the informal resolution process and proceed with the investigative procedures.

3. Withdrawing from the Informal Resolution Process: At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal grievance process with respect to the formal complaint. Any

records or documentation generated concerning the parties' engagement in the informal process will not become part of the investigative file.

B. Possible Informal Resolution Processes: The College will determine, based on the circumstances and with input from both parties, which informal resolution process is appropriate to resolve the formal complaint.

1. Facilitated Communication: The Title IX Coordinator, Deputy Title IX Coordinator, or other designated official may facilitate communication with the respondent where the complainant should not communicate directly with the respondent.

2. Mediation: The reporting party and the respondent may discuss and attempt to resolve the matter informally with the assistance of a person the College designates as the mediator.

3. Other Processes: There may be other available informal resolution procedures. For example, a restorative justice approach may be offered to the parties and used as an approach to address a complaint or report of prohibited conduct under this Policy.

C. Possible Outcomes: A decision on responsibility will not be made as part of the informal resolution process. The wishes of the parties will govern the outcome of the informal resolution process. Additionally, the College will seek to ensure that the parties' agreeable outcome is targeted at stopping the alleged misconduct.

X. MISCELLANEOUS

A. Retaliation prohibited The College prohibits retaliation. It is a violation of this Policy to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

B. Recordkeeping 1. Creation. In each instance, the College will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's education program or activity. If the College does not provide a complainant with supportive measures, then the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the College in the future from providing additional explanations or detailing additional measures taken. **2. Maintenance.** All recordkeeping obligations required by Title IX, including records of the College's response to formal complaints of Title IX Sexual Harassment and Title IX training materials are as specified in the Records Policy: Retention and Disposition of Records and the Policy on Disciplinary Records and Sexual Harassment Investigations. **C.**

Training 1. Title IX Coordinator, Investigators, Decisionmakers. The Title IX Coordinator, investigators, decisionmakers and persons who facilitate the informal resolution process will receive periodic training on how to serve impartially and without bias, including by avoiding prejudgment of the facts at issue, conflict of interest and bias. The Title IX Coordinator and Deputy Title IX Coordinator will receive additional training related to handling of reports of unlawful discrimination and harassment and the Title IX grievance procedures. The decisionmaker, as necessary, will receive training on facilitating live hearings. **2. Officials with Authority.** The College will provide officials with authority training so that they know how to respond appropriately

to reports of unlawful Title IX Sexual Harassment. **3. Employees.** The College will provide periodic training to employees related to recognizing and reporting Title IX Sexual Harassment. **4. Students.** The College annually notifies students of the College's Nondiscrimination and Anti-Harassment Policy and Procedures, the Title IX Coordinator's contact information, and information about how to report and file complaints of sex discrimination and how to report and file formal complaints of Title IX Sexual Harassment. Materials used to train the Title IX Coordinator, Deputy Title IX Coordinator, investigators, decisionmakers, and employees will be accessible on the College's website.

Definitions

See [Definitions](#) section above

Related Policies

- [Colorado College Notice of Non-Discrimination](#)
- [Interim Nondiscrimination and Anti-harassment Policy and Procedures](#)
- [Student, Staff, and Faculty Consensual Relationship Policy](#)

Veterans Readmission

Responsible party

Dean of the College

Last revision

August 2013

Approved by

The Cabinet

Approval date

August 2013

Effective date

August 2013

Last review

August 2013

Additional references

Higher Education Opportunity Act of 2008

Scope

All financial and administrative policies involving community members across campus, including volunteers are within the scope of this policy. If there is a variance between departmental expectations and the common approach described through college policy, the college will look to the campus community, including volunteers to support the spirit and the objectives of college policy. Unless specifically mentioned in a college policy, the college's Board of Trustees are governed by their Bylaws.

Policy

Authorities delegated and retained/administrative responsibility

The president of the college delegates administration of readmission related to students in good standing who have serviced in uniform services to the dean of the college.

Readmission

If a student's absence is necessitated because of service in the uniformed services, upon receipt of the student's intent to reenroll, the college will readmit the student if:

- The student (or appropriate officer of the Armed Forces or the Department of Defense) gives the college advance notice of the service
- The cumulative length of the absence and all previous absences from the college because of service to the uniformed services does not exceed five years
- The student notifies the college of the intent to return no later than three years after the completion of the period of service

Students who apply for readmission under this policy shall provide documentation to establish that the service limitation (five years) has not been exceeded. Also, the student's eligibility for readmission has not been terminated due to (a) separation from the Armed Forces (including the National Guard and Reserves) with a dishonorable discharge or bad conduct discharge or (b) dismissal or dropping under the United States Code.

Exceptions

Advance notice: A military necessity* may preclude advance notice from the student. Also, the notice requirement may be met at the time the student seeks readmission through an attestation that the student performed service in the uniformed services.

Notification of intent to return: A student who fails to apply for readmission within the three-year period stated under the Higher Education Opportunity Act does not automatically forfeit readmission. In that instance, the student becomes subject to the college's established leave of absence policy and general protocol. Also, a student who is hospitalized or convalescing due to an illness or injury resulting from or aggravated during the period of service shall notify the college of the intent to return no later than two years after the period that is necessary for recovery.

Procedures

None

Definitions

Service in the uniformed services:

service (whether voluntary or involuntary) on active duty in the Armed Forces, including service in the National Guard or Reserve for a period of more than 30 days.

Military necessity:

mission, operation, exercise, or requirement that is classified or that otherwise could be compromised if it were public knowledge.

Five-year service period:

does not include any service that (1) is required beyond five years to complete an initial period of obligated service; (2) the student was unable to obtain orders to be released before the expiration of the five-year period; (3) ordered or retained on active duty or called into federal service as a member of the National Guard.

Academic Programs

Departmental

Anthropology

Applicable for the 2024-25 academic year.

[Anthropology Website](#)

Professor HAUTZINGER (Associate Chair), Associate Professors FISH (Chair), LEZA , INGRAM, Visiting Assistant Professor FELLARS

Major Requirements

Students majoring in anthropology must complete a minimum of twelve (12) units of course work, including the following requirements:

Two required, discipline-wide courses:

- AN215 Anthropological Theory (taught in the fall)
- AN315 Senior Capstone Seminar in Anthropology

An additional 10 units of course work in the department**, distributed in the following categories:

- A minimum of one course in each of the 4 subfields (archaeological, biological, cultural, and linguistic anthropology). Cross-listed courses taught by faculty from other departments cannot satisfy the subdiscipline distribution requirement. [See the Requirements Met by Courses page.](#)
- At least three anthropology courses at the 300-level (in addition to [AN315](#). Note: all 300-level courses have prerequisites; 2-block courses count as one *course*, but two *units* in the major). [AN400 Independent Research in Anthropology](#) or AN450 Capstone Research in Anthropology cannot substitute for 300-level courses.
- At least two courses with the Department’s “Methods” designation. [See the Requirements Met by Courses page.](#)

- Students must achieve a grade of C- or higher (or “S” if the P Track) for credits to count towards the major.

All Seniors must submit a [Senior Capstone Project](#).

Major requirements may be satisfied by no more than:

- two units of off-campus credit
- two units of AN400 Independent Research in Anthropology or AN450 Capstone Research in Anthropology
- two cross-listed units taught by non-departmental faculty (e.g. ethnomusicology, political ecology, ethnography, religion, Race, Ethnicity, and Migration Studies (RM), or SW studies, etc.). Crosslisted courses cannot satisfy the subdiscipline distribution requirement unless they are taught by departmental faculty.

Minor Requirements

A minor in anthropology will consist of a minimum of five units of course work, to include the following:

- Courses in (at least) two of the four major subdisciplines (biological, cultural, archaeological, and linguistic anthropology - [see Requirements Met by Courses page](#)) as described in the major requirements.
- At least one course at the 300 level.
- Independent research courses ([AN400](#) and AN450) may not be counted toward the minimum five units of the minor.
- Minor requirements may be satisfied by no more than:
 - # one cross-listed course unit taught by non-departmental faculty (e.g. ethnomusicology, political ecology, ethnography, religion, RM or SW studies, etc.).**
 - # one unit of off-campus credit.
- Students must achieve a grade of C- or higher (or “S” if the P Track) for credits to count towards the minor.

** The Anthropology Department allows majors to earn up to two (2) credits, and minors one (1), from [off-campus study programs](#) to count towards the degree. We accept a broad array of (C), or Cognate, courses for a single credit, assuming the coursework undertaken while off-campus includes at least one course with an anthropological/cultural/societal dimension to it. A second course towards the major requires the proposed course be focused on disciplinary anthropology’s thought and content (A). Courses taken off-campus are taught at the 300-level or above will transfer back to the department only at the 200-level to prevent off-campus study from replacing advanced study on campus. Students should submit course approval requests via Summit before finalizing study abroad plans.

A—Anthropology Course. Serves for a 1st or 2nd course unit one of 12 major / 5 minor course units at the 200-level; does not fulfill subfield distribution.

C—Cognate course. Serves for 1st but not a second 2nd off-campus credit, 208 topics, may fulfill a subfield requirement.

Art

Applicable for the 2024-25 academic year.

[Art Website](#)

Professors T. BENTLEY (Co-Chair), S. JOHNSON (Co-Chair), R. KOLARIK, K. LEONARD, G. MURRAY (Spring 2025 Sabbatical), R. TUCKER; Assistant Professor J. PAULIN (Fall 2024 Sabbatical) W.TARVER (Fall 2024); Senior Lecturer and Artist-in-Residence J. GUMPPER; One Year Visiting Assistant Professor M. POGGIOLI

Major Requirements

A student majoring in Art may concentrate in art history, art studio, design studies, or museum studies. Students must complete at least 11 units in the Art major.

Art History Concentration

The Art History Concentration consists of 7 units of art history, 2 units of art studio, and a two-unit senior capstone. The 7 art history courses must include one 300-level course. In their senior year, students take a two-block senior capstone (AH412 Senior Seminar and AH415 Senior Capstone).

Art Studio Concentration

The Art Studio Concentration consists of 7 units of art studio, 2 units of Art History, and a two-unit senior capstone (AS411 Senior Studio Seminar). Selected courses may be repeated for credit with consent of instructor.

Design Studies Concentration

The Design Studies Concentration consists of 7 units of art studio, 2 units of art history, and a two-unit senior capstone. Students selecting the Design Studies concentration must include the following courses in their studio units: AS103 Art Studio Foundations: Drawing or AS102 Art Studio Foundations: 2-D Design; AS114 Art Studio Foundations: 3-D Design; and AS212 Design Workshop. The 4 additional units of studio within the Design concentration should be chosen in consultation with the students' major advisor. In their senior year, students take a two-block senior capstone experience (AH412 or AS411 Senior Seminar and AS411 or AH415 Senior Capstone).

Museum Studies Concentration

The Museum Studies Concentration consists of MS247 Introduction to Museum Studies, 2 additional units of museum studies courses, 4 units of art history, 2 units of art studio, and a two-unit senior capstone experience (AH412 Senior Seminar and AH416 Senior Capstone).

Other Information

AP credit in art history cannot be counted towards the major, but students who receive AP credit may, in consultation with the department, substitute upper-level courses for an introductory survey. Students who receive a score of 5 on the art history AP exam may receive one unit of general studies credit.

Minor Requirements

The Art Department offers two minors, one in art history and one in studio art.

Art History Minor (Six units)

The art history minor consists of six units: five art history units--at least three at the 200 or 300 level--and one unit of studio art (at the 100 level or at a more advanced level with the permission of the instructor). Only Colorado College courses may count towards the minor, which is open only to non-art majors. The introductory courses provide a broad chronological and geographical introduction, with some methodological focus.

More advanced classes encourage concentrated and/or comparative study in one or more areas or periods. The unit of studio art is in keeping with the philosophy of the Art Department that serious study of art history must involve some direct experience of studio art.

Art Studio Minor (Six units)

The art studio minor consists of six units: five studio art units and one unit in art history. Three of the studio art units must be above the 100 level. Only Colorado College courses may count towards the minor, which is open only to non-art majors. The initial 100-level units provide both a conceptual and technical introduction to studio practices. The remaining units allow the student to investigate specific disciplines, such as painting, sculpture, photography, or printmaking, at a more advanced level. The unit of art history is in keeping with the philosophy of the department that serious study of studio art must involve some knowledge of art history.

Business, Economics, and Society (BESoc)

Applicable for the 2024-25 academic year.

[Business, Economics, and Society \(BESoc\) Website](#)

PROFESSORS: Acri, de Araujo, Fenn, Johnson, Kapuria-Foreman, Redmount;
ASSOCIATE PROFESSORS: Hoel, Miller-Stevens, Rader; ASSISTANT
PROFESSORS: Diaz Ferraro, Golfari, Wilson, Yang; VISITING FACULTY: Amacher,
Auguste, Broady, Brugger, Hurt, Nguyen, Semerikov, Sharpe

Major Requirements

To graduate as a Business, Economics, and Society major, students must pass the all-college requirements, while completing two units in Mathematics, a minimum of three units in Economics, three units in Business, four units in Social Issues, two units of electives, and two units of senior thesis. Only one unit total between the Social Issues core and the electives may be at the 100-level.

A. Required Mathematics Courses (2-3 units total)

MA117	Elementary Probability & Statistics* OR	1 unit
MA217	Introduction to Probability and Statistics	

MA125	Pre-calculus & Calculus* OR	1 or 2 units
MA126	Calculus 1	
		2 or 3 units

B. Required Economics Courses (3 units total)

EC100	Principles of Economics* OR	
EC101	Principles of Microeconomics* AND	2 units
EC102	Principles of Macroeconomics*	
EC301	Microeconomic Theory OR	1 unit
EC302	Macroeconomic Theory	
		3 units

*See above guidelines on International Baccalaureate (IB and Higher Level and Advanced Placement (AP) equivalents.

C. Required Business Courses (3 units total)

BU205	Principles of Financial Accounting	1 unit
BU329	Business Organization and Management	1 unit
BU326	Consumer Marketing OR	
BU316	Theory of Business Finance OR	1 unit
BU315	Business Policy and Strategy*	
		3 units

* May be offered as a cross-listed co-taught course with EC344 (The Economics of Strategy)

D. Required Social Issues Courses (4 units total)

BU311 Data, Math, and Modeling for Business and Society **1 unit**

BU310 Society, Business, and Economics **1 unit**

Two courses chosen from the Social Issues approved courses list, available on the department website.

Students may petition to count no more than 2 courses not on the Social Issues course list. Petitions must be approved before the course begins, with limited exceptions for courses already completed. **2 units**

4 units

E. Electives (2 units total)

Two courses chosen among:

BU (Business Courses), EC (Economics courses), or Social Issues core (section D). **2 units**

Only one unit total between the Social Issues core (Section D) and the electives (Section E) may be at the 100 level.

F. Thesis in Business, Economics, and Society (2 units total)

BU499 Senior Thesis in Business, Economics, and Society **2 units**

TOTAL MINIMUM REQUIRED CREDITS.....16 units

DISTINCTION IN BUSINESS, ECONOMICS, AND SOCIETY is awarded by action of the Department to up to the top 20% of graduating majors based on their GPA within the major with the provision that they have also received an A in Senior Thesis.

Chemistry & Biochemistry

Applicable for the 2024-25 academic year.

[Chemistry & Biochemistry Website](#)

Professors: GROVER, MEYER; Associate Professors: BOWMAN, BRASUEL, DAUGHERTY, DOUNAY (Chair), FAHRENKRUG, VAGHOO, KISUNZU; Lecturers: GORENSEK-BENITEZ, HARRIS; Emeritus: BOWER, JONES, LINDEMAN; Visiting Assistant Professor: CARDIELLO

Major Requirements

Students are encouraged to choose a specific subdiscipline and focus in related upper-level courses. Upper-level courses in cognate disciplines that fit specific subdisciplines of chemistry may be substituted as equivalent if approved by the department. In addition, every senior must enroll in Chemistry 490 Senior Seminar. Computational approaches, including programming and statistical analysis, are integrated into the majors, but more experience may be useful.

Research Blocks

A total of three mentored research blocks may be taken for credit. However, only one Chemistry 201 may be taken for credit, as it is intended for students who want to start research early, and have no prior background in research.

Chemistry Major

A chemistry major must receive credit for courses equivalent to Chemistry 107 or 117, 108 or 118; Mathematics 126, 129; Physics 241, 242; Chemistry 241, 250, 275, 266 or 365, and 382. One of the five 200-/300-level chemistry courses may be replaced by an upper-level chemistry course or an approved upper-level course in a subdiscipline or cognate discipline. Students must take three upper-level courses chosen from: Chemistry 251, 342, 351, 366, 367, 383, [300-level inorganics], 480, one credit of (CH201, 300-level research^a or 400-level research^b), and other approved upper-level chemistry courses that contain a significant laboratory component. Chemistry 490 Senior Seminar is required. The department recommends research for all students, especially those intending to pursue graduate study.

The information listed on this page is only a summary; students should check with their advisor to ensure they have fulfilled all requirements. Full requirements for the major

can be found in the Colorado College Catalog of Courses for the year in which you declared your major. [Download a PDF file of the following requirements.](#)

Chemistry Major CC (14.50)

First Year

CH107/ CH117,
CH108,
MA126, MA129

Second and Third Year

PC241, PC242
CH250: Organic I
CH241: Analytical
CH275: Inorganic I
CH266: Fundamentals of Physical
Chemistry *OR* CH365: Biophysical
CH382 (requires CH251): Biochemistry
I

One of these five chemistry 200/300-
level courses may be replaced by
an upper-level chemistry course in a
subdiscipline or cognate discipline.

Fourth Year

Three In-Depth Courses: can be
from any specific subdiscipline or a
mixture of organic, inorganic, analytical,
biochemistry or physical.

CH201/300-level research^a/400-level
research^b

CH251 (before CH382): Organic II
CH342: Instrumental
CH351: Organic III
CH353: Intro to Polymer
CH366: Physical I
CH367: Physical II
CH375: Solid State Inorganic
CH376: Organometallic
CH377: Bioinorganic
CH383: Biochemistry II
CH471: Ribonucleic Acids
CH480: Advanced Metabolism (with
lab)

Upper-level courses in cognate
disciplines (with significant lab

ACS Certified Chemistry Major (15.50)

First Year

CH107/ CH117,
CH108,
MA126, MA129

Second and Third Year

PC 241, PC242
CH250: Organic I
CH 251 (before CH382): Organic II
CH241: Analytical
CH275: Inorganic
CH266: Fundamentals of Physical
Chemistry *OR* CH365: Biophysical
CH382 (requires CH251): Biochemistry
I

Fourth Year

Three In-Depth Courses: can be
from any specific subdiscipline or a
mixture of organic, inorganic, analytical,
biochemistry or physical.

CH201/300-level research^a/400-level
research^b (with paper)

CH342: Instrumental
CH351: Organic III
CH353: Intro to Polymer
CH366: Physical I
CH367: Physical II
CH375: Solid State Inorganic
CH376: Organometallic
CH377: Bioinorganic
CH383: Biochemistry II
CH480: Advanced Metabolism (with
lab)

Upper-level courses in cognate
disciplines (with significant lab
hours) may also be approved by the
Department.

Chemistry Major CC (14.50)

hours) may also be approved by the Department.

CH490: Senior Seminar is Required

^a from 301, 302, 303, 304, 305

^b from 401, 402, 403, 404, 405

ACS Certified Chemistry Major (15.50)

CH490: Senior Seminar is Required

^a from 301, 302, 303, 304, 305

^b from 401, 402, 403, 404, 405

Biochemistry Major

A biochemistry major must receive credit for courses equivalent to Chemistry 107 or 117, 108 or 118; Mathematics 126, 129; Physics 241, 242; Molecular Biology 131, 201; Chemistry 250, 251, 382, 383, and either 241 or 266 or 275; and one credit of (CH201, 300-level research^a, 400-level research^b, or MB399 with department approval)*, and two additional credits from the upper-level courses: Chemistry 342, 351, 366, 367, [300-level inorganics], 400, 471, 475, 480, Molecular Biology 350, 355, 360, BE 344, 345. Chemistry 490 Senior Seminar is required. Additional upper-level biochemistry or molecular biology courses when taught with a significant relevant laboratory component may also be approved by the department. *The research unit can be replaced with [one additional upper-level course](#) upon consultation with the department if the student has had significant research experience that did not include academic credit (i.e. REU or other summer research program).

The information listed on this page is only a summary; students should check with their advisor to ensure they have fulfilled all requirements. Full requirements for the major can be found in the Colorado College Catalog of Courses for the year in which you declared your major. [Download a PDF file of the following requirements.](#)

Biochemistry Major CC (16.50)**First Year**

CH107/ CH117,
CH108,
MA126, MA129
MB131

Second and Third Year

PC241, PC242
MB201: Lab in Cell and Genetics
CH250: Organic I
CH251: Organic II
CH382 (requires CH251): Biochemistry I
CH241: Analytical OR CH266:
Fundamentals of Physical Chemistry
OR CH275: Inorganic I

ACS Certified Biochemistry Major (16.50)**First Year**

CH107/ CH117,
CH108,
MA126, MA129

Second and Third Year

PC241, PC242
CH250: Organic I
CH251: Organic II
CH382 (requires CH251): Biochemistry I
CH275: Inorganic I
CH241: Analytical
CH266: Fundamentals of Physical
Chemistry

Fourth Year

CH383: Biochemistry II

CH201/300-level research^a /400-level research^b or MB399 (with department approval)

Two In-Depth Courses:

In Biochemistry/Chemistry or Cognate disciplines **with significant lab component**. May be chosen from the following:

CH342: Instrumental

CH351: Organic III

CH353: Intro to Polymer

CH366: Physical I

CH367: Physical II

CH375: Solid State Inorganic

CH376: Organometallic

CH377: Bioinorganic

CH400: Topics courses upon approval

CH471: Ribonucleic Acids

CH480: Advanced Metabolism (with lab)

BE344: SEM

BE345: TEM

MB350-Special Topics Lab Research

MB355-Laboratory Advanced Genetics

MB360-Laboratory in Molecular Biology

Other upper-level courses in cognate disciplines (with significant lab hours) may also be approved.

*The research unit can be replaced with [one additional upper-level course](#) upon consultation with the department if the student has had significant experience that did not include academic credit (i.e. REU or other summer research program)

CH490: Senior Seminar is Required

^a from 301, 302, 303, 304, 305

^b from 401, 402, 403, 404, 405

Fourth Year

CH383: Biochemistry II

CH201/300-level research^a /400-level research^b with paper or MB399 (with department approval)

Two In-Depth Courses:

In Biochemistry/Chemistry or Cognate disciplines **with significant lab component**. May be chosen from the following:

CH342: Instrumental

CH351: Organic III

CH353: Intro to Polymer

CH366: Physical I

CH367: Physical II

CH375: Solid State Inorganic

CH376: Organometallic

CH377: Bioinorganic

CH400: Topics courses upon approval

CH 471: Ribonucleic Acids

CH480: Advanced Metabolism (with lab)

BE344: SEM

BE345: TEM

MB350-Special Topics Lab Research

MB355-Laboratory Advanced Genetics

MB360-Laboratory in Molecular Biology

Other upper-level courses in cognate disciplines (with significant lab hours) may also be approved.

*The research unit can be replaced with [one additional upper-level course](#) upon consultation with the department if the student has had significant experience that did not include academic credit (i.e. REU or other summer research program)

CH490: Senior Seminar is Required

^a from 301, 302, 303, 304, 305

^b from 401, 402, 403, 404, 405

Distinction in Chemistry and Biochemistry

Students interested in graduation with Distinction in Chemistry or Biochemistry should discuss the requirements with a department advisor by spring of their junior year. Distinction involves research and a significant thesis or publishable manuscript. Students interested in receiving American Chemical Society certification should also consult an advisor within the department.

Minor Requirements

To be awarded a minor, students must receive a total of 6 units of credit in the department (from six one-unit courses that are comprised of either lecture or lecture + lab). A chemistry minor must receive credit for courses equivalent to Chemistry 107 or 117, 108, 250, and three additional (one unit) credits selected from Chemistry 251, 241, 266, 275, 382 or other 300- and 400-level chemistry and biochemistry courses in this catalog (with their prerequisites). A biochemistry minor must receive credit for Chemistry 382 as one of the three courses taken beyond Chemistry 250. The 300-level research^a and 400-level research^b experiences do not qualify for the minor.

^a from 301, 302, 303, 304, 305

^b from 401, 402, 403, 404, 405

Chemistry/Biochemistry Minor

Requirements for Chemistry Minor

CH107 or CH117, CH108

CH250: Organic I

Three additional credits selected from:

CH251: Organic II

CH241: Analytical

CH266: Fundamentals of Physical Chemistry

CH275: Inorganic

CH382: Biochemistry I

Or 300-400 level chemistry courses

Requirements for Biochemistry Minor

CH107 or CH117, CH108

CH250: Organic I

CH251: Organic II

CH382: Biochemistry I

One additional credit selected from:

CH241: Analytical

CH266: Fundamentals of Physical Chemistry

CH275: Inorganic

Or 300-400 level chemistry courses

Chinese

Applicable for the 2024-25 academic year.

[Chinese Website](#)

Professor JIANG ; lecturer ZHANG

Minor Requirements

The Chinese Language Minor (6 units)

To fulfill the Chinese Minor, students must complete a total of 6 units as follows:

- A minimum of 5 units of Chinese language, including at least 1 unit of Advanced Chinese. One (1) additional relevant course can be a literature or culture course or an advanced language course (CN302, CN350 topics in translation, and CN401).
 - Students who initially place at CN202 or 300-level Chinese as a result of previous Chinese language study must complete at least 3 CC Chinese language courses at 300 or 400-level. The remaining elective courses can be fulfilled in CGIJR department or in other disciplines that have a thematic focus on Chinese and China
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Classics

Applicable for the 2024-25 academic year.

[Classics Website](#)

Professors CRAMER , DOBSON, THAKUR; Associate Professor BUXTON (chair);
Visiting Professor MONGRAIN

Major Requirements

The Classics Major

Our program is an area study with connections to programs and departments of Anthropology, Art and Archeology, Comparative Literature, the Performing Arts, Philosophy, Political Science, and Religion. Its center is the study of languages and literature, available to students as a major with varying emphases and intensities.

A stringent major that might lead to graduate study in classics requires two years' worth of work beyond the intermediate level in one language, preferably almost that much in the other, coverage of an extensive reading list and work (measured by the comprehensive examination) to establish historical, philosophical, and art-historical framework for the literature. Other students will spend less time on the languages (perhaps concentrating on one of them) and emphasize one or more non-Classics program areas. The department will provide formal or informal colloquia to bring together the studies of advanced students and faculty. Distinction in Classics will be awarded for the theses of an excellence beyond the mere grade of A.

All students majoring in Classics will:

- complete at least 9.25 units (including work at the 300 level or above in language) of [courses in the department](#),
- pass comprehensive examinations including reading in at least one classical language, and
- present [senior theses or the equivalent](#).

[Click here to see the Major Requirement checklist](#)

The department will provide formal or informal colloquia to bring together the studies of advanced students and faculty. Distinction in Classics will be awarded for the theses and coursework of an excellence beyond a mere A-range grade.

Minor Requirements

Requirements of the Departmental Minor in Classics

Students minoring in Classics will complete 5-6 units:

1. Latin or Greek for Beginners. (Or, if a student places out of Latin or Greek for Beginners, at least one other Classics elective in addition to the requirements below.)
2. Two units of Latin or Greek at the Intermediate level or higher.
3. Two Classics electives (either language courses, or in translation).

[Click here to view the Minor Requirements checklist](#)

Classics-English

Applicable for the 2024-25 academic year.

[Classics-English Website](#)

Associate Professor BUXTON (chair)

Major Requirements

Requirements: Normal requirements are between 9 and 12 units as follows:

- Classical Language (Greek or Latin), including one block at the 300 level in one classical language (1 unit minimum)
- Introduction to literary study and interpretation (2 units): EN250/CO250 Introduction to Literary Theory and EN100 Introduction to Literature:
- English courses at the 300 or 400 level covering at least two of the following three periods (2 units):
 - # Medieval/Renaissance
 - # 18th/19th centuries
 - # 20th/21st centuries
- At least two Classics courses covering the genres of literature, drama, or mythology (2 units minimum)
- The department of classics written and oral examination over the department's reading list
- Senior Thesis (2 units minimum): EN480 (1 unit) plus either EN499 or CL431 (Independent Senior Thesis, 1 unit minimum). The senior thesis project is to be co-directed and co-evaluated by two faculty members, one from Classics and one from English. It will be evaluated on the basis of its sophistication in the methodologies of both disciplines.

Total units required: 9-12.

Both departments also recommend study of a modern language to a level allowing literary reading.

Classics-History-Politics

Applicable for the 2024-25 academic year.

[Classics-History-Politics Website](#)

Advisors; Professors CRAMER, FULLER, NEEL

Major Requirements

All students opting for this major will complete an array of courses establishing their familiarity with the major political, social, and intellectual developments of the Mediterranean and Europe from antiquity to the contemporary world. Further, all will explore the Western tradition's ways of interpreting its past by attention to both classical and subsequent models. Students' historical and historiographical coursework will be distributed among the three constituent departments. Meanwhile, they will develop skills in at least one classical and one modern language to the point that they are able to use each in independent reading and research. Declared CHP majors in all undergraduate years will participate in an informal seminar meeting once a block, in which they establish intellectual community with their peers and advisers in discussion of significant texts outside their course material.

Finally, all CHP majors will complete substantial projects of research and criticism integrative of their experience throughout this program; their respective theses will be enriched by consideration of the primary sources in which they are based in the original languages, where possible.

Students may choose as primary advisers for their respective thesis projects any faculty members in a constituent department; other members of the college faculty may be invited to consult on or advise theses by student petition and approval of the CHP staff. One of the major's core advisers, however, will always serve as first or second reader of thesis work, and advisory faculty will annually approve and, as appropriate, grant honors for all theses in classics–history–politics.

REQUIREMENTS — Entry (2 units):

Students may enter the major after courses in Classics, Political Science, History, or the cognate disciplines of Art History, Philosophy, or Religion, as approved by the major advisers.

Ancient and modern language (to level of proficiency as individually determined by CHP faculty).

Normally, language proficiency will be understood to be the ability to read and respond to literary, historical, and philosophical works in either classical Greek or Latin (or, if appropriate to students' interests, Hebrew or Arabic) and a modern European language.

History of ideas (6 units):

Students' historical requirement will regularly be fulfilled by the completion of at least one unit in each of four periods (antiquity, Middle Ages and Renaissance, modernity, and the contemporary world), including at least two units of political science. Because suitable political science courses frequently address multiple historical periods, students will consult with their advisers about the appropriateness of particular syllabi to the respective period requirements, sometimes fulfilling two historical requirements with paired, parallel political theory courses. Although students may petition to substitute courses omitted below — for instance topics courses of special interest — for elements among the core CHP offerings, the following list will optimally support their development through the program:

1. Antiquity: History 213/Classics 250 Greek Foundations/Athenian Democracy, Classics/History 216 Roman History I, Classics 226/History 227 Roman History II, Classics 222/Political Science 234 Freedom and Empire: The Drama of Ancient Politics.
2. Middle Ages and Renaissance: History 274 Making Europe: Medieval Culture and the Framing of European Identity, History 275 Renaissance and Reformation: Crisis and Dissent, History 312 Crusade and Reform in Europe's Long 12th Century.
3. Modern Period: History 249 Women, Children and Men, History 255 Nature and Society, History 277 Europe in an Age of Absolutism, History 278 Europe in the Age of Revolution, History 287 Enlightenment Culture, History 288 Intellectual History of Modern Europe (2 blocks), Political Science 205 Foundations of Political Economy, Political Science 246 Politics in Literature, Political Science 292 American Political Thought, Political Science 270 Liberty and Equality, Political Science 371 Political Thought from Kant to Nietzsche.
4. Contemporary Period: History 289 The Age of Ideology, History 290 World War II and its Aftermath, Political Science 203/Studies in Film 205: Topics—Politics in Film, Political Science 242 Conservatism and Liberalism, Political Science 372 Political Thought Since Nietzsche.

The following courses are or may also be appropriate to the major, and may be used to fulfill requirements in one or more of the respective chronological categories, depending on a given year's syllabus, by permission of the respective instructors and the CHP advisers: Classics 222 Topics, History 200 Topics and 209 Topics in Ancient History, History 410 Advanced Seminar, Political Science 298 What Is Political Philosophy?, Political Science 344 Realism and Idealism in Political Philosophy, Political Science 408 Tutorial in Political Theory, Political Science 419 Seminar in Political Philosophy.

Theory of History (2 units):

Students may fulfill the historiographical requirement by completing both Classics 221/History 302 (Invention of History) and any of the following history or political science courses treating the tradition of historical analysis: History 399 Studying History, or Political Science 303 The Uses of the Past, offered as an independent study or summer readings course by Professor Fuller or Neel.

Major Seminar:

The seminar meets regularly throughout the academic year. It may offer presentations by CHP faculty and students or their guests, as well as common readings and

discussions. Although the seminar offers no credit, regular participation will be considered part of the major's requirements.

Senior Thesis (2 units):

Declared majors must submit well-developed thesis proposals to the CHP advisory group by the end of the junior year. Their two-block thesis requirement must be completed by Block 7 of the senior year, and may be designated on their transcript by the appropriate course number in the adviser's discipline: Classics 322 or 401, 402, 411, 412 and 431; History 430 and 431; or Political Science 402 and 450.

Comparative Literature

Applicable for the 2024-25 academic year.

[Comparative Literature Website](#)

Professors DAVIS (Director), SCHEINER; Assistant Professor NAJI; Visiting Assistant Professor HABIB

Major Requirements

Major Requirements:

11 units (in addition to language courses below level 306, and in addition to senior thesis work other than 430 and 431) required.

1. CO120: Literature, Power and Identities or CO121: Literature, Place, and the World – 1 unit.
2. CO130: Literature and Contemporary Issues or CO131: Literature, Texts, and Media – 1 unit.
3. CO250: Introduction to Literary Theory or EN250: Introduction to Literary Theory – 1 unit.
4. CO255: World Literature/Comparative Literature – 1 unit.
5. Four courses at or above the 300 level in literature, including one course in a language other than English at level 306 or above and one course that examines literature in a comparative context. – 4 units.
6. CO391: Advanced Literary Theory or CO390: Translation: Theory and Practice – 1 unit.
7. CO430: Thesis Preparation – 1 unit.
8. CO431: Senior Thesis (Prerequisite: CO255 and CO430) – 1 unit.

Note: As a rule, the senior thesis demands more than one block of preparation and one block of writing and research. Students are encouraged to take one independent study block of preparation with either their departmental or their external reader (usually during the block preceding the thesis block).

[Download a PDF of the major requirements and checklist.](#)

Minor Requirements

World Literature Minor — 6 units required.

1. CO120: Literature, Power, and Identities or CO121: Literature, Place, and the World – 1 unit.
 2. CO130: Literature and Contemporary Issues or CO131: Literature, Texts, and Media – 1 unit.
 3. CO250: Introduction to Literary Theory or EN250: Introduction to Literary Theory – 1 unit.
 4. CO255: World Literature/Comparative Literature – 1 unit.
 5. Two courses above the 100 level in literature, one of which examines literature in a comparative context – 2 units.
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Computer Science

Applicable for the 2024-25 academic year.

[Computer Science Website](#)

Associate Professor J. BURGE (Chair), Assistant Professors V. KOUSHIK, D. ELLSWORTH, C. SCOTT, B. NYE., B. JACKSON

Major Requirements

In addition to the All College Requirements, a student majoring in Computer Science must complete:

- Two of the following:
 - # [MA117](#) Elementary Probability and Statistics OR [MA217](#) Introduction to Probability and Statistics
 - # [MA120](#) Applied Linear Algebra
 - # [MA126](#) Calculus 1
 - # [MA129](#) Calculus 2
- [MA201](#) Discrete Mathematics OR [MA251](#) Number Theory
- [CP115](#) Computational Thinking
- [CP116](#) Applied Python
- [CP122](#) Computer Science 1
- [CP222](#) Computer Science 2
- [CP274](#) Software Design
- [CP275](#) Computer Organization
- [CP307](#) Data Structures and Algorithms
- [CP405](#) Theory of Computation
- [CP499](#) Team Software Project
- TWO units approved by a faculty member of the Department of Mathematics and Computer Science from the following:
 - # [CP341](#) Topics in Computer Science
 - # [CP342](#) Distributed Systems

- # [CP344](#) Database Systems
- # [CP360](#) Computer Graphics
- # [CP365](#) Artificial Intelligence
- # [CP407](#) Analysis of Algorithms
- ONE unit chosen from the [Racial/Gender Equity or Ethics approved list](#), available on the department website. Students may petition to count a course not on the Racial/Gender Equity of Ethics course list. Petitions must be approved before the course begins, with limited exceptions for courses already completed. Only courses taken outside of Mathematics and Computer Science can count towards this category
- A student must complete any two CS courses and one math course from the above list, and take at least one course from the Racial/Gender Equity or Ethics approved list before declaring the major
- All non-transfer students may count at most three 300-400 level courses taken at other institutions (not to include the equivalent of [CP499](#)) toward their Computer Science major, provided that these courses are approved by the department

A student majoring in Computer Science must also:

- Fulfill the [talk attendance and writeup requirement](#) as described on the department's web page, by the beginning of Block 7 of the student's senior year
- Present the project developed in Team Software Project ([CP499](#)) as either a poster or oral presentation during Block 7 of the year in which students take [CP499](#)

To be eligible for Distinction in Computer Science, see the [CS Distinction Requirements](#) page.

Minor Requirements

To minor in Computer Science, a student must complete each of the following:

- [CP115](#), [CP122](#), CP116, [CP222](#), [CP274](#), and [CP275](#)
- One additional units of computer science at the 300 or 400 level
- Obtain approval of the choice of courses from a member of the Department of Mathematics and Computer Science
- A student minoring in Computer Science must take at least three of the required courses at CC.
- [CP499](#) will not count towards the CS minor

Economics

Applicable for the 2024-25 academic year.

[Economics Website](#)

PROFESSORS: Acri, de Araujo, Fenn, Johnson, Kapuria-Foreman, Redmount;
ASSOCIATE PROFESSORS: Hoel, Miller-Stevens, Rader; ASSISTANT

PROFESSORS: Diaz Ferraro, Golfari, Wilson, Yang; VISITING FACULTY: Amacher, Auguste, Broady, Brugger, Hurt, Nguyen, Semerikov, Sharpe

Major Requirements

2021 Economics Major

The objective of the major in Economics is to develop a general knowledge of how economies function to allocate scarce resources. By applying economic theories of decision-making and coordination to public policy issues, majors will gain an understanding of the operation of the United States and other economies and of their interactions. Specialization in economics is valuable to students who intend to enter business or government service. For many positions with federal or state governments, training in economics or related social sciences is required. Moreover, undergraduate specialization in economics is the first step for students who wish to make a career of college teaching of economics or who wish to secure positions as professional economists with business or government. To hold such positions, graduate study of economics is usually required.

The Economics major also hopes to shape effective citizens by promoting knowledge of structures and processes central to democratic society in a global age and by addressing issues of economic inequality and social injustice. This goal contributes to the college's commitment to the liberal arts, and it reinforces the college's anti-racism agenda and its efforts to promote diversity, equity and inclusion.

PREREQUISITES

Students desiring to major in Economics are required to pass the following **prerequisites** prior to admission into the major. If a student has not taken these courses, that student may be admitted only if currently scheduled for a later section or by consent of the chair if mitigating circumstances exist.

To get started with this (and any of our department majors), students will need our gateway courses of Principles of Economics, either as a 2-block course (EC100) or as two separate blocks (EC101 and EC102). Students will also need Principles of Financial Accounting (BU205).

EC100	Principles of Economics OR	2 units
EC101	Principles of Microeconomics AND	
EC102	Principles of Macroeconomics	
MA125	Pre-Calc/Calculus 1 OR	1 or 2 units
MA126	Calculus I or higher	

International Baccalaureate (IB) Higher Level and Advanced Placement (AP) courses with registrar-approved test scores count as the equivalents of Economics 100, 101 and 102. Those scores, and answers to other IB and AP questions on course equivalents, can be found here: <https://www.coloradocollege.edu/offices/registrar/transfer-credit-guidelines.html>.

COURSE OF STUDY FOR THE ECONOMICS 2021 MAJOR

To graduate as an Economics major, students must pass the all-college or new general education requirements, while completing a minimum of 11 units of credit in courses in Economics, 1 unit of cross-listed credit in Business and Economics, 1 unit of credit in Business, and 2 units of credit in Mathematics.

A. Introductory Economics Course(s) (2 units)

EC100	Principles of Economics OR	2 units
EC101	Principles of Microeconomics AND	
EC102	Principles of Macroeconomics	2 units

B. Two Required Mathematics Courses (2 or 3 units)

MA125	Pre-Calc/Calculus I	1 or 2 units
MA126	Calculus I or higher	
MA117	Elementary Probability and Statistics OR	1 unit
MA217	Introduction to Probability and Statistics	2 or 3 units

C. One Required Course in Business (1 unit)

BU205	Principles of Accounting	1 unit
		1 unit

D. Three Required Intermediate Theory Courses (3 units)

EC301	Microeconomic Theory	1 unit
EC302	Macroeconomic Theory	1 unit
EC303	Econometrics OR	1 unit
EC403	Econometric Theory	3 units

E. Five Elective Courses in Economics (5 units)

- At least four of the five electives must be at the 300-level or 400-level. The remaining elective may be a 200-level course. **5 units**
- At least one of the five electives must come from the "Economics Major Part E" list of electives, which is posted on the department website. The remaining four elective courses must be EC courses (not BU or cross-listed with BU).

F. Thesis in Economics

EC499	A two-block thesis experience	2 units
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TOTAL MINIMUM REQUIRED CREDITS.....15 units

DISTINCTION IN ECONOMICS is awarded by action of the Department to up to the top 20% of graduating majors based on their GPA within the major with the provision that they have also received an A in Senior Thesis.

Education

Applicable for the 2024-25 academic year.

[Education Website](#)

Professors DROSSMAN, TABER; Associate Professors VALTIERRA (chair), WHITAKER; Assistant Professors ARIAS, COOMER; Visiting Assistant Professor REGAN; Lecturers FITZHUGH, STOLLER, WALTER; Visiting Instructors BRUNTON, FOLLARI & RAEVSKY.

Major Requirements

The education major is designed for the undergraduate to recognize education as a discipline whose presence is historical, social, political, and economical. Through social inquiry, critical analysis, and community engagement, education majors will examine the central position educational systems occupy in civic functioning.

A student majoring in education must complete a minimum of **11-12 units** depending on the path. The four paths include: the Education Major, [Teaching and Learning](#), [Critical Social Foundations of Education](#), or [Environmental Education](#). For more information, visit the Undergraduate Programs area of the Education Department website and consult with your advisor.

Category: Foundations in Education (4 units: ED101 OR ED120 plus three electives)

ONLY ONE UNIT OF FYE OR CC100/120 MAY BE COUNTED TOWARDS THE MAJOR

ED101 Introduction to the K-12 Classroom Culture (COURSE REQUIRED FOR ALL MAJORS AND MINORS)

ED110 Linking Literacy, Language, and Linguistics (REQUIRED FOR ELEMENTARY LICENSURE)

ED120 Practicum in Environmental Education (TREE Semester, can be substituted for ED101)

ED131 Youth Organizing for Social Change

ED200 Teaching Culturally and Linguistically Diverse Learners

ED205 Disability and Society

ED210 Power of the Arts in Education

ED211 Critical Perspectives on the U.S. Educational System: 19th Century – Present

ED320 Diversity and Equity in Education (*prerequisite*: ED101 or CC100/120)

ED225 Critical Foundations of Environmental Education (TREE semester)

ED235 Critical Multicultural Education
ED250 Topics in Education
ED255 Urban Education
ED280 Sociology of Education
ED350 Advanced Topics in Education

Category: Educational Research (two units)

ED260 Educational Research Design (*prerequisite*: one class from the Foundations category). *This is a two-block course.*

Category: Psychology (one unit)

ED311 Educational Psychology (*prerequisite*: COI; ED101 OR ED120 and one class from the Foundations category)

Category: Curriculum, Instruction, and Assessment (one unit)

ED310 Integrative STEM Education: Promoting Inclusion, Equity, and Social Transformation (*prerequisite*: ED101 OR ED120 and one class from the Foundations category) (REQUIRED FOR ELEMENTARY LICENSURE)

ED360 Classroom Management (*prerequisite*: ED101 OR ED120 and one class from the Foundations category)

ED370 Arts Integration: Creating Critical Thinkers and Connected Communities (*prerequisite*: COI; ED101 OR ED120 and one class from the Foundations category)

ED380 Curriculum Theories (*prerequisite*: ED101 OR ED120 and one class from the Foundations category)

ED385 Developing Environmental and Sustainability Education Curriculum (*prerequisite*: ED120 and ED225)

ED386 Educational Assessment in a Political Context (*prerequisite*: ED101 OR ED120 and one class from the Foundations category)

Category: Instructional Methods (one unit)

ED477 Culturally Sustaining Teaching and Disciplinary Literacy Methods (*prerequisite*: ED101 OR ED120, ED311 *and* COI OR Master of Arts in Teaching candidate). Students must obtain COI no later than first Monday of the previous block.

Category: Educational Policy and Reform (one unit)

ED350 Advanced Topics in Education: Economics of Education Policy

ED430 Policy and Politics in American Education (*prerequisite*: one class from the Curriculum, Instruction, and Assessment category)

ED450 Philosophy of Education

ED455 Education Reform in the 21st Century (*prerequisite*: one class from the Curriculum, Instruction, and Assessment category)

Category: Advanced Research (one unit)

ED490 Advanced Research

Minor Requirements

The minor supports students who wish to study the complexities of education ranging from its historical, social, philosophical, and psychological bases to modern-day issues and applications. Students are advised to consult early with the education faculty to develop a pathway of coursework in a particular area of interest, especially if the interest is in earning Colorado teaching credentials.

A student minoring in education must complete **five units** from the following categories:

ONLY ONE UNIT OF FYE OR CC100/120 MAY BE COUNTED TOWARDS THE MINOR

Category: Foundations in Education (3 units: ED101 OR ED120 plus two electives)

ED101 Introduction to the K-12 Classroom Culture (COURSE REQUIRED FOR ALL MAJORS AND MINORS)

ED110 Linking Literacy, Language, and Linguistics (REQUIRED FOR ELEMENTARY LICENSURE)

ED120 Practicum in Environmental Education (TREE Semester, can be substituted for ED101)

ED205 Disability and Society

ED210 Power of the Arts in Education

ED211 Critical Perspectives on the U.S. Educational System: 19th Century – Present

ED250 Topics in Education

ED131 Youth Organizing for Social Change

ED200 Teaching Culturally and Linguistically Diverse Learners

ED320 Diversity and Equity in Education (*prerequisite*: ED101 or CC100/120)

ED225 Foundations of Environmental Education (TREE semester)

ED235 Critical Multicultural Education

ED255 Urban Education

ED280 Sociology of Education

ED350 Advanced Topics in Education

Category: Psychology (one unit)

ED311 Educational Psychology (*prerequisite*: COI; ED101 OR ED120 and one class from the Foundations category)

SELECTING THE FINAL COURSE TO COMPLETE THE MINOR

Students in the Teacher Preparation Program or Pre-MAT:

If you are a teacher candidate in the Teacher Preparation Program, preparing for either the 9th semester program or Master of Arts in Teaching program, then **you must take ED477 Culturally Sustaining Teaching and Disciplinary Literacy Methods** as your fifth course to complete the minor.

Students Wishing to Complete the Minor and Not Interested in Teacher Licensure:

If you are a student completing the education minor, then you must take one additional course from: the Curriculum, Instruction and Assessment **or** Educational Policy and Reform categories listed above **or** ED477 Culturally Sustaining Teaching and Disciplinary Literacy Methods.

Teacher Preparation Program Requirements for Colorado College Undergraduates

Program Advisor: [Debra Yazulla Mortenson](#), Director of Teacher Educator Programs

Licensure is offered in elementary education (K-6), K-12 art, music, and world languages and secondary (7-12) English, math, science, and social studies. K-12 and secondary content coursework are informed by current state standards and will most likely be satisfied by completing the major in your discipline area. Students wishing to earn an elementary teaching license from Colorado may complete the education major or any other liberal arts major. If you plan to pursue licensure at the K-12 or secondary level, you must major in the content area you plan to teach. Please contact the Director of Teacher Educator Programs as soon as possible for course selection advising.

All licensure students must also complete the necessary education foundations, educational psychology, and methods coursework required by the state for licensure. See below for details.

Licensure Requirements

ED101 Introduction to K-12 Classroom Culture (one unit) OR ED120 Practicum in Environmental Education

Foundations in Education (one unit)

ED110 Linking Literacy, Language, and Linguistics (REQUIRED FOR ELEMENTARY LICENSURE)

ED120 Practicum in Environmental Education (TREE Semester, can be substituted for ED101)

ED205 Disability and Society

ED210 Power of the Arts in Education

ED211 Critical Perspectives on the U.S. Educational System: 19th Century – Present

ED250 Topics in Education

ED131 Youth Organizing for Social Change

ED200 Teaching Culturally and Linguistically Diverse Learners

ED320 Diversity and Equity in Education (*prerequisite*: ED101 or CC100/120)

ED225 Foundations of Environmental Education (TREE semester)

ED235 Critical Multicultural Education

ED255 Urban Education

ED280 Sociology of Education

ED350 Advanced Topics in Education

ED311 Educational Psychology (one unit)

ED477 Culturally Sustaining Teaching and Disciplinary Literacy Methods (one unit)

ED478 Advanced Methods: Inclusive Pedagogies in Literacy, Curriculum and Instruction (two units)

ED466 Data Driven Instruction for Diverse Learners in the 21st Century (one unit)

ED479 Teacher Candidate Practicum (3.5 to four units), OR

ED479 Teacher Candidate Practicum (two units) and **ED495 Internship in Education: International Teaching** (two units)

In addition, students pursuing elementary licensure must take the following two classes:

ED110 Linking Literacy, Language, and Linguistics

ED310 Integrative STEM Education: Promoting Inclusion, Equity, and Social Transformation

To be recommended for licensure, students must successfully complete all coursework, pass the appropriate state examination in their content area or grade-level discipline, complete 800 hours of supervised classroom practicum and successfully complete the Teacher Candidate Performance Assessment.

Teacher Preparation Program Admissions Procedure

Students who wish to pursue Colorado teacher licensure must apply for admission to the Teacher Preparation Program. After entering the college, a student interested in the program should obtain a description of the admission prerequisites, licensure requirements, and application procedure from the Education Department. Students should complete their application in spring of their sophomore year or fall of their junior year.

Students will have to submit the following documents to be considered for admission:

- Updated resume
- Current CC transcript
- Three letters of recommendations, one of which should be academic and one from an educator who can speak to your successful work with students in a classroom setting

In addition, students must have a cumulative grade point average of at least 3.0 and an average in the major or teaching field of at least 3.2. After receipt of a completed application, candidates will have a personal interview with the Teacher Preparation admissions team, which will include a teaching demonstration.

Ninth Semester Program

Students who wish to be licensed at the elementary, K–12, or secondary levels may have difficulty in completing ED479 during the eight semesters of undergraduate coursework. Therefore, the college has established a “Ninth Semester Program” where student teaching can be completed, after graduation, with tuition at a fraction of the cost of a regular semester. Eligible students will have completed their major, bachelor's degree and teaching licensure requirements except for ED479 (Blocks 1-4) or ED479 (Blocks 1-2) and ED495 (Blocks 3-4). Please see one of the education program advisors in the Education Department for further information.

Master of Arts in Teaching (MAT) Programs

Master of Arts in Teaching Licensure Program

Colorado College offers a Master of Arts in Teaching Licensure Program. Licensure is offered in elementary education (K-6), K-12 art, music, and world languages and secondary (7-12) English, math, science, and social studies. K-12 and secondary content coursework are informed by current state standards and will most likely be satisfied by completing the major in your discipline area. Students wishing to earn an elementary teaching license from Colorado may complete an education major or any other undergraduate major. If you plan to pursue licensure at the K-12 or secondary level, you must major in the content area you plan to teach. Please contact the Director of Teacher Educator Programs as soon as possible for course selection advising.

Teacher candidates are not guaranteed licensure by Colorado College. The teaching license is determined by the Colorado Department of Education. The Colorado College program does satisfy the requirements in many states. Students wishing to teach outside Colorado should consult with the Director of Teacher Educator Programs.

Eligible students will have completed their major, bachelor's degree and teaching licensure requirements except for ED479 (Blocks 1-4) or ED479 (Blocks 1-2) and ED495 (Blocks 3-4). Please see one of the education program advisors in the Education Department for further information.

To be recommended for licensure, students must successfully complete all coursework, pass the appropriate state examination in their content area or grade-level discipline, complete 800 hours of supervised classroom practicum and successfully complete the Teacher Candidate Performance Assessment.

Culturally and Linguistically Diverse Education Endorsement

The Education Department at Colorado College has been approved by the Colorado Department of Education and recommended by the Colorado Department of Higher Education to offer the Culturally and Linguistically Diverse Education endorsement. The endorsement is offered in response to the critical need for Colorado K-12 educators to be effectively prepared to teach all learners. The endorsement was a natural fit as Colorado College's teacher preparation curriculum is built around culturally sustaining pedagogy. Equitable access to learning and authentic multicultural education is emphasized in all coursework. Interested students should contact [Debra Yazulla Mortenson](#), Director of Teacher Educator Programs.

In compliance with Title II of the Higher Education Act, the following data for 2022-23 (the most recent reporting year) is provided: 11 students were enrolled, and 6 of those students completed the teacher preparation program. There were 5 full-time faculty members, and there were 6 supervising faculty for the teacher preparation program. Students participate in supervised student teaching for an average of 40 hours/week for a total of 16 weeks. The pass rate of teacher education students on the PRAXIS II content exam was 100 percent.

Master of Arts in Teaching Dyslexia Specialist Program

The Colorado College MAT Dyslexia Specialist Program (DSP) is a two-year graduate program to prepare specialists focused on teaching learners who struggle with reading, including those with dyslexia and related disorders. The DSP is nationally recognized by the International Dyslexia Association and the Academic Language Therapy Association. The two-year program is designed for graduate students seeking to learn

the most effective, evidence-based strategies for reading instruction. Colorado licensed teachers completing both years of the program can earn the Reading Specialist endorsement from the Colorado Department of Education. Students interested in the MAT Dyslexia Specialist Program should contact [Debra Yazulla Mortenson](#), Director of Teacher Educator Programs.

English

Applicable for the 2024-25 academic year.

[English Website](#)

Professors BUTTE, EVITT, GARCIA, HAYWARD, LOVE, RICHMAN; Associate Professors GOLDBERG, PULLEY (chair); Assistant Professors LO, MORALES, SHIMODA (Fall Sabbatical)

Major Requirements

Literature Track

A student majoring in English on the literature track must satisfactorily complete at least 11 units. Students may use single courses to fulfill two requirements in the major in categories 2 and 3. Students must take at least two courses at the 300 level (not including the Junior Seminar). Courses taken outside the English Department may count as electives towards the major with the approval of the English Department Curriculum Committee.

1. Gateway courses (2 units, both required):
 - a. EN100 Introduction to Literature: or EN221 Introduction to Poetry
 - b. EN250 Introduction to Literary Theory
2. Foundations and Transformations courses (2 units, 1 unit of each required; 1 must be taken at the 300 level; may be taken outside the Department of English):
 - a. American Ethnic Minority Literature (including but not limited to EN251, EN252, EN277, EN295, EN296, EN297, EN298, EN385, EN387).
 - b. Anglophone and Other National Literatures: Caribbean Literature, Postcolonial Literature, African Literature (e.g. EN270, EN272, EN373, EN375), literature courses in Classics, French, German, Italian, Japanese, Russian, Spanish (in translation or in the original language—list is not comprehensive; excludes Canadian, Irish, Welsh, and Scottish literatures)
3. Historical Period courses (3 units; 2 out of 3 must be taken at the 300 level):
 - a. Medieval/Renaissance (EN202, EN220, EN225, EN310, EN311, EN312, EN313, EN320, EN321, EN326, EN328, EN329).
 - b. 18th and 19th Centuries (EN290, EN350, EN352, EN360, EN362, EN365, EN370, EN371, EN372, EN391, EN394)
 - c. 20th and 21st Centuries (EN230, EN240, EN251, EN252, EN254, EN259, EN270, EN275, EN277, EN295, EN296, EN297, EN298, EN330, EN372, EN373, EN382, EN383, EN385, EN386, EN395, EN397, EN398).

4. Electives (3 units, required, at any level): courses in literature/creative writing, any topic/genre at any level. Up to two units may be in creative writing. One unit may be fulfilled outside the English Department with the consent of the English Department Curriculum Committee.
5. Junior/Senior Sequence (3 units, required):
 - a. EN399 Junior Seminar (1 unit; this requirement may be fulfilled simultaneously with one requirement in groups 2 or 3).
 - b. Senior Sequence (2 units): EN480 Senior Seminar: Literature followed by EN499 Senior Project: Independent Thesis (students may take up to 2 units of EN499).

Students may use no more than two units of summer independent reading toward major requirements.

Creative Writing Track

A student majoring in English on the Creative Writing Track must satisfactorily complete at least 11 units. Students on the Creative Writing track may use a single course to fulfill more than one requirement in the major in categories 2 and 3. Students must take at least two literature courses at the 300 level. Courses taken outside of the English Department may count as electives towards the major with the approval of the English Department Curriculum Committee.

1. Gateway courses (2 units, both required):
 - a. EN100 Introduction to Literature: or EN221 Introduction to Poetry
 - b. EN250 Introduction to Literary Theory
2. Foundations and Transformations courses (2 units, 1 unit of each required; 1 must be taken at the 300 level; may be taken outside the English Department):
 - a. American Ethnic Minority Literature (including but not limited to EN251, EN252, EN277, EN295, EN296, EN297, EN298, EN385, EN387).
 - b. Anglophone and Other National Literatures: Caribbean Literature, Postcolonial Literature, African Literature (e.g. EN270, EN272, EN373, EN375), literature courses in Classics, French, German, Italian, Japanese, Russian, Spanish (in translation or in the original language—list is not comprehensive; excludes Canadian, Irish, Welsh, and Scottish literatures)
3. Historical Period courses (3 units, 2 out of 3 must be taken at the 300 level):
 - a. Medieval/Renaissance (EN202, EN220, EN225, EN310, EN311, EN312, EN313, EN320, EN321, EN326, EN328, EN329).
 - b. 18th and 19th Centuries (EN290, EN350, EN352, EN360, EN362, EN365, EN370, EN371, EN372, EN391, EN394)
 - c. 20th and 21st Centuries (EN230, EN240, EN251, EN252, EN254, EN259, EN270, EN275, EN277, EN295, EN296, EN297, EN298, EN330, EN372, EN373, EN382, EN383, EN385, EN386, EN395, EN397, EN398).
4. Creative Writing Sequence (6 units, all required)
 - a. EN282 Beginning Poetry or EN283 Beginning Fiction or EN285 Beginning Creative Nonfiction (1 unit)

- b. EN308 Advanced Poetry Workshop, or EN309 Advanced Fiction Workshop, or EN307 Advanced Creative NonFiction (1 unit)
- c. Senior CW Sequence: EN481 Senior Seminar: Creative Writing Workshop (2 units) and EN499 Senior Project (1 unit required; students may take up to 2 units of EN499)
- d. Elective: One creative writing elective or an elective in another art discipline (e.g., studio art, screenwriting, photography, theater, dance, filmmaking; the course must involve the practice – not strictly the analysis – of another medium) (1 unit)

Students may use no more than two units of summer independent reading toward major requirements.

Minor Requirements

English Literature Minor

Requirements (5 units)

- Two units required:
 - # EN221 Introduction to Poetry or EN100 Introduction to Literature:
 - # EN250 Introduction to Literary Theory
- Two units required: One from each category below; one may be at the 200-level.
 - # Literature before 1700: Medieval, Renaissance, Shakespeare
 - # Literature 1700-1900: 18th Century, Romanticism, 19th Century
- One elective: Any English course (including creative writing) at any level.

Creative Writing Minor

Overview

The English minor in Creative Writing offers Non-English Majors multiple opportunities to hone writing and reading skills and to put into practice methods and techniques for building compelling stories, poems, essays, text-image or hybrid works, and voices. Through workshops, craft-focused classes, imaginative writing and engagement, and as readers of one another's work, students will be able to work on their own creativity and writing alongside and in support of their major. The minor also opens up our writing community, which continues to grow through our Visiting Writers Series, writing contests, calls for publication, the Literary Publishing Adjunct, our department's literary journal *Hairstreak Butterfly Review*, and our continued dedication to supporting the

literary arts in our community and beyond through the English Department's array of courses and tracks.

Requirements (5 units)

- One unit required:
 - # EN221 Introduction to Poetry or EN100 Introduction to Literature:
 - # EN250 Introduction to Literary Theory
- One Beginning Creative Writing unit required:
 - # EN281 Introduction to Creative Writing or
 - # EN282 Beginning Poetry Writing or
 - # EN283 Beginning Fiction Writing or
 - # EN285 Beginning Creative Nonfiction Writing
- One Advanced Creative Writing unit required:
 - # EN307 Advanced Creative NonFiction Workshop or
 - # EN308 Advanced Poetry Workshop or
 - # EN309 Advanced Fiction Workshop
- Two Electives (Literature courses must be EN courses or cross-listed as such):
 - # One literature course.
 - # One literature or creative writing course (any level or subject).

Environmental Studies and Science

Applicable for the 2024-25 academic year.

[Environmental Studies and Science Website](#)

Professors KUMMEL (Chair), PERRAMOND; Associate Professors KOHOUT (Associate Chair) MCKENDRY, LEE; Assistant Professors ANGSTADT, GABRIELSEN, LAWMAN

Major Requirements

Environmental Science Major

Introductory framing (2 units):

EV145: Environment and Society

EV128: Introduction to Global Climate Change

Foundational courses in natural science (4 units):

MA126: Calculus

MA117: Statistics (OR BE220 Biostatistics and Experimental design OR EV228 Analysis of Environmental Data.)

CH107: General Chemistry 1 OR EV110 Introduction to Environmental Chemistry OR CH117 General Chemistry with Environmental Emphasis

EV212: Energy

Earth Systems Core (4 units):

GY140: Introduction to Earth Systems OR GY150: Environmental Geology

EV209: Ecology and the Environment

EV351: Hydrology

EV333: Atmospheric Science

Natural Science elective courses (3 units):

Any 3 EV Natural Science Courses at 300 or 400 level (independent study at 300 or 400 level may count on case by case basis if approved by advisor. An explicitly EV focused 300 or 400-level course in GY, OBE, PC, CH, MA may also count, if approved by EV academic advisor.)

EV Social Science or EV Humanities Elective (one unit):

Any 200, 300, or 400 level EV Social Science or EV Humanities class

Capstone:

EV421: Environmental Synthesis

Thesis (optional for the major, but required for distinction):

EV499: Senior Thesis (PR: COI & appropriate research exp.)

Environmental Studies

MA125: Pre-Calculus and Calculus, OR MA126: Calculus, OR MA117: Elementary Probability and Statistic, OR EV228: Analysis of Environmental Data

EV128: Introduction to Global Climate Change

EV145: Environment and Society

One additional Environmental Science, Geology, or Organismal Biology and Ecology course, to be agreed upon with your advisor

One of the following Environmental Policy courses:

EV271: U.S. Environmental Law & Policy

EV274: U.S. Environmental Politics & Policy

One of the following 300-level Policy/Economics courses:

EV373/PS321: Public Policymaking

EV341: Ecological Economics (PR: 100-level EC)

EV356/PS356: Global Environmental Policy

One of the following Environmental Justice/Environmental Equity courses:

EV272/PS272: Cities, Sustainability, and Environmental Justice

EV276/SO130: Environmental Sociology

EV282/PH248: Contesting Climate Justice

SW220: Environmental Justice in the Southwest (WI)

EV375: Community Forestry

EV301/SW301: Political Ecology of the Southwest (WI)

EV342/HY200: Sustainable Development & Global Inequality

Two of the following Environmental Humanities courses:

EV281/PH246: Environmental Ethics

EV282/PH248: Contesting Climate Justice (unless taken as EJ option)

EV255/HY255: Nature and Society

EV285/EN230: Introduction to Literature and Environment

EV273/HY212: American Environmental History

EV261: Topics in Environmental Humanities

EV361: Advanced Topics in Environmental Humanities

Four additional EV Social Science, Humanities, or Natural Science electives, at least two of which are 300 level. Environmentally focused courses from outside the Environmental Studies Program may count as electives with advisor approval. Independent study may count on case-by-case basis if approved by advisor. EV391: Junior Research Seminar is required as one of the four electives for students writing a thesis.

Capstone:

EV421: Environmental Synthesis

EV499: Senior Thesis (optional for the major, but required for distinction, PR: EV391)

Environmental Science Chemistry Emphasis

Foundational courses in natural science (2 units):

MA126: Calculus 1

PC241: Intro Physics 1

Chemistry Core Courses (4 units):

CH107: General Chemistry 1 OR CH117: General Chemistry with Environmental Emphasis (recommended)

CH108: General Chemistry 2

CH250: Structures of Organic Molecules

CH241: Intro to Analytical Chemistry

Environmental Studies Core Courses (3 units):

EV128: Introduction to Global Climate Change

EV145: Environment and Society

Any 200-, 300-, or 400-level EV Social Science or EV Humanities course

Elective Courses (5 units total):

Chemistry Electives (2-3 units):

Choose at least 2 of the following courses, for 5 total electives

CH251: Reactions of Organic Molecules

CH266: Fundamentals of Physical Chemistry (recommended)

CH275: Foundations of Inorganic Chemistry (recommended)

CH351: Synthesis of Organic Molecules

CH342: Introduction of Instrumental Methods (recommended)

CH382: Biochemistry I

CH383: Biochemistry II

CH366: Chemical Equilibrium and Kinetics

CH367: Quantum and Statistical Mechanics

CH475: Advanced Inorganic Chemistry

Environmental Science Electives (2-3 units):

Choose at least 2 of the following courses, for 5 total electives

GY150: Environmental Geology or GY140: Introduction to Earth Systems

GY211: Earth Materials

GY335: Earth System Geochemistry

EV209: Ecology and the Environment

EV307: Stream Ecology

EV315: Atmosphere-Biosphere Interactions

EV333: Atmospheric Science

EV351: Hydrology

BE365: Plant Physiology

BE375: Environmental Microbiology

BE422: Biogeochemistry and Ecosystem Ecology

EV431: Atmospheric Chemistry

Other Environmental Science courses with Chemistry emphasis upon approval from advisor

Capstone:

EV421: Environmental Synthesis

Thesis (optional for the major, but required for distinction):

EV499: Senior Thesis (PR: COI & appropriate research exp.)

Minor Requirements

Environmental Studies Minor

Introductory courses (2)

EV128: Introduction to Global Climate Change

EV145: Environment and Society

Electives (4)

Electives are drawn from the following three areas: Environmental Science, Environmental Humanities, or Environmental Social Sciences, and must meet the following distribution requirements:

3 courses in one area, with one of these at the 300-level.

1 course from a second area

*Please consult with your minor advisor if you have questions on which courses belong to an area.

Area One: Environmental Science

Any EV science course can count toward this requirement. Recommended courses include:

BE208: Ecology

GY140: Introduction to Earth Systems

EV209: Ecology and the Environment

EV211: Human Impacts on Biogeochemical Cycles

EV212: Energy: Environmental Thermodynamics and Energetics

EV215: Environmental Geographic Information Systems (GIS)

EV228: Analysis of Environmental Data

EV309: Population dynamics of wild, harvested, and endangered species

EV311: Water: Hydrology, Aquatic Chemistry, and Ecology

EV316: Environmental Geographic Information Systems (GIS)

EV343: Landscape Ecology

EV351: Hydrology

EV431: Atmospheric Chemistry

Area Two: Environmental Social Science

Any EV social science course can count toward this requirement, as well as a number of courses in other departments.

EC243: Environmental Economics

EV260: Topics in Environmental Social Sciences

EV271: U.S. Environmental Policy

EV341: Ecological Economics

EV352/SW352: Waters of the West

EV375: Community Forestry

PS272/EV272: Cities, Sustainability, and Environmental Justice

PS321/EV373: Public Policymaking

PS334/EV334: The U.S. Environmental Movement
PS356: Global Environmental Policy
EV276/SO130: Environmental Sociology
SW220: Environmental Justice in the Southwest
SW272: Nature, Region, and Society of the Southwest
SW301: Political Ecology of the Southwest

Area Three: Environmental Humanities

The following courses count toward this requirement:

EV221: Environmental Inquiry
EV281: Environmental Ethics
EV261: Topics in Environmental Humanities
EN280: Literature and the Environmental Imagination
EV282: Contesting Climate Justice
HY212/EV273: American Environmental History
HY255/EV255: Nature and Society

Feminist and Gender Studies

Applicable for the 2024-25 academic year.

[Feminist and Gender Studies Website](#)

Professor LEWIS; Associate Professor GUESSOUS (Chair); Associate Professor KUMAR

Major Requirements

Students seeking to major in Feminist and Gender Studies must complete 14 units, which includes two units (FG404 and FG405) designated for the senior capstone project. All electives must be approved by the major advisor.

- FG110 Introduction to Feminist and Gender Studies or FG114 Introduction to Queer Studies
- FG200 Feminist Theory
- FG211 Critical Feminist Methodologies
- FG322 Junior Seminar
- FG404 Senior Project
- FG405 Advanced Senior Project
- FG416 Senior Seminar
- One Elective (100 or 200-level)
- One Elective (200-level)
- One Elective (200 or 300-level)
- Two Electives (300-level)
- Two Cross-Listed Electives

[Major Checklist](#)

Minor Requirements

Students seeking to minor in Feminist and Gender Studies must complete 6 units. No senior capstone or integrative experience project is required for minors. All electives must be approved by the major advisor and none of these may include cross-listed courses.

- FG110 Introduction to Feminist and Gender Studies or FG114 Introduction to Queer Studies
- FG200 Feminist Theory
- FG211 Critical Feminist Methodologies
- One Elective (100 or 200-level)
- Two Electives (300-level)

[Minor Checklist](#)

Film and Media Studies

Applicable for the 2024-25 academic year.

[Film and Media Studies Website](#)

Assistant Professor AROM CHOI Assistant Professor BARAN GERMEN Assistant Professor JORDAN LORD Associate Professor & Associate Chair SCOTT KRZYCH Associate Professor & Chair DYLAN NELSON

Major Requirements

Film and Media Studies (12 units)

Core Courses (3 units)

- FM101: Introduction to Film Studies
- FM102: Basic Filmmaking
- FM301: Advanced Theory and Research Methods

Genre, History, and Theory (3 units)

- FM200: Topics in Genre and History
- FM201: Media Theory and Cultural Studies
- FM203: Media and Psychoanalysis
- FM250: Global Queer Cinema
- FM270: New Media Publics and Social Movements
- FM228: Experimental and Expanded Cinema
- FM300: Film History and Theory
- FM303: Philosophy of Technology
- FM305: Advanced Topics in Film and Media Studies

Form and Filmmaking (2 units, at least one of which must be at the 300 level)

- FM202: Screenwriting
- FM210: Topics in Filmmaking
- FM230: Storytelling Through Sound
- FM260: Digital Magic: Introduction to Animation and Visual Effects
- FM302: Advanced Filmmaking
- FM310: Advanced Topics in Filmmaking
- FM312: Documentary Form and Filmmaking
- FM332: Creative Documentary Form and Filmmaking

Electives (2 units)

- FM205: Topics in Film and Media Studies
- FM212: Writing for Performance
- FM215: Independent Work in Film and Media Studies
- FM216: Video Dance
- FM225: Topics in Media Practice
- FM245: Film and Media Practicum
- FM255: Film and Media Studies Colloquium
- FM315: Advanced Independent Work in Film and Media Studies

Any courses from the Film and Media Studies major categories (Genre, History, and Theory; Form and Filmmaking) and any FM-numbered or cross-listed courses may be taken for elective credit. Please note that FM205 is an ELECTIVE course. FM205 courses do not count toward the Genre, History, and Theory requirement.

No more than one independent study course may be counted toward the major. No more than two study abroad courses may be transferred for major credit. No more than one course may overlap with a student's minor. No more than two courses may overlap with a second declared major.

Thesis (2 units)

- FM400: Independent Film, Filmmaking, and the Sundance Film Festival or FM405: Senior Seminar
- FM401: Senior Thesis (Critical) or FM402: Senior Thesis (Creative).

An additional unit of FM401 or FM402 (as applicable), which will count as an elective, may be taken with approval of the department.

Any courses from the Film and Media Studies major categories (Genre, History, and Theory; Form and Filmmaking) and any FM-numbered or cross-listed courses may be taken for elective credit. Please note that FM205 is an ELECTIVE course. FM205 courses do not count toward the Genre, History, and Theory requirement.

No more than one independent study course may be counted toward the major. No more than two study abroad courses may be transferred for major credit. No more than one course may overlap with a student's minor. No more than two courses may overlap with a second declared major.

Senior thesis projects must be proposed in writing during the spring of the junior year. Students take either FM401 Senior Thesis (Critical) or FM402 Senior Thesis (Creative). All “critical” projects may engage a creative component and all “creative” projects must engage a critical component.

*To undertake a **critical studies senior thesis**, FM301 must be completed before the final thesis block. To write a **screenplay** for the senior thesis, FM202 (Screenwriting) is required and must be completed before the final thesis block. To make a **film** for the senior thesis, projects must be proposed in collaborative pairs or teams. For **fiction films**, the team experience must collectively include FM202 (Screenwriting) or an approved course in writing for the screen or **and** FM302 (Advanced Filmmaking), and these must be completed before the final thesis block. For **documentary films**, the team experience must collectively include FM312 (Documentary Form and Filmmaking) **and** a second course in documentary filmmaking or FM302 (Advanced Filmmaking), and these must be completed before the final thesis block. Other types of creative projects will also require FM202 (Screenwriting), FM312 (Documentary Form and Filmmaking), or FM302 (Advanced Filmmaking) and additional relevant prior coursework; upon approval of department.*

Minor Requirements

Film Studies is a program administered by the Film and Media Studies Department. The program offers a minor to students with an interest in film in addition to their major. The orientation is eclectic and aesthetic, the study of cinema as an art, whatever the genre (narrative, documentary, animation, experimental) or mode of presentation (theater, television, internet). The curriculum is enriched by faculty in other departments and by visiting scholars, filmmakers, and screenwriters.

Film and Media Studies Minor (6 units)

Core Courses (2 units)

- FM101: Introduction to Film Studies
- FM102: Basic Filmmaking

Genre, History, and Theory (1 unit)

- FM200: Topics in Film Genre and History
- FM250: Global Queer Cinema
- FM300: Film History and Theory
- FM305: Advanced Topics in Film and Media Studies

Form and Filmmaking (1 unit)

- FM202: Screenwriting
- FM210: Topics in Filmmaking
- FM230: Storytelling Through Sound
- FM302: Advanced Filmmaking
- FM310: Advanced Topics in Filmmaking
- FM312: Documentary Form and Filmmaking

Any two additional Film and Media Studies units, not to include more than one unit of independent study.

French

Applicable for the 2024-25 academic year.

[French Website](#)

Professors: Ibrahima Wade, Michael O’Riley; Associate Professors: Alistaire Tallent (Chair), Nene Diop; Instructor in Hebrew: Kobi Chumash

Major Requirements

French

A student majoring in French has two French major options:

1. **French and Francophone Studies**

- a. all required courses: 305, 306, 431 and 432
- b. six literature or culture courses at the 300-level

TOTAL: 10 units

1. **Romance Languages** (French Major; Second language focus in Spanish, Italian or Portuguese)

- a. all required courses: 305, 306, 431 and 432
- b. three literature or culture courses at the 300-level;

Courses for second language focus in SPANISH:

1. 305 and two Spanish culture or literature courses.
2. elementary or more advanced Italian, Portuguese, or Latin.

Courses for second language focus in ITALIAN:

1. 305 and two additional Italian courses from 304, 306, 309, 315, 316, 320, 321.
2. elementary or more advanced Spanish, Portuguese, or Latin.

Courses for second language focus in PORTUGUESE:

305 and two additional culture or literature courses

Third Language focus

202 level in Spanish, Italian, Portuguese or Latin

TOTAL: 11–12 units.

The department confers distinction based on senior thesis (432) and department work.

Students who study abroad on programs other than Colorado College’s must take at least two courses beyond 306, in addition to 431 and 432 at Colorado College, as well as completing the detailed major requirements described above, to receive a French

degree from the college. Only two credits from any unaffiliated program abroad will be accepted into the major.

Transferring students and students who have taken the Advanced Placement (AP) examination should contact the department before taking any language or literature course, since some of the requirements for the major may be waived.

Minor Requirements

The French Language Minor (6 units beyond FR102)

The prerequisite for admission to the minor is 101 and 102 (2 units) or equivalent. Students must complete a minimum of six units, including the following: 201, 202, 305, and three courses at the 300 level. Students who initially place at the 300 level as a result of previous French must complete four CC French courses at the 300 level. College transfer credit will be accepted, but at least three 300-level French courses must be completed at Colorado College. Only one credit from an unaffiliated program will be accepted into the minor.

Study Abroad in Nice with C.C.: Students who have completed French 202 or the equivalent may complete the minor by participating in C.C.'s semester program in Nice.

Geology

Applicable for the 2024-25 academic year.

[Geology Website](#)

Professors H. FRICKE, P. MYROW (Chair), C. SIDDOWNAY, Assistant Professor S. SCHANZ, Assistant Professor M. GEVEDON, Visiting Professor T. GRAMBLING

Major Requirements

GEOLOGY COURSES -- All Geology majors must complete the courses listed in categories A through G, below, and receive a grade of C-/S or higher in those courses.

A. Entry to the Geology Major: 1 unit at the introductory level

GY140 Introduction to Earth Systems - *or* - **GY150** Environmental Geology

B. Breadth courses: 3 units at the 200 level

- **GY211** Earth Materials
- **GY212** Investigating Earth as a Physical System
- **and one elective at the 200-level (GY207 excluded)**

C. Earth Cycles and Earth Materials — 4 units at the 300 level, selected from:

- **GY305** Stratigraphy and Sedimentation
- **GY310** Origins & Petrology of Earth's Crust
- **GY315** Rock Deformation and the Structure of Mountains
- **GY320** Landscape Processes and Evolution

- **GY335** Earth System Chemistry
- **GY360** Resource Geology in the Age of Green Energy

D. Advanced Methods — 1 unit, selected from:

- **GY316** Field Analysis of Geological Structures
- **GY350** Analytical methods in Geochronology
- **GY301** Numerical Modeling in Earth Science

E. Advanced Elective — 2 units, selected from:

- **GY345** Regional Studies in Geology
- **GY370** Advanced Studies in Geology [Topics vary]
- **GY400** Collaborative Research Seminar (if not used to satisfy category F)
- Upper-level course(s) from another institution or from a Department in the Natural Sciences at CC, provided the course is directly related to geoscience skillset. A written request and rationale must be provided in order to receive consent of academic advisor or department Chair.
- Any 300 or 400 level course in the Geology Department (GY 405 excluded), provided it is not used to satisfy the Category C, D, or F requirement

F. Capstone Research — 1 unit of:

GY400 Collaborative Research Seminar — or —

GY405 Research Topics in Geology [Senior project or Senior thesis]

[Note: a single course may not be used to satisfy both D and E.]

G. Foundational courses in the Natural Sciences, one course from each of the following. AP test scores of 4 or 5 (if recorded on CC transcript) may be applied toward 2 of these 4 courses, with consent of Geology advisor or Chair. AP test score of 4 or 5 may be applied for only one of: Probability and Statistics OR Calculus 1 (not both). Students must receive a course grade of C-/S or above for each course taken at CC, in order for it to count toward the Geology major. (Courses at a higher level in Physics, Chemistry, and Mathematics may satisfy this requirement, with consent of advisor.)

- PC141– Physics for the Life Sciences I or PC 241 – Physics for the Physical Sciences I
- CH107 – General Chemistry I
- MA117 or BE220 or EV228 – Probability and Statistics
- MA126 – Calculus I

12 GEOLOGY UNITS TOTAL

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Further specifications:

Students with AP credit or who tested out of foundational courses in PC, CH, BE or MA (over and above the two AP that may be accepted) may select the next higher course in the department's sequence.

Up to two courses taken off-campus may substitute for one required and one elective Colorado College units/courses that count toward completion of the requirements of the Geology major. Students must submit a written request and provide justification for the substitution(s) to the Department Chair. Requests for substitution are considered by the Geology Faculty and must be approved before the course substitution(s) will be accepted.

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Geology majors, and especially those intending to pursue a professional certification or graduate degree, are strongly urged to take additional courses in geology, environmental science, mathematics & computer science, chemistry, physics, and biology, and/or the GY 400 Collaborative Research Seminar in Geology. In summer, important academic and professional opportunities include a geology field camp offered by a university program, an internship that offers career and employment experiences, or/and field or laboratory research opportunity with a CC Geology professor or off-campus program.

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## German

*Applicable for the 2024-25 academic year.*

[German Website](#)

Professor DAVIS; Associate Professor STECKENBILLER (Chair) ; Assistant LISIECKI.

### Major Requirements

#### German Studies Major

Students majoring in German Studies must complete nine units from the point of German language placement including GR305 (Composition, Conversation, and Context), GR416 (Senior Project), and at least one GR320 course. The remaining six courses must carry a GR course number and/or have a thematic focus on German studies and be approved by the major advisor. Here, depending on initial placement, students can count courses from the beginner and/or intermediate German language sequence (GR101, GR102, GR201, GR202, if placing into a lower proficiency level or without previous knowledge of German); accordingly, if placing into a higher proficiency level, they can count GR220 or GR320 topics courses or 200- and 300-level courses in other disciplines that have a thematic focus on German Studies. Students may not count German courses toward the major that are lower than their level of placement.

German majors are encouraged to study abroad at one of our partner universities in Germany. The college's CC in Berlin program in the fall semester allows students to

study German language at all levels and all courses taken for the CC in Berlin program can count towards the German Studies major.

\*updated 2024-25

### **Minor Requirements**

#### **German Studies Minor**

Students minoring in German Studies must complete six units from the point of German language placement including either GR202 or a GR300-level class and not more than two courses taught in English. The courses in English must carry a GR course number and/or have a thematic focus on German studies and be approved by the minor advisor.

\*updated 2024-25

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### **Hispanic Studies**

*Applicable for the 2024-25 academic year.*

[Hispanic Studies Website](#)

Professor: Ruiz, C.; Associate Professor: Wood, N., Marinescu, A. (Chair); Assistant Professor: Castro, A.; Sánchez Flores, J. Visiting Assistant Professor: Cárdenas, A.; Romero, G.

### **Major Requirements**

**The Hispanic Studies major offers two tracks:**

1. Hispanic Studies: Spanish
2. Hispanic Studies: Spanish and Portuguese

#### **1. HISPANIC STUDIES: SPANISH**

Two (2) prerequisite courses:

- (1) SP305 or SP312 or SP303\*
- (1) SP306

Three (3) thematic core courses:

- (1) SP350 "Transatlantic Studies"
- (1) SP360 "Studies of Periodization"
- (1) SP370 "Genre Studies"

Four (4) 300-level elective courses; may include one Cultures and Languages Across the Curriculum (CLAC) designated interdisciplinary course or one PG designated course or one relevant course taught outside of the department and approved by

student petition; may include up to 2 units of transfer credit from non-CC study abroad program. Please see department for list of courses.

One (1) SP433 Culminating Project

TOTAL: 10 units

\*SP303 is a 2-unit course; if taken as prerequisite for the major, the second unit counts as one (1) elective course.

## **2. HISPANIC STUDIES: SPANISH AND PORTUGUESE**

Four (4) prerequisite courses:

(1) SP305 or SP312 or SP303\*

(1) SP306

(1) PG300

(1) PG305

Five (5) 300-level elective courses; must include two (2) PG courses; may include one (1) Cultures and Languages Across the Curriculum (CLAC) designated interdisciplinary course; may include up to two (2) units of transfer credit from non-CC study abroad program. Please see department for list of courses.

One (1) SP433 Culminating Project

TOTAL: 10 units

\*SP303 is a 2-unit course; if taken as prerequisite for the major, the second unit counts as one (1) elective course.

### **Romance Languages (Spanish or Portuguese; second language focus in French, Italian or Portuguese)**

I. Primary focus in either Spanish, Portuguese (choose one)

- Two prerequisite courses: 305 (or 312) and 306
- Three literature or culture courses at 300-level, may include one CLAC designated interdisciplinary course and may include SP431 "Honors Thesis"
- One unit "Culminating Project" SP433

II. Secondary language in either Spanish, Portuguese, French or Italian (choose one)

- 305 in designated language
- 2 additional culture or literature courses

III. Third-language focus

- 101 level Spanish, Portuguese, French or Italian or Latin

TOTAL: 11-12 units

The following departmental policies apply to all majors:

- Up to two courses from an unaffiliated program (study abroad or transfer credit) will be accepted into the major. Students must consult with advisor prior to participation on study abroad programs and must submit course syllabi and other materials (papers, exams, etc.) upon return from study abroad for major credit. Students who study abroad on programs other than Colorado College's must take at least two courses beyond 306 at Colorado College in addition to 433 (or 432) as well as complete the major requirements as described above.
- SP299 and adjunct courses do not count towards the major.
- Distinction is awarded based on excellence in departmental work.
- Transferring students and students who have taken the IB or AP exam should contact the department before taking any language or literature course, since some of the prerequisites for the major may be waived.

### **Minor Requirements**

#### **Spanish Minor:**

All students who wish to minor in Spanish must complete five units beyond SP201. The prerequisite for admission to the minor is SP201 (2 units) or equivalent.

Students must complete a minimum of five units, including the following:

Two prerequisite courses:

1. SP305 or SP312 or SP303\*
2. SP306

Three additional 300-level courses.

College transfer credit will be accepted, but at least three 300-level Spanish units must be completed at Colorado College. Up to two units of credit from an unaffiliated program (either study abroad or transfer credit) will be accepted into the minor. SP299 and adjunct courses do not count towards the minor.

\*SP303 is a 2-unit course; if taken as prerequisite for the minor, the second unit counts as one of the three additional 300-level courses.

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### **History**

*Applicable for the 2024-25 academic year.*

[History Website](#)

Professors NEEL, RAGAN, ROMMEL-RUIZ; Associate Professors ADLERSTEIN, KOHOUT, MEHTA, MURPHY (Chair), RATCHFORD, WILLIAMS; Assistant Professors SANCHEZ, SMITH; Lecturer GOLIGHTLY

#### **Major Requirements**

The history major offers two tracks to completion: Track 1 emphasizes breadth of study and Track 2 gives students the opportunity to specialize in a thematic field.

Units in Major: 11

### **Requirements for Track 1:**

- 8 electives which satisfy the following requirements:
  - # Geographic Distribution: At least 1 course in four of the following ten regions: Central Europe and Eastern Europe; East Asia; Latin America and Caribbean; North Africa and Middle East; North America; South Asia; Southeast Asia; sub-Saharan Africa; Western Europe; Comparative (4 units)
  - # Time Period: At least 1 course focused on the 17th century or earlier (1 unit)
  - # 300-level: 1 300-level course (1 unit)
- Junior Seminar: HY399 (1 unit)
- Capstone Sequence: HY410 and HY420 (2 units)

### **Requirements for Track 2:**

- 8 electives which satisfy the following requirements:

- Fields of Specialization: At least 5 courses in one of the following fields of specialization (5 units):
  - # Politics, Law, Social Justice
  - # Space, Place, Environment
  - # Ideas, Science, Medicine
  - # Empire, Nation, War
  - # Sexuality, Body, Affect
- Geographic Distribution: At least 1 course in two of the following ten regions: Central Europe and Eastern Europe; East Asia; Latin America and Caribbean; North Africa and Middle East; North America; South Asia; Southeast Asia; Sub-Saharan Africa; Western Europe; Comparative (2 units)
- Time Period: At least 1 course focused on the 17th century or earlier (1 unit)
- 300-level: 1 300-level course (1 unit)

- Junior Seminar: HY399 (1 unit)

- Capstone Sequence: HY410 and HY420 (2 units)

Students who maintain a 3.6 GPA in the major and submit their completed thesis by the deadline (end of Block 7) may be considered for Distinction in History.

### **Minor Requirements**

The history minor offers two tracks to completion: Track 1 emphasizes breadth of study and Track 2 gives students the opportunity to specialize in a thematic field.

Units in Minor: 5

### **Requirements for Track 1:**

- Geographic Distribution: 4 courses covering at least three of the following ten regions: Central Europe and Eastern Europe; East Asia; Latin America and Caribbean; North Africa and Middle East; North America; South Asia; Southeast Asia; Sub-Saharan Africa; Western Europe; Comparative (4 units)

- Junior Seminar: HY399 (1 unit)

### **Requirements for Track 2:**

- Field of Specialization: 4 courses with at least 3 being courses in one of the following fields of specialization (4 units):
    - # Politics, Law, Social Justice
    - # Space, Place, Environment
    - # Ideas, Science, Medicine
    - # Empire, Nation, War
    - # Sexuality, Body, Affect
  - Junior Seminar: HY399 (1 unit)
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### **History-Philosophy**

*Applicable for the 2024-25 academic year.*

#### [History-Philosophy Website](#)

Advisors: (History) Professors: C. Neel, T. Ragan, B. Rommel-Ruiz; Assistant Professors: D. Sanchez, J. Smith. (Philosophy) Professor: J. Lee; Associate Professor: D. McEnnerney

#### **Major Requirements**

The major requires up to 15 units, distributed as follows:

#### **Thematic Coursework (eight blocks):**

*These courses must be pre-approved by two faculty advisors, one from each department, to ensure that a coherent field-of-inquiry is being addressed.*

1. A minimum of three blocks in each department.
2. A minimum one 300-level course in each department.
3. One course may come from outside History or Philosophy.

#### **HY350/PH350 (one block):**

This course, co-taught at the 300-level by a Historian and a Philosopher, will focus on how the two disciplines think about a particular theme. It may be taken more than once, if taught on a different topic, and with approval from the student's advisors may be used to satisfy the 300-level course requirements listed above under "Thematic Coursework."

#### **Senior Thesis (two blocks):**

1. HY425 History–Philosophy Thesis; AND
2. PH425 History–Philosophy Thesis.

*The thesis is due by the last day of Block 6 in the senior year. The thesis will be co-supervised by two current tenured or tenure-track professors, one from each of the two departments.*

#### **Foreign Language (up to four blocks):**

The language must be appropriate to the field of study and approved by the two advisors. Proficiency through the end of intermediate language instruction must be demonstrated, either through coursework or advanced placement (or some combination of the two).

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## **History-Political Science**

*Applicable for the 2024-25 academic year.*

Advisers: Associate Professors E. GRACE, J. MURPHY; Assistant Professors P. ADLERSTEIN, S. FENNER.

### **Major Requirements**

\*Major was updated Fall 2023

### **Entrance into the Major**

Students may enter the major by taking the appropriate introductory course in either History or Political Science. In Political Science, students must take one of the following: PS200 United States Politics and Government; PS236 Introduction to Comparative Politics; PS209 Introduction to International Relations\*; PS290 Introduction to Political Philosophy. In History, First-Year Foundation courses in the History Department or any other 100- or 200-level course may also serve as an entry.

Prospective History-Political Science (HY-PS) majors must consult with one of the HY-PS advisors in order to declare, and majors should anticipate regularly working with faculty in both departments.

\*Students entering CC in AY 2024-25 or later (graduating class of 2028 and beyond) must take PS209 (Introduction to International Relations) as their introductory IR course.

Students who entered CC prior to AY 2024-25 (graduating classes of 2027 and previous) may take either PS209 (Introduction to International Relations) OR PS225/PS340 (Conduct of US Foreign Policy) as their introductory IR course. Please note that the course number for Conduct of US Foreign Policy was PS225 prior to AY 2024-25, and changed to PS340 as of AY 2024-25. Students in this category may choose to take both PS209 and PS225/PS340. In qualifying circumstances where students take both courses, PS209 (Introduction to International Relations) will count as the introductory IR course and PS225/PS340 (Conduct of US Foreign Policy) will count as an upper-level IR elective.

### **Concentration**

Students must take five units in each department. The introductory course counts as one of the five units for the department in which it was taken.



- In Political Science, students must take at least three courses in a single subfield (either US Politics, Comparative Politics, International Relations, or Political Philosophy), with at least one of these courses at the 300 level.
- In History, students must take at least three courses within one of the thematic fields outlined on the History Department website, (<https://www.coloradocollege.edu/academics/dept/history/courses/thematic-fields.html> ) and at least one course at the 300-level and/or HY410.

The History-Political Science advisors may approve credit toward the major for other special or advanced courses when appropriate to a student's concentration. "Topics" courses in both history and political science are examples. Approval must be sought prior to taking such a course. Subject to approval, one course from a study abroad program may count toward the five units in History, and another toward Political Science.

To declare a History-Political Science major, students must speak with a HY-PS advisor about their particular concentrations within the major (ie, their chosen Political Science subfield and History thematic field). These concentrations should be specified in order to declare the major.

#### **Colloquium**

Students must complete HY/PS330 Colloquium in History/Political Science and are encouraged to do so during their junior year. This course may not count as one of the five courses in either department.

#### **Capstone Requirement**

At least one unit of advanced research: either HY420 Senior Essay, or the tutorial in the chosen subfield area in political science. Students electing to complete the capstone in the History Department are encouraged to enroll in both HY410 and HY420; in such cases, HY410 would also meet the upper-level course requirement in History.

#### **Thesis**

Any History–Political Science major may apply to complete a capstone project that extends beyond the unit of advanced research in History (HY420) or the tutorial in Political Science, subject to approval by advisors in both departments. A student must submit a proposal to both departments outlining the subject and identifying general sources by the beginning of Block 8 of the junior year, or at the beginning of Block 1 of senior year if the student is off campus junior year. The thesis should be interdisciplinary in nature and include the use of primary materials.

#### **Distinction**

Students who maintain a 3.7 GPA in the major through Block 7 of senior year may be considered for Distinction in History/Political Science. Thesis students who wish to be

considered for distinction must submit completed thesis by the last day of Block 7 of senior year.

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## **Human Biology and Kinesiology**

*Applicable for the 2024-25 academic year.*

[Human Biology and Kinesiology Website](#)

Associate Professor BULL (Chair); Assistant Professor MURPHY; Senior Lecturer MISKA; Visiting Instructors GIBBS, WEISSMULLER

### **Minor Requirements**

**Effective academic year 2024-25 anyone declaring a Human Biology and Kinesiology minor will be under the following requirements.**

**A minimum of five units of HK designated course work satisfying the following requirements are required to complete the Human Biology and Kinesiology minor.**

1. HK130, Fundamentals of Kinesiology
2. HK104, Anatomy of Human Movement **OR** HK204, Introduction to Human Anatomy
3. At least two units of any 300-level or above HK designated course, including but not limited to HK304, Advanced Human Anatomy, HK317, Biomechanics, HK321, Human Physiology, or HK330, Exercise Physiology.
4. Any one additional unit with the HK designation, including any additional credits from the above lists. A maximum of 1 unit from the HK113/HK114 EMT series can apply toward the minor.

**Students who declared a Human Biology and Kinesiology minor prior to the academic year 2024-25 will remain under the following requirements.**

**5 units of courses in human biology and kinesiology including the core courses of:**

HK204 – Introduction to Human Anatomy

HK321 – Human Physiology

HK330 – Exercise Physiology

**And any two additional units in human biology and kinesiology, including:**

HK104 - Anatomy of Movement

HK125 – Introduction to Human Nutrition

HK130 - Fundamentals of Kinesiology

HK151 - Biophysics: Physics and Living Things

HK260 - Human Biology and Kinesiology Seminar (may be taught off campus or internationally)

HK304 – Advanced Human Anatomy

HK306 – Advanced Joint Anatomy

HK317 - Biomechanics

HK350 - Investigations in Human Biology and Kinesiology (independent research with COI)

HK354 – Advanced Head and Neck Anatomy

HK430 – Advanced Exercise Physiology

HK354 – Advanced Head and Neck Anatomy (0.5 unit), HK306 – Advanced Joint Anatomy (0.5 unit), and GS113 - EMT Basic (0.5 unit); two of these 0.5 unit courses must both be taken to equal one unit for the HBK minor. Effective after 2024-25, these are the new requirements for anyone declaring the minor.

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## International Political Economy

*Applicable for the 2024-25 academic year.*

[International Political Economy Website](#)

Advisers: Professors ACRI (Economics), GOULD (Political Science), KAPURIA-FOREMAN (Economics), MCKENDRY (Political Science)

### Major Requirements

In addition to the general college requirements, a major in International Political Economy must complete a minimum of 16 units, distributed as follows:

#### 1. Introduction (1 unit)

PS375/EC275 Introduction to IPE **1 unit**

#### 2. Political Science Courses (5 units)

PS290 Introduction to Political Philosophy **1 unit**

PS209 Introduction to International Relations\* **1 unit**

Remaining units must come from the Comparative Politics and International Relations subfields, **including at least one unit from each**. Students may take a maximum of one pre-approved elective from outside the Department of Political Science. The Colorado College catalog lists Political Science courses by subfield. **3 units**

\* Students entering CC in AY 2024-25 or later (graduating class of 2028 and beyond) must take PS209 (Introduction to International Relations) as their introductory IR course.

Students who entered CC prior to AY 2024-25 (graduating classes of 2027 and previous) may take either PS209 (Introduction to International Relations) OR PS225/PS340 (Conduct of US Foreign Policy) as their introductory IR course. Please note that

the course number for Conduct of US Foreign Policy was PS225 prior to AY 2024-25, and changed to PS340 as of AY 2024-25. Students in this category may choose to take both PS209 and PS225/PS340. In qualifying circumstances where students take both courses, PS209 (Introduction to International Relations) will count as the introductory IR course and PS225/PS340 (Conduct of US Foreign Policy) will count as an upper-level IR elective.

### **3. Economics Courses (6 units)**

International Baccalaureate (IB) Higher Level and Advanced Placement (AP) courses with registrar-approved test scores count as the equivalents of Economics 100, 101 and 102. Those scores, and answers to other IB and AP questions on course equivalents, can be found on the [registrar's office site](#).

To get started with this (and any of our department majors), students will need our gateway courses of Principles of Economics, either as a 2-block course (EC100) or as two separate blocks (EC101 and EC102). Students will also need Calculus (MA125 or MA126).

EC100 Principles of Economics (2 units) OR

EC101 Principles of Microeconomics AND

**2 units**

EC102 Principles of Macroeconomics

EC301 Microeconomic Theory

**1 unit**

EC302 Macroeconomic Theory

**1 unit**

EC347 Economics of International Trade OR

**1 unit**

EC377 Economics of International Finance

**At least one of the following courses:**

**1 unit**

EC371 Money, Banking, and Financial Markets

EC372 Economic Development

EC373 East Asian Tigers

EC374 Economic Development of Latin America

Other economics courses with prior approval from the chair of the Department of Economics and Business that they qualify as international economics electives from the following classes:

EC211-EC290 (excluding EC275 Introduction to IPE)

EC311-EC390

EC411-EC489

### **4. Mathematics Courses (2 units)**

MA117 Elementary Probability and Statistics OR

**1 unit**

MA217 Introduction to Probability and Statistics  
 MA125 Pre-Calculus/Calculus1 OR **1 unit**  
 MA126 Calculus 1

**5. Capstone Research Experience (1 or 2 units)**

While all IPE majors must complete a senior research experience, the course satisfying this requirement may be taken in either in the Political Science Department (as a one-block tutorial or a two-block thesis) or in the Economics Department (as a one-block tutorial or a two-block thesis). Supervising faculty in the two departments will seek to accommodate the interests and needs of IPE majors. Students must follow the guidelines of the respective department in registering for the Capstone Research Experience. One of the following:

1. Tutorial in International Political Economy (PS470) or, with consent of Political Science Department, students may satisfy this requirement through a Tutorial in International Relations (PS410) or a Tutorial in Comparative Politics (PS412); **1 unit**
2. Seminar in International Political Economy (EC470), supervised by Economics and Business Department faculty; **1 unit**
3. Political Science Thesis (PS450), with prerequisites of a high GPA and approval by the Political Science Department; **2 units**
4. Economics Thesis in International Political Economy (EC498), with prerequisites of EC347 or EC377 or an approved international economics elective and approval by the Economics and Business Department Chair. **2 units**

Whatever the choice of research experience, students must present their projects to their peers and discuss the research of fellow majors.

Distinction in International Political Economy may be awarded to students whose GPAs within the major put them in the upper 20 percent and who have also completed and received a grade of A in their Capstone Research Experience. Faculty in both departments must approve the award of distinction to students who meet these qualifications.

Advisers for the International Political Economy Major:

|                                                                         |                                                                           |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Professor Vibha Kapuria-Foreman<br>Economics (Campus extension<br>6419) | Professor Corina McKendry<br>Political Science (Campus<br>extension 6788) |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|

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|-----------------------------------------------------------------|----------------------------------------------------------------------|
| Professor Kristina Acri<br>Economics (Campus extension<br>6445) | Professor John Gould<br>Political Science (Campus<br>extension 6589) |
|-----------------------------------------------------------------|----------------------------------------------------------------------|

## Italian

*Applicable for the 2024-25 academic year.*

[Italian Website](#)

Associate Professor A. MINERVINI; Visiting Instructor K. SCRIBONI

### Major Requirements

#### NEW MAJOR REQUIREMENTS

New Requirement: 9 credits past Intermediate Italian 1

THE ITALIAN PROGRAM OFFERS TWO MAJOR OPTIONS:

- a) Italian Studies Major
- b) Romance Languages Major with a Primary Focus on Italian

#### Option a)

To fulfill the Major in Italian Studies students must complete a total of 9 units beyond IT203, Intermediate Italian 1:

1. IT204 (Intermediate Italian 2)
2. IT305 or IT304 (Cultural Context and Written Practice or Cultural Context and Oral Practice) (pre-requisite for IT305 and IT304: IT204)
3. 6 elective courses
4. Either IT431 or IT432 (IT432 Senior Thesis is meant for students who elect to write a thesis, while IT431 Research Methods is meant for students who elect not to write a thesis).

Total: 9 units beyond IT203.

All courses taken outside the Italian Program must be directly relevant to Italian cultures and selected in consultation with advisor.

The Italian Program warmly encourages students to study abroad: options include a single block or half semester in Italy offered by the Italian Program; a semester in Italy offered by an affiliated program. As a general rule, only two courses from an unaffiliated program will be accepted into the major, unless the plan is previously discussed with the Program Director.

Transferring students should contact the department before taking any language or literature course to determine if any transfer credit fulfills major requirements.

#### Option b)

Romance Languages (Italian Major; second language focus in French, Spanish, or Portuguese), 9 units:

1. 3 required courses beyond Intermediate Italian 1: IT204, IT305 (pre-requisite IT204) or IT304 (pre-requisite IT204), and either IT431 or IT432 (IT432 for those students who elect to write a thesis; IT431 students who elect not to write a thesis).
2. 2 Italian courses from 309, 315, 316, 320, 321 (IT320 can be taken multiple times, as long as the content of the course is different).

Courses for second language focus in FRENCH:

1. FR305 and two French or Francophone culture or literature courses.
2. Elementary or more advanced Spanish, Portuguese, or Latin.

Courses for the second language focus in SPANISH:

1. SP305 or SP312, and two Spanish culture or literature courses.
2. Elementary or more advanced French, Portuguese, or Latin.

Courses for the second language focus in PORTUGUESE:

1. PG305 and two additional culture or literature courses
2. Elementary or more advanced French, Spanish or Latin.

**TOTAL: 9 units**

### **Minor Requirements**

#### **Italian Language Minor (6 units no pre-requisites)**

Students without previous knowledge of Italian must complete 6 units. Required courses include: IT103, 104, 203, 204, and two additional courses at the 300-level, with at least one unit of 304 or 305 highly recommended. Topics courses may be taken repeatedly provided that the topic is different. Students who initially place at the 300 level must complete four CC Italian courses at the 300 level. College transfer credit will be accepted, but at least three 300-level Italian courses must be completed at Colorado College. Only one unit from a non-CC program will be accepted into the minor.

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### **Japanese**

*Applicable for the 2024-25 academic year.*

[Japanese Website](#)

Assistant Professor PIZARRO ; Lecturer ONISHI

### **Minor Requirements**

#### **The Japanese Language Minor (6 units)**

- A minimum of five (5) units of Japanese language at any level. One (1) relevant literature, linguistics, or culture course approved by the program.
- 

### **Mathematical Economics**

*Applicable for the 2024-25 academic year.*

## [Mathematical Economics Website](#)

Advisers: Professors BROWN (Mathematics), ERICKSON (Mathematics), FENN (Economics), HOEL (Economics)

### Major Requirements

#### PREREQUISITES

Students desiring to major in ME are required to pass the following **prerequisites** prior to admission into the major. If a student has not taken all four of these courses, that student may be admitted only if currently scheduled for a later section or by consent of the department chair if mitigating circumstances exist.

To get started with this (and any of our department majors), students will need our gateway courses of Principles of Economics, either as a 2-block course (EC100) or as two separate blocks (EC101 and EC102). Students will also need Calculus 1 (MA125 or MA126), and Calculus 2 (MA 129),

|                |                                                               |         |
|----------------|---------------------------------------------------------------|---------|
| EC100          | Principles of Economics OR                                    |         |
| EC101          | Principles of Microeconomics AND Principles of Macroeconomics | 2 units |
| EC102          |                                                               |         |
| MA125 or MA126 | Calculus 1                                                    | 1 unit  |
| MA129          | Calculus 2                                                    | 1 unit  |

International Baccalaureate (IB) Higher Level and Advanced Placement (AP) courses with registrar-approved test scores count as the equivalents of Economics 100, 101 and 102. Those scores, and answers to other IB and AP questions on course equivalents, can be found here: <https://www.coloradocollege.edu/offices/registrar/transfer-credit-guidelines.html>.

DISTINCTION IN MATHEMATICAL ECONOMICS is awarded by action of both Departments (Math and Economics & Business) to up to the top 20% of graduating majors based on their GPA within the major with the provision that they have also received an A in Senior Thesis.

#### COURSE OF STUDY FOR THE MATHEMATICAL ECONOMICS MAJOR

To graduate as a Mathematical Economics major, students must pass the all-college requirements, while completing major components consisting of eleven units of required courses, three units of electives, and two units of senior thesis for a total of 16 units in the major.

##### **A. Required Courses (total of 11 units)**

###### **Math (6 Units)**

|                |                                                         |
|----------------|---------------------------------------------------------|
| MA125 or MA126 | Calculus 1 or equivalent as approved by Math Department |
| MA129          | Calculus 2 or equivalent as approved by Math Department |
| MA204          | Calculus 3                                              |
| MA217          | Introduction to Probability and Statistics              |
| MA120          | Applied Linear Algebra                                  |
| MA275          | Sequences and Series                                    |



## **Economics (5 Units)**

|       |                                  |
|-------|----------------------------------|
| EC100 | Principles of Economics OR       |
| EC101 | Principles of Microeconomics AND |
| EC102 | Principles of Macroeconomics     |
| EC301 | Microeconomic Theory             |
| EC302 | Macroeconomic Theory             |
| EC403 | Econometric Theory               |

## **B. Electives (total of 3 units)**

### **1. Economics elective**

At least one 300 or 400 level Economics (EC) elective from the Economics and Business Department, or other as approved in advance by the Chair of the Department of Economics and Business.

### **1. Mathematics elective**

At least one elective from the following list, or other as approved in advance by the chair of the Department of Mathematics.

|       |                                 |
|-------|---------------------------------|
| MA220 | Theoretical Linear Algebra      |
| MA237 | Statistical Methods I           |
| MA313 | Probability                     |
| MA315 | Ordinary Differential Equations |

### **1. Mathematical Economics elective**

At least one elective from the following list, or other as approved in advance by the chair of the Department of Economics and Business.

|       |                                           |
|-------|-------------------------------------------|
| EC404 | Advanced Topics in Mathematical Economics |
| EC405 | Mathematical Economics of Addiction       |
| EC406 | Mathematical Economics of Game Theory     |
| EC407 | Mathematical Economics of Growth          |

### **1. EC 496 - Senior Thesis in Mathematical Economics (total of 2 units)**

## **TOTAL MINIMUM REQUIRED**

**CREDITS.....16 units**

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## Mathematics

*Applicable for the 2024-25 academic year.*

### [Mathematics Website](#)

Professors M. SIDDOWNAY, L. GARCIA PUENTE (Chair), R. GARCIA; Associate Professors D. BROWN, A. BRUDER, S. ERICKSON, J. McDOUGALL, B. MALMSKOG, M. MORAN, F. SANCIER-BARBOSA; Assistant Professors I. AGBANUSI, M. KIM; Visiting Assistant Professors J. RENNIE, E. PRICE.

### Major Requirements

**In addition to the All College Requirements, a student majoring in Mathematics must complete:**

- [MA120](#) Applied Linear Algebra
- [MA125](#): Pre-Calculus & Calculus or [MA126](#): Calculus 1
- [MA129](#): Calculus 2
- [MA204](#) Calculus 3
- [MA221](#): Advanced Linear Algebra
- [MA275](#): Sequences and Series
- ONE OF:
  - # [MA201](#): Discrete Math
  - # [MA237](#): Statistical Methods 1
  - # [MA251](#): Number Theory
- ONE OF:
  - # [MA321](#): Abstract Algebra 1
  - # [MA375](#): Real Analysis 1
- ONE OF:
  - # [MA313](#): Probability
  - # [MA315](#): Ordinary Differential Equations
- Four one-unit elective courses, at the 200-level or above (not taken as required courses). At most one course can be at the 200 level. The department maintains a [list of non-mathematics courses](#) that can substitute for this 200-level elective. At least one of these electives must be at the 400-level. Independent study course ([MA255](#), [MA355](#), [MA455](#)) cannot be used to satisfy this requirement

### **A student majoring in Mathematics must also:**

- Fulfill the [talk attendance and write-up requirement](#) as described on the department's web page, by the beginning of Block 7 of the student's senior year
- Complete a senior thesis, which includes taking [MA499](#) and presenting their work in a written thesis as well as a departmental talk or poster

Please visit the department's website for information about [Distinction in Mathematics](#).

## Minor Requirements

### To minor in Mathematics:

A student minoring in Mathematics must take MA120, MA129 and four other mathematics courses at the 200-level or above. At least one of these courses must be at the 300 or 400-level. Students must take at least three of the required courses at CC. Students must design their minor in consultation with a department member. A plan for a minor must be approved by the department by the end of the first block of the student's senior year.

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## Molecular Biology

*Applicable for the 2024-25 academic year.*

### [Molecular Biology Website](#)

Associate Professor (Co - Chair) Olivia Hatton; Associate Professor (Co-Chair) Darrell Killian; Associate Professor Phoebe Lostroh, Associate Professor Sara Hanson, Assistant Professor Meredith Course, Assistant Professor Spencer Gang

## Major Requirements

### Molecular Biology Major (16 units)

No single one-block course can satisfy more than one requirement

- 1 unit of organismal biology (BE105 Biology of Plants, BE106 Biology of Animals, BE107 Biology of Microbes, or HK204 Introduction to Human Anatomy)
  - # AP Biology 4 or 5, or IB HL 5 satisfies this requirement
  - # IB Biology of 6 satisfies this requirement **OR** satisfies the MB131 requirement
- 1 unit of MB131 Introduction to Molecular and Cellular Biology
  - # IB HL of 6 or 7 satisfies this requirement
- 1 unit of MB201 Laboratory in Molecular and Cellular Biology and Genetics
- 1 unit of MB231 Genetics
- 1 unit of MB300-level lecture/discussion-based MB elective
  - # These are intended for sophomores and juniors
- 1 unit of MB400-level lecture/discussion-based MB elective
  - # These are intended for juniors and seniors
- 2 units of 300- or 400-level laboratory-rich electives
  - # can be satisfied through mentored research with an MB professor (MB399, MB498, MB499, or MB397). Note: MB397 Mentored Research in Molecular Biology Alternative Format is a 0.5 unit course in an extended format over 4 blocks or half block; MB397 may be taken twice to count as 1 unit, or 4 times to count as 2 units.
  - # Selected non-MB courses can meet one of these two units, but one of these units must be satisfied by an MB course offering. #List of courses outside MB

that can satisfy one (but not two) of these units: CH382 Biochemistry I; HK304 Advanced Human Anatomy; HK306 Advanced Joint Anatomy; HK321 Human Physiology; HK354 Advanced Head and Neck Anatomy; MA256 Mathematical Models in Biology; PY299 Neuroscience (counts as 1 unit); BE365 Plant Physiology; BE280 Population Genetics; BE465 Techniques in Molecular Ecology and Systematics.

- 1 unit of elective in the biological sciences.
  - # Can be satisfied by any MB course for majors, or BE course for majors, or by selected courses in Biochemistry, Mathematics, Neuroscience, Anthropology, or Human Biology and Kinesiology (see list below).
  - # List: any MB course other than MB100, MB131, MB201, MB231; any BE course other than BE100; CH382 Biochemistry I; CH383 Biochemistry II; HK204 Introduction to Human Anatomy; HK304 Advanced Human Anatomy; HK306 Advanced Joint Anatomy; HK321 Human Physiology; HK354 Advanced Head and Neck Anatomy; MA256 Mathematical Models in Biology; PY299 Neuroscience#(counts as 1 unit); AN230/MB230 Human Evolution; AN202 Human Biological Variation.
- 1 unit of Senior Capstone in Molecular Biology, MB497, which will be offered twice each year, once in the fall (Block 4) and once in the spring (Block 6). A third block of MB497 may be offered some years depending on the number of senior MB majors.
- A maximum of 2 units of mentored research such as MB209, MB397, MB399, MB498, MB499, CH401, and CH403 can be counted toward the Molecular Biology major. All of these mentored research blocks require consent of instructor and agreement from the supervising professor at least one block in advance.
- 4 units of Chemistry (CH107 General Chemistry I or CH117 General Chemistry I with Environmental Emphasis, CH108 General Chemistry II, CH250 Structures of Organic Molecules, and CH251 Reactions of Organic Molecules).
- 2 units from selected courses in Mathematics, Computer Science, or Physics (MA125 Pre-Calculus and Calculus (counts as two units toward the requirement); MA126 Calculus I; MA127 Calculus I and II Accelerated; MA129 Calculus II; MA117 Probability & Statistics; MA217 Probability and Statistical Modeling; CP115 Computational Thinking; CP122 Computer Science I; CP222 Computer Science II; PC141 Physics for the Life Sciences I; PC241 Physics for the Physical Sciences I). May be satisfied by AP or IB credit recognized by the registrar.
- Must attend Molecular Biology Day as a senior.
- Must participate in departmental assessment activities such as the senior exit survey and examination.
- Must complete the senior seminar requirement. (See section F for details.)

## Minor Requirements

### The Departmental Minor in Molecular Biology (6 units)

- 1 unit of MB131 Introduction to Molecular and Cellular Biology
  - 1 unit of MB201 Laboratory in Molecular and Cellular Biology and Genetics
  - 1 unit of MB231 Genetics
  - 2 units of 300- or 400-level MB courses
  - 1 unit that is either (a) a 300- or 400-level MB course, or (b) from the list below:
    - # List of courses outside MB that can satisfy this unit: CH382 Biochemistry I; HK304 Advanced Human Anatomy; HK306 Advanced Joint Anatomy; HK321 Human Physiology; HK354 Advanced Head and Neck Anatomy; MA256 Mathematical Models in Biology; PY299 Neuroscience (counts as 1 unit); BE365 Plant Physiology; BE280 Population Genetics; BE465 Techniques in Molecular Ecology and Systematics.
- 

## Music

*Applicable for the 2024-25 academic year.*

### [Music Website](#)

Professor BEN-AMOTS, Associate Professor AHARONY (associate chair), BAÑAGALE (chair); Assistant Professor L. CARRIZO, CHANG; Artist-in-Residence S. GRACE; Lecturers LASMAWAN, REED; Visitors A. CARRIZO, REYES, SWEUM

## Major Requirements

The music major provides students with a diverse foundation of approaches to the study, creation, and performance of music within the context of a liberal arts education. Courses are grouped primarily into three core areas, designed to introduce students to the broad approaches undertaken in the investigation of “Music in Culture” (3 units), the development of “Musicianship” skills (3 units), and the practice of “Creativity” (2 units). A set of four additional units allows individual students to follow a path of study that aligns with their musical aspirations and goals, forming “Connections” across their experience:

### **Core Course Requirements:**

3 units of Music in Culture, one from each of the following areas (200-level and above):

- Social Justice courses
- Music Ethnography courses
- Western History courses

3 units of Musicianship, one from each of the following areas:

- Performance Oriented courses

- Tonal Harmony (MU251) OR Musicianship (MU228)
- Departmental Lessons and/or Ensembles (4 semesters @ .25 unit/semester)

2 units of Creativity, one from each of the following areas:

- Composition
- Music Technology

### **Connections Requirements:**

- Concert Attendance (4 semesters @ .25 unit/semester)
- 2 units of upper-level seminars (300-level and above)
- Junior Seminar (MU435)
- Senior Capstone Thesis Block (MU438)

During the academic year the music department sponsors a series of performances by faculty, student ensembles, and visiting artists. Upon declaration, music majors must enroll in a .25 unit, extended-format Concert Attendance adjunct (MU216). As a part of this adjunct, majors will attend and/or perform in department-approved concerts to broaden their understanding of the rewards and challenges of the concert world and to gain a deeper understanding of performance practices and literature. Students will reflect upon all of this as part of the Concert Attendance adjunct.

Students will take two blocks of upper-level seminar (300-level), ideally related to their area(s) of interest and focus. These offerings emerge from each of the Music in Culture areas as well as Composition and Music Technology.

The “Senior Capstone” is a cumulative project undertaken by all majors that showcases their unique approach to music studies. The exact nature of each project will depend on the individual interests and specializations of the student, but all projects must combine both creativity and research. The process begins through participation in the Junior Seminar, where students develop a formal proposal for their thesis work. Subsequent work unfolds between the student and their respective faculty co-advisors, including at least one Senior Capstone block where students undertake focused, independent work on their projects. Some capstones may include a standalone performance or presentation, but all capstones will have two shared outcomes: a 20-minute capstone presentation at the annual Music Department Senior Colloquium and a formal final paper, the scope of which is determined between the individual student and their capstone advisors.

Departmental distinction at graduation for seniors will be awarded on the criteria of performance in departmental courses, the senior capstone project, and participation and presence in the life of the department.

## **MUSIC MAJOR CHECKLIST**

### **Minor Requirements**

The music minor provides students with an introduction of diverse approaches to the study, creation, and performance of music within the context of a liberal arts education. Courses are grouped into three core areas, designed to introduce students to the broad

methods undertaken in the investigation of “Music in Culture” (3 units), the development of “Musicianship” skills (1 unit), and the practice of “Creativity” (1 unit). A set of two extended format “Connections” units requires individual students to take studio lessons and/or participate in ensemble activities, as well as attend department-approved concerts each semester for the duration of 2 years.

**Core Course Requirements:**

3 units of Music in Culture, one from each of the following areas:

- Social Justice courses
- Music Ethnography courses
- Western History courses

2 units of Musicianship, one from each of these areas:

- Music Fundamentals (MU199) OR Musicianship and Aural Skills (MU228) OR Tonal Harmony (MU251)
- Studio Lessons and/or Ensembles (extended format: 4 semesters @ .25 unit/semester)

1 unit of Creativity, from the following areas:

- Composition
- Music Technology

1 unit of Connections:

- Concert Attendance (extended format: 4 semesters @ .25 unit/semester)

During the academic year the music department sponsors a series of performances by faculty, student ensembles, and visiting artists. Upon declaration, music minors must enroll in a .25 unit, extended-format Concert Attendance adjunct (MU216). As a part of this adjunct, minors will attend and/or perform in department-approved concerts to broaden their understanding of the rewards and challenges of the concert world and to gain a deeper understanding of performance practices and literature. Students will reflect upon all of this as part of the Concert Attendance adjunct.

- Additional offerings are listed in the catalog of courses and should be discussed with the minor advisor.
- Only department-approved courses can count toward the minor.
- Only one of the introductory classes (CC100 and CC120) can count toward the minor.

**MUSIC MINOR CHECKLIST**

**Music Education**

Students interested in becoming a licensed music teacher at Colorado College should **major in music and minor in education**. Students can receive teaching credentials

through the 9<sup>th</sup> semester program or the Master of Arts in Teaching (MAT) program. Both require a formal application and admission process.

The list below reflects the requirements for both the music major and education minor leading to teacher licensure. All interested students need to meet with Deb Mortenson in the Education Department to talk through the possibilities for licensure.

### **MUSIC MAJOR**

- **3 units of Music in Culture**, one from each of the following areas (200-level and above):

- Social Justice courses
- Music Ethnography courses
- Western History courses

- **3 units of Musicianship**, one from each of the following areas:

- Performance Oriented courses

*MU325: CONDUCTING is recommended for Music Ed and fulfills this Music Major requirement*

- Tonal Harmony (MU251) OR Musicianship (MU228)

- Departmental Lessons and/or Ensembles (4 semesters @ .25 unit/semester):

*Music Education students should fulfill this requirement by taking four semesters of large ensemble—band, orchestra, or choir: MU164: Concert Band, MU165: Chamber Orchestra, MU160: Chamber Chorus, or MU161: College Choir*

- **Demonstrated piano proficiency—required for all music teachers<sup>^</sup>**

- **2 units of Creativity**, one from each of the following areas:

- Composition
- Music Technology

- **4 units of Connections Requirements**, from the following areas:

- 2 units of upper-level seminars (300-level and above)
- Junior Seminar (MU435)
- Senior Capstone Thesis Block (MU437/438)

- **1 unit of Concert Attendance** (MU216 extended format; 4 semesters @ .25 unit/semester)

- **Additional Music Education Recommendation:**

- Music Learning Theories for Teaching Band and Orchestra Instruments (MU217/ED217)

### **EDUCATION MINOR (5 UNITS)**

- ED101: Introduction to the K-12 Classroom Culture<sup>^</sup>

- Two of the following:

-ED110 Linking Literacy, Language, and Linguistics (REQUIRED FOR ELEMENTARY LICENSURE)



- ED205 Disability and Society
- ED210 Power of the Arts in Education
- ED211 Critical Perspectives on the U.S. Educational System: 19th Century – Present
- ED250 Topics in Education
- ED131 Youth Organizing for Social Change
- ED200 Teaching Culturally and Linguistically Diverse Learners
- ED222/320 Diversity and Equity in Education (*prerequisite*: ED101 or CC100/120)
- ED225 Foundations of Environmental Education (TREE semester)
- ED235 Critical Multicultural Education
- ED255 Urban Education
- ED280 Sociology of Education
- ED350 Advanced Topics in Education
- MU217: Music Learning Theories for Teaching Band and Orchestra Instruments
- ED311: Educational Psychology^
- ED477: Culturally Responsive Teaching and Disciplinary Literacy Methods^

**^ Required by Colorado Department of Education for teacher licensure**

**Music Major + Education Minor satisfies the prerequisites for the MAT program – which leads to a license and MAT**

**IF COMPLETING LICENSURE AS UNDERGRADUATE/9TH SEMESTER**

(If applying to MAT program, these courses do not need to be taken as an undergrad – they are part of the graduate program)

- ED478: Advanced Methods: Critical Pedagogies in Literacy, Curriculum and Instruction (2 units) ^
- ED466: Data Driven Instruction for Diverse Learners in the 21<sup>st</sup> century (1 unit)
- ED479: Teacher Candidate Practicum (3.5 units) ^

**MUSIC EDUCATION CHECKLIST**

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**Neuroscience**

*Applicable for the 2024-25 academic year.*

[Neuroscience Website](#)

Advisors; Professors DRISCOLL (director), ERDAL, HORNER; Associate Professors DAUGHERTY, DOUNAY, HATTON, KILLIAN; Assistant Professors COURSE, FERNANDEZ-PETERS

**Major Requirements**

**Major Requirements**

Students wishing to major in neuroscience complete a minimum of 14 courses (15 units) across several departments. See the [Neuroscience section of the course catalog](#) for a summary of regular course offerings.

## 1. Required courses

### PSYCHOLOGY (PY)

- PY100 (or 105): Introduction to Psychology
- PY205: Introduction to Methods and Statistics AND PY305 (or 301): Topics in Advanced Methods and Statistics
- PY299: Neuroscience (2 blocks)

### CHEMISTRY (CH)

- CH107 and CH108: General Chemistry I, II
- CH250: Structures of Organic Molecules

### MATHEMATICS (MA)

- MA125: Pre-Calculus & Calculus or MA126: Calculus I

### MOLECULAR BIOLOGY (MB)

- MB131: Introduction to Molecular and Cellular Biology

and **two** of the following upper-level courses:

- PY408: Topical Seminar (Neuroscience topics only)
- PY412: Neuropsychology
- PY419: Neuroscience Methods
- PY420: Cognitive Neuroethology
- PY433: Neuropharmacology
- MB335: Molecular Neurobiology
- MB415: Developmental Neurobiology

**2. Electives:** Any **three** of the following courses (note that some of these courses have additional prerequisites not listed above, and some are not taught every year):

### CHEMISTRY (CH)

- CH241 Analytical/Bioanalytical Chemistry
- CH251: Reactions of Organic Molecules
- CH382: Biochemistry I
- CH383: Biochemistry II
- CH410: Medicinal Chemistry
- CH480: Advanced Metabolic Pathways

### COMPUTER SCIENCE (CP)

- CP115: Computational Thinking

- CP116: Applied Python
- CP122: Computer Science I

### **HUMAN BIOLOGY AND KINESIOLOGY (HK)**

- HK204: Introduction to Human Anatomy
- HK321: Human Physiology
- HK354: Advanced Head and Neck Anatomy

### **MATHEMATICS (MA)**

- MA256 - Mathematical Models in Biology

### **MOLECULAR BIOLOGY (MB)**

- MB201: Laboratory in Molecular and Cellular Biology and Genetics
- MB231: Genetics
- Any 300-level MB course

### **PHYSICS (PH)**

- PC141: Physics for the Life Sciences I
- PC142: Physics for the Life Sciences II
- PC241: Physics for the Physical Sciences I: Mechanics
- PC242: Physics for the Physical Sciences II: Electricity and Magnetism

### **PSYCHOLOGY (PY)**

- Any 300-level or 400-level PY course

Students must give an oral or poster presentation at the Psychology/Neuroscience Poster Day, CSURF, or other departmental or professional conference of research they have conducted or an internship in which they have participated during their time at CC. The research or internship experience can be a research course from one of the following:

- PY251/451
- MB209/397/399/498
- CH201/301/303/304/401/403/404
- HK350

It can also be a structured on-campus or off-campus research or internship experience during the summer or school year. The research or internship experience must be approved by, and the presentation scheduled with, the Director of Neuroscience at least one semester prior to the presentation.

## Organismal Biology and Ecology

*Applicable for the 2024-25 academic year.*

### [Organismal Biology and Ecology Website](#)

Professors HATHAWAY, HESCHEL, LINKHART, Associate Professors JABAILY, WILSON; Assistant Professors GAMBOA, KHORSAND; Visiting Assistant Professor PEÑA, MCGINN

### Major Requirements

#### **THE OBE MAJOR: SHORT GUIDE – 15 units**

1. **Two units - Introductory Organismal Biology:** BE105 Biology of Plants *and/or* BE106 Biology of Animals *and/or* BE107 Biology of Microbes
2. **One unit - Ecology:** BE208
3. **One unit - Intro to Molecular and Cellular Biology:** MB131
4. **One unit - Population Genetics or Genetics:** BE280 Population Genetics or MB201 Laboratory in Molecular and Cellular Biology and Genetics
5. **Three units - Chemistry:** CH107 General Chemistry *and* CH108 General Chemistry II *and* CH250 Structures of Organic Molecules
6. **Two units - Mathematics:** one in calculus and one in statistics OR math modeling
7. **Five approved OBE Electives:** at least three must be upper-level and one of the three must be a capstone course in your last two semesters at CC; including this capstone, at least 2 upper-level electives must be OBE courses.
8. **Attend and write abstracts for 3 OBE-approved seminars – first abstract is due junior year!! BEGIN EARLY!!**

#### **THE OBE MAJOR: FULL GUIDE – 15 units**

1. **(2) Two units in Introductory Organismal Biology:**
  - BE105 Biology of Plants, *AND/OR*
  - BE106 Biology of Animals, *AND/OR*
  - BE107 Biology of Microbes
  - *Note: AP/IB credit cannot replace these organismal courses (but may count towards a lower level elective or as credit for MB131), see below*
2. **(1) BE208 Ecology**
3. **(1) MB131 Intro to Molecular and Cellular Biology**
  - An IB-HL score of 6-7 fulfills this requirement or may count as one lower-level elective credit; a Biology AP score of 5 does not fulfill this requirement but does count as one lower-level elective credit.
4. **(1) One unit in Population Genetics or Genetics:**
  - BE280 Population Genetics, *OR*
  - MB201 Lab in Molecular and Cellular Biology and Genetics
5. **(3) Three units in Chemistry:**
  - CH107 General Chemistry I, *AND*
  - CH108 General Chemistry II, *AND*
  - CH250 Structures of Organic Molecules

- If you have Chemistry AP or IB credit on your transcript, you may obtain OBE credit by receiving a high score on your bypass exam for CH107. Ask the Chemistry Department to notify your OBE advisor about your score on the bypass exam.
  - *Note: Graduate schools often require BOTH CH250 and CH251 Reactions of Organic Molecules.*
6. **(2) Two units in Mathematics:**
- **One** unit of **calculus** from:
    - # **MA126** Calculus I, *OR*
    - # **MA127** Calculus I and II accelerated, *OR*
    - # **MA129** Calculus II, *OR*
    - # **AP or IB credit** recognized by the registrar in calculus
    - # *Note: The Mathematics Department website has a flowchart to assist you in deciding on the most appropriate class for you (see “Mathematics,” “Resources,” “deciding on your first CC math class”).*
  - **One** unit of **statistics or math modeling** from:
    - # **BE220** Biostatistics and Experimental Design, *OR*
    - # **MA256** Mathematical Models in Biology, *OR*
    - # **MA117** Probability and Statistics, *OR*
    - # **MA217** Probability and Statistical Modeling, *OR*
    - # **EV228** Analysis of Environmental Data, *OR*
    - # **AP or IB credit** recognized by the registrar in statistics
    - # *Note: While the statistics/modeling requirement is fulfilled by AP credit in statistics, students with this AP credit will benefit from taking BE220.*
1. **(5) Five approved OBE Electives:**
- *Of these 5, at least 3 must be upper level (300 or 400) and at least two of your upper level electives must be a BE course;*
  - *One of these upper-level BE electives will be your **senior capstone course**: this requirement must be completed in the last two semesters prior to graduation. The following courses count as capstone:*
    - # BE409 (if it meets the “Senior Capstone” requirements - ask the faculty member supervising your research);
    - # BE499 Senior thesis;
    - # BE308, BE362, BE365, BE366, BE367, BE370, BE390, BE410, BE412, BE415, BE421, BE475, BE332, BE440 (check with your advisor as options vary from year to year).
  - *You may choose electives from the following:*
    - # All BE courses (EXCEPT BE100), all MB courses (the FYE MB109 only counts as 1 elective) AN207, AN306, CH382, EV309, EV315, EV316, EV343, GY205, HK204, HK304, or HK321.
    - # Up to TWO research blocks (BE309/BE409/BE499) may count as electives.
    - # BE280 may count as an upper-level elective IF taken after MB201 or MB231.
    - # AP/IB Biology credit may count as one unit of lower level elective credit (ask your advisor).

# *Note: you may petition the department to consider other courses (such as new offerings) to count as electives (ask your advisor).*

1. **Three Seminar abstracts:** attend three OBE-approved seminars as a junior/senior, summarize each in an abstract (see appendix III for example in OBE Handbook), and submit each abstract electronically to both Donna Sison and your advisor no later than the first Monday of the block following the seminar. Students must turn in at least their first abstract by the end of junior year.

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## Philosophy

*Applicable for the 2024-25 academic year.*

[Philosophy Website](#)

Professors: M. HOURDEQUIN, J. LEE, J. RIKER; Associate Professors: H. DALY, R. FURTAK, D. McENNERNEY (CHAIR)

### Major Requirements

The philosophy major requires a **minimum of 12 units**. Majors with emphases, **requiring a minimum of 14 units**, allow students to gain advanced expertise in one of the subfields or areas of interest in philosophy. The Department of Philosophy recommends that students declare the major by the end of their sophomore year.

Students enrolling in the regular **Philosophy Major** complete at least 12 units of philosophy courses in total, distributed as follows:

**1. Historical and Cultural Perspectives (4 units).** These courses investigate central issues and concerns emerging in important historical periods and locales, tracing how those concerns change over time.

a. One ancient Greco-Roman course, chosen from among the following:

- PH101: Greek Philosophy
- PH116: Greek History and Philosophy
- PH210: Ancient to Early Modern Western Philosophy
- PH244: Classical Social and Political Philosophy

Or when topically appropriate:

- PH203: Topics in Philosophy
- PH303: Advanced Topics in Philosophy
- PH314: Text Seminar
- PH350: History-Philosophy Seminar

b. One modern European or American course, chosen from among the following:

- PH160: Kierkegaard: An Introduction to Existential Philosophy
- PH201: Modern European Philosophy: Birth of “the Modern Mind”

- PH202: Modern European Philosophy: A View From the Margins of Reason
- PH204: American Philosophy
- PH205: French Philosophy in Context: 1930 to the Present
- PH210: Ancient to Early Modern Western Philosophy
- PH245: Modern Social and Political Philosophy
- PH260: Existential Philosophy
- PH302: Recent Continental Philosophy

Or when topically appropriate:

- PH203: Topics in Philosophy
- PH303: Advanced Topics in Philosophy
- PH314: Text Seminar
- PH350: History-Philosophy Seminar

c. Two non-Western or critical Western courses, chosen from among the following:

- PH180: Power and Equity: Philosophical Perspectives
- PH243: Philosophy and Politics of Identity
- PH248: Contesting Climate Justice
- PH280: Comparative Philosophies
- PH281: Indian Philosophy
- PH282: Africana Philosophy
- PH283: Latin American Philosophy
- PH284: Feminist Philosophies
- PH285: Philosophy and Race
- PH286: Classical Chinese Philosophy
- PH380: Japanese Existentialism

Or when topically appropriate:

- PH203: Topics in Philosophy
- PH303: Advanced Topics in Philosophy
- PH314: Text Seminar
- PH350: History-Philosophy Seminar

**2. One unit in Logic and Writing.** Choose between the following:

- PH122: Philosophical Argument and Writing; OR
- PH226: Formal Logic

**3. Three 1-unit capstone courses.** Complete all of the following courses:

- PH452: Junior Seminar
- PH475: Senior Essay
- PH476: Senior Seminar

**4. At least two units at the 300-level. This requirement may be satisfied in tandem with the “Historical and Cultural Perspectives” courses.**

**Optional Major with Emphasis in Philosophy:** Students who seek an emphasis in philosophy may complete the major with an emphasis in one of the following six philosophical areas.

- History of Philosophy
- Comparative Philosophy
- Ethics and Social Justice
- Philosophical Psychology
- Philosophy, Science, and Technology
- Metaphysics and Epistemology

Upon graduation, a major with emphasis diploma will be granted in, for example, "Philosophy: History of Philosophy," "Philosophy: Comparative Philosophy," and so on. A major with emphasis allows students to develop depth in an area that greatly interests them, and it may be of value if students aspire to pursuing advanced graduate studies in that specialized area or a related one.

A Philosophy Major with Emphasis requires:

1. Completing the requirements for a regular 12-unit major in philosophy.
2. Completing at least two additional units of philosophy in the area chosen (for a total of at least 14 units of philosophy); and
3. Writing a senior essay in the area of emphasis.

#### **Minor Requirements**

The Philosophy Minor requires satisfactorily completing at least 6 units of philosophy in total, distributed as follows:

1. One ancient Greco-Roman or modern European or American course chosen from among the following:

- PH101: Greek Philosophy
- PH116: Greek History and Philosophy
- PH160: Kierkegaard: An Introduction to Existential Philosophy
- PH201: Modern European Philosophy: Birth of "the Modern Mind"
- PH202: Modern European Philosophy: A View From the Margins of Reason
- PH204: American Philosophy
- PH205: French Philosophy in Context: 1930 to the Present
- PH210: Ancient to Early Modern Western Philosophy
- PH244: Classical Social and Political Philosophy
- PH245: Modern Social and Political Philosophy
- PH260: Existential Philosophy
- PH302: Recent Continental Philosophy

Or when topically appropriate:

- PH203: Topics in Philosophy
- PH303: Advanced Topics in Philosophy



- PH314: Text Seminar
- PH350: History-Philosophy Seminar

2. One non-Western or critical Western course, chosen from among the following:

- PH180: Power and Equity: Philosophical Perspectives
- PH243: Philosophy and Politics of Identity
- PH248: Contesting Climate Justice
- PH280: Comparative Philosophies
- PH281: Indian Philosophy
- PH282: Africana Philosophy
- PH283: Latin American Philosophy
- PH284: Feminist Philosophies
- PH285: Philosophy and Race
- PH286: Classical Chinese Philosophy
- PH380: Japanese Existentialism

Or when topically appropriate:

- PH203: Topics in Philosophy
- PH303: Advanced Topics in Philosophy
- PH314: Text Seminar
- PH350: History-Philosophy Seminar

3. One unit at the 300- or 400-level.

#### **Social and Political Philosophy Minor Requirements**

In addition to the regular Philosophy Minor, the department offers a specialized Minor in Social & Political Philosophy. Students enrolling in this minor complete at least 6 units of philosophy courses in total, distributed as follows:

1. Two units in the history of social and political philosophy:

- PH244: Classical Social and Political Philosophy
- PH245: Modern Social and Political Philosophy

2. Two units of advanced work in social and political philosophy, chosen from among the following:

- PH341: Contemporary Political Philosophy
- PH342: Critical Theory

Or when topically appropriate:

- PH303: Advanced Topics in Philosophy
- PH314: Text Seminar

3. Two additional units of Philosophy chosen from among the following:

- PH140: Ethics
  - PH243: Philosophy and Politics of Identity
  - PH246: Environmental Ethics
  - PH260: Existential Philosophy
  - PH282: Africana Philosophy
  - PH282: Latin American Philosophy
  - PH284: Feminist Philosophies
  - PH285: Philosophy and Race
  - PH340: Ethics and Contemporary Life
- 

## Physics

*Applicable for the 2024-25 academic year.*

### [Physics Website](#)

Professors LANG; Associate Professors PURDUE, GOSNELL; Assistant Professors LIGHT, KRISHNARAO, MONAHAN; Visiting Instructors SCHUMER, WETTERER, WITHERSPOON, IULIANO, BURNS, DICENZO, ESSMAN, EDWARDS

### Major Requirements

#### Physics Major Requirements:

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

PC361: Techniques of Experimental Physics **or** PC362 Observational Astronomy

PC450: Senior Capstone Experience

MA126: Calculus 1

MA129: Calculus 2

MA204: Calculus 3

#### **AND**

Three units of physics numbered 320 or above, along with any prerequisites

One block of Investigations in Physics may be included. In addition, all majors must actively participate in the department capstone program. Additional advanced courses in physics and mathematics are recommended for those who intend to pursue a career in physics, astrophysics, or applied science.

### Emphases

An emphasis is a collection of courses designed to help you specialize in a particular field of study. These emphases are guides to help you select courses, and there is no obligation to finish an emphasis. However, if you like, you may declare an emphasis and if completed, it will be noted on your transcript.

The available emphases are:

[Comprehensive](#) - [Astrophysics](#) - [Environmental](#) - [Geophysics](#) - [Chemical/Materials Science](#) - [Teaching](#) - [Computational](#)

[Here is a summary of the emphases.](#)

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### **Comprehensive Major**

This emphasis is for students interested in pursuing graduate school in physics or a related field. A broad coverage of major topics of physics is represented, preparing you for graduate school in any field of physics.

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

One physics elective numbered PC320 or higher

PC341: Mechanics

PC349: Thermal Physics

PC352: Electromagnetic Theory and Vector Analysis (2 block course)

PC361: Techniques of Experimental Physics *or* PC362: Observational Astronomy

PC441: Quantum Mechanics I

PC450: Senior Capstone Experience

MA126: Calculus 1

MA129: Calculus 2

MA204: Calculus 3

MA120: Applied Linear Algebra

Recommendations:

CP116: Applied Python

PC263: Computational Physics (*adjunct, .5 units*)

PC320: Topics in Physics

PC354: Electromagnetic Waves and Optics

PC391: Investigations in Physics

PC442: Quantum Mechanics II

### **Astrophysics Emphasis**

This emphasis is designed for physics majors who are interested in astronomy and astrophysics and it provides a good preparation for graduate work in astronomy and astrophysics.

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

PC341: Mechanics

PC352: Electromagnetic Theory and Vector Analysis (2 block course)

PC357: Astrophysics

PC358: Extragalactic Astronomy and Cosmology  
PC362: Observational Astronomy  
PC441: Quantum Mechanics I  
PC450: Senior Capstone Experience  
MA126: Calculus 1  
MA129: Calculus 2  
MA204: Calculus 3  
MA120: Applied Linear Algebra

Recommendations:

PC263: Computational Physics (*adjunct, .5 units*)  
PC320: Topics in Physics  
PC349: Thermal Physics  
PC354: Electromagnetic Waves and Optics  
PC391: Investigations in Physics  
PC442: Quantum Mechanics II

**Interdisciplinary Emphases:**

The following emphases are interdisciplinary and consist of the core requirements to complete a physics major and (often) the courses to complete a minor in another department. It is recommended that students planning on completing one of these emphases consult an adviser in both departments.

**Environmental Physics Emphasis**

Students who are interested in applying physics to environmental issues should consider this emphasis.

PC241: Physics for the Physical Sciences I: Mechanics  
PC242: Physics for the Physical Sciences II: Electricity & Magnetism  
PC251: Introductory Modern Physics  
PC261: Electronics  
PC361: Techniques of Experimental Physics **or** PC362: Observational Astronomy

Two physics electives numbered 320 or higher

Recommended:

PC333: Solid State Physics  
PC341: Mechanics  
PC349: Thermal Physics  
PC441: Quantum Mechanics I

MA126: Calculus I  
MA129: Calculus 2  
MA204: Calculus 3  
EV128: Introduction to Global Climate Change  
EV145: Environment and Society  
EV333: Atmospheric Dynamics  
One additional environmental course

Recommended:

EV212: Energy: Environmental Thermodynamics and Energetics

EV315: Atmosphere-Biosphere Interactions

EV351: Hydrology

EV431: Atmospheric Chemistry

At least one 200, 300, or 400 level EV humanities or social science course

PC450: Senior Capstone Experience\* **or** EV499: Environmental Science Thesis

\*Senior Seminar must be relevant to environmental physics

Recommendations:

Additional advanced physics courses

Additional math courses (particularly MA218/EV228, MA120, MA315)

Introductory Chemistry, Geology, or Biology

### **Geophysics Emphasis**

Students who are interested in going into geophysics in employment or graduate school may be interested in this emphasis, which combines a core major in physics with courses in geology.

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

PC361: Techniques of Experimental Physics **or** PC362: Observational Astronomy

Three physics electives numbered 320 or higher

Recommended electives:

PC333: Solid State Physics

PC341: Mechanics

PC349: Thermal Physics

PC354: Electromagnetic Waves and Optics

PC450: Senior Capstone Experience

MA126: Calculus 1

MA129: Calculus 2

MA204: Calculus 3

GY130: Introductory Geology **or** GY140: Physical Geology

GY308/PC308: Introductory Geophysics

Two of the following three geology courses:

GY240: Plate Tectonics

GY315: Structural Geology

GY320: Surface Processes and Geomorphology

Recommendations:

Additional advanced physics and geology courses

Additional math courses (particularly MA313, MA120, MA316, MA318)

General Chemistry I (CH107)

Computer Science I (CP122)

### **Chemical Physics or Material Science Emphasis**

Students who are interested in employment or graduate school in chemical physics or material science may be interested in the chemical physics emphasis, which combines a core physics major with a minor in chemistry.

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

PC361: Techniques of Experimental Physics **or** PC362: Observational Astronomy

Three physics electives numbered 320 or higher

Recommended Electives:

PC333: Solid State Physics

PC349: Thermal Physics

PC354: Electromagnetic Waves and Optics

PC441: Quantum Mechanics I

PC442: Quantum Mechanics and Relativity II

PC450: Senior Capstone Experience

CH107: General Chemistry I

CH108: General Chemistry II

CH366: Physical Chemistry I

CH367: Physical Chemistry II

MA126: Calculus 1

MA129: Calculus 2

MA204: Calculus 3

Recommendations:

CH241: Analytical/Bioanalytical Chemistry

CH250: Structures of Organic Molecules

Additional advanced physics, chemistry, and math courses

### **Teaching Emphasis**

The teaching emphasis is intended for students interested in teaching physics at the high school level. In Colorado, physics teachers are certified to teach all sciences. This means that you need to major in physics, but also take at least two courses in biology, chemistry, and earth sciences. CC has two options for becoming a certified physics teacher. One is completed as an undergraduate: you major in physics, take the introductory courses in the other sciences, plus the education courses (essentially a minor) and student-teach. You can also be a 9th semester student where you graduate in May, then delay student teaching until the following fall, with a substantial reduction in tuition for the 9th semester. The second option is to focus on majoring in physics and completing the science requirements. You should take ED100 and ED120, then apply for the Master of Arts in Teaching (MAT) Program, which is a 14-month certification and master's degree program in the Department of Education. For more information, contact Mike Taber or Deb Mortenson in the Department of Education for advising.

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism  
PC251: Introductory Modern Physics  
PC261: Electronics  
PC361: Techniques of Experimental Physics **or** PC362: Observational Astronomy  
Three physics electives numbered 320 or higher  
PC450: Senior Capstone Experience  
ED 100: College Aids in Colorado Springs Schools  
ED 120: Experience Aids in Colorado Springs Schools  
Two lab-based introductory science courses chosen from biology, chemistry, and geology  
MA126: Calculus 1  
MA129: Calculus 2  
MA204: Calculus 3  
Recommendations:  
PC133: Astronomy  
Additional education courses such as ED203 or 275. ED275 is particularly useful for those interested in Teach for America.

#### **Computational Physics Emphasis**

The computational physics emphasis is for physics students interested in computational modeling, computer control of equipment, or students considering a career in electrical or computer engineering.

PC241: Physics for the Physical Sciences I: Mechanics  
PC242: Physics for the Physical Sciences II: Electricity & Magnetism  
PC251: Introductory Modern Physics  
PC261: Electronics  
PC361: Techniques of Experimental Physics **or** PC362: Observational Astronomy  
PC263: Computational Physics (*adjunct, .5 units*)  
2 physics electives PC 320 or higher  
PC450: Senior Capstone Experience  
CP115: Computational Thinking  
CP116: Applied Python  
CP122: Computer Science I  
CP222: Computer Science II  
MA126: Calculus 1  
MA129: Calculus 2  
MA204: Calculus 3  
Recommendations:  
Additional advanced physics courses especially PC341, PC349, PC352, PC441, PC442  
Additional computer science courses especially CP274, CP275, CP344, CP360, CP407  
Additional advanced math courses especially MA201, MA120, MA251  
One or more summer research programs

## Minor Requirements

Minors are required to take the following courses:

PC241: Physics for the Physical Sciences I: Mechanics

PC242: Physics for the Physical Sciences II: Electricity & Magnetism

PC251: Introductory Modern Physics

PC261: Electronics

Plus one additional physics elective PC320 or higher

Students must take five classes in the Physics Department for the minor. If a student places out of PC241, then they substitute an additional physics elective PC320 or higher.

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## Political Science

*Applicable for the 2024-25 academic year.*

[Political Science Website](#)

Professors EDLIN(Chair), FULLER, GOULD, LINDAU; Associate Professors COGGINS(Associate Chair), E. GRACE, MCKENDRY, WOLFE; Assistant Professors BANG, FENNER, MA, SANCHEZ; Senior Lecturer DERDZINSKI

### Major Requirements

**Basic Requirement:** Must complete 10 units in the Department of Political Science

\*AP courses do NOT count towards the Political Science major

#### I. Introductory

The department offers courses in four sub-fields: United States Politics and Government, Political Theory, Comparative Politics, and International Relations. The Catalog of Courses indicates the departmental offerings by sub-field, and a current list is included below.

**Basic Requirement:** Must complete 10 units in the Department of Political Science

#### I. Introductory

The department offers courses in four sub-fields: United States Politics and Government, Political Theory, Comparative Politics, and International Relations. The Catalog of Courses indicates the departmental offerings by sub-field, and a current list is included below.

#### Students must take:

1) In the United States Politics and Government subfield:

PS200 - United States Politics and Government

2) In the International Relations subfield:

PS209 - Introduction to International Relations\*

3) In the Comparative subfield:

PS236 - Introduction to Comparative Politics



4) In the Political Theory subfield:  
PS290 Introduction to Political Philosophy

Students are strongly advised to take the prescribed courses at the 200 level before taking courses at the 300 level.

\*Students entering CC in AY 2024-25 or later (graduating class of 2028 and beyond) must take PS209 (Introduction to International Relations) as their introductory IR course.

Students who entered CC prior to AY 2024-25 (graduating classes of 2027 and previous) may take either PS209 (Introduction to International Relations) OR PS225/PS340 (Conduct of US Foreign Policy) as their introductory IR course. Please note that the course number for Conduct of US Foreign Policy was PS225 prior to AY 2024-25, and changed to PS340 as of AY 2024-25. Students in this category may choose to take both PS209 and PS225/PS340. In qualifying circumstances where students take both courses, PS209 (Introduction to International Relations) will count as the introductory IR course and PS225/PS340 (Conduct of US Foreign Policy) will count as an upper-level IR elective.

## **II. Sub-field Distribution**

A minimum of 10 units in the Department of Political Science is required, to include the following:

- 1) Two units in each of four subfields. In each subfield, students must take A) the prescribed course or one of the prescribed courses, and B) one additional course in that subfield.
- 2) A tutorial in one subfield selected for emphasis. Students who are admitted to write theses are exempt from the tutorial requirement.
- 3) One additional course to reach the 10-unit minimum. The elective may not be the internship courses, 231 or 233. In addition to the regular courses offered by the department, students may count as their elective one of the following courses: a Topics in Politics course (203), an independent study (402), or one course taken at another institution, in the United States or abroad.

## **III. Study Abroad**

Students earning political science credit in off-campus programs or study at other institutions may qualify for relief from the 10-unit rule. However, the department believes a degree in political science from Colorado College means that majors did most of their work here. The department will normally count one unit of political science in an off-campus program toward the basic ten units. Any use of non-CC credit toward the major must have the approval of the student's departmental advisor or the department chair.

## **IV. Distinction**

Distinction in political science will be awarded based on a graduating senior's cumulative GPA in courses within the major.

## V. Thesis

Proposals to write a senior thesis must normally be submitted by the beginning of the final block of the student's junior year, but a student studying off campus at the end of the junior year may submit a proposal in the first week of Block 1 of the senior year.

## VI. Transfer Students

The department chair will consider granting credit toward the major for courses taken at another institution prior to admission to Colorado College at the time the student declares the major. Advanced Placement courses in high school may count toward total units for graduation and should be taken into consideration when selecting courses for the major. They do not, however, qualify for relief from the 10-unit rule.

## Minor Requirements

A minor in political science enables students to complete a course of study within one of the subfields in the major. Completion of a minor in political science requires five courses, distributed as follows and chosen in consultation with an adviser in the department:

- 1) One of the following: 200 in the United States politics and government subfield; 209 in the international relations subfield\*; 236 in comparative politics; 290 in the political theory subfield.
- 2) Three upper-division courses in the minor subfield, including at least one 300-level course for which the student has completed the prerequisite. A course in another subfield can be substituted for one of these three courses upon consultation with the minor advisor.
- 3) A tutorial in the minor subfield.

\*Students entering CC in AY 2024-25 or later (graduating class of 2028 and beyond) must take PS209 (Introduction to International Relations) as their introductory IR course.

Students who entered CC prior to AY 2024-25 (graduating classes of 2027 and previous) may take either PS209 (Introduction to International Relations) OR PS225/PS340 (Conduct of US Foreign Policy) as their introductory IR course. Please note that the course number for Conduct of US Foreign Policy was PS225 prior to AY 2024-25, and changed to PS340 as of AY 2024-25. Students in this category may choose to take both PS209 and PS225/PS340. In qualifying circumstances where students take both courses, PS209 (Introduction to International Relations) will count as the introductory IR course and PS225/PS340 (Conduct of US Foreign Policy) will count as an upper-level IR elective.

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## Psychology

*Applicable for the 2024-25 academic year.*

[Psychology Website](#)

Professors DRISCOLL (Chair), ERDAL, HORNER, ROBERTS, WATERS; Associate Professor WEAVER; Assistant Professors FERNANDEZ-PETERS, MALONEY; Visiting Associate Professor MARTIN; Visiting Assistant Professors PETERS.

### Major Requirements

(instituted 2021-22 and going forward)

### Grading Requirement

A grade of C-minus or better is required for all courses used to fulfill the major. If a lower grade is received for a required course, the course must be repeated. Grades of D, D+, or CR may count toward graduation requirements but NOT toward major requirements.

(See "Credit and Grades" in the Academic Policies section of the Catalog of Courses.)

**Note: Any substitutions or transfer courses must be approved by the psychology department.**

**(Submit your petitions to the department chair.)**

### Major in Psychology: 11 units

1. Intro to Psychology - PY100 or PY105
  - Both are prerequisites for every 200-level or above course in the major
2. Introduction to Methods and Statistics - PY205
3. Four (4) Core Courses, which must include 1 each from the 3 areas below and at least two (2) 300-levels
  - Brain and Mind
    - # PY299: Neuroscience (2 block course, counts as 2 units), or
    - # PY296: Functional Neuroscience, or
    - # PY344: Cognition, or
    - # PY321: Perception, or
    - # PY332: Learning and Adaptive
  - Health and Pathology
    - # PY260: Positive Psychology, or
    - # PY300: Topical Issues in Psychology: Hormones and Behavior, or
    - # PY362: Abnormal Psychology, or
    - # PY364: Emotion
  - Person and Society
    - # PY281: Personality, or
    - # PY283: Industrial/Organizational Psychology, or
    - # PY270/ED311: Educational Psychology (students need to attend to ED department pre-reqs), or
    - # PY382: Social Psychology, or
    - # PY374: Lifespan Developmental Psychology
4. Advanced Methods and Statistics - PY305
5. Two (2) 400-level seminars (see catalogue for options)
6. One (1) Elective
  - Any PY course from 100-level to 400-level, (including a **second** PY305). Neither PY251 or PY451 fulfill this requirement.
7. Research Experience (PY251 or 451)

## Important Notes

- PY202 Research Design major credit translates to credit for requirements (2) PY205 and (4) PY305 above.
  - PY299 Neuroscience, as a two-block course, counts for two units toward requirement (3). It will satisfy (3a) Brain & Mind and the fourth Core Course, but then requires two 300-levels, one from (3b) Health & Pathology and one from (3c) Person and Society.
  - "The Major" page of the website has tips for planning the sequence of courses: <https://www.coloradocollege.edu/academics/dept/psychology/requirements/index.html>
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## Race, Ethnicity, and Migration Studies

*Applicable for the 2024-25 academic year.*

[Race, Ethnicity, and Migration Studies Website](#)

Associate Professors WONG (director), CHAN, MCKAY, & RATCHFORD; Assistant Professors ATUIRE, & TABARES

### Major Requirements

#### The Major

##### *Core Courses*

RM185 Introduction to the Comparative Study of Race and Ethnicity

RM212 Theories of Race and Ethnicity

RM218 Critical Analysis of Quantitative Data

RM215 Research Design: Method and Theory

RM499 Senior Project: A research based, comparative, and intersectional analysis grounded in critical theories of race, ethnicity, and migration.

##### *6 electives*

Students will work closely with their major advisor to develop a course of study that addresses their interests and commitments. Elective courses must be cross-listed with REMS or approved by the director. Students may not take more than 3 elective courses at the 200-level to fulfill the major.

TOTAL: 11 Units

### Minor Requirements

#### The Minor

1. RM185 Introduction to the Comparative Study of Race and Ethnicity
2. RM212 Theories of Race and Ethnicity

3. RM218 Critical Analysis of Quantitative Data or another method course approved by advisor

Two courses in REMS approved by advisor

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## Religion

*Applicable for the 2024-25 academic year.*

### [Religion Website](#)

Professors: T. COLEMAN; Associate Professors: D. GARDINER, P. REAVES (CHAIR), P. WRIGHT; Assistant Professors: Y. CHANDRANI, C. HUNT.

### Major Requirements

The major in Religion consists of a minimum of 10-11 units, including:

1. RE101: Introduction to Religion, which introduces students to the contemporary study of religion as a social and symbolic system and offers essential elements of critical methods and theories in religious studies.
2. Three 100-level courses, at least one of which must be chosen from religions originating in Asia (160, 170) and at least one of which must be chosen from religions originating in the Middle East (110, 120, 130, 140). These courses introduce students to basic skills and concepts in the academic study of religion, such as critical methods for the close reading of texts, the relation between religious beliefs and practices and their historical and cultural contexts, and basic elements of religion including myth, ritual, devotion, theology, and ethics.
3. Five courses at the 200- and 300-level, including at least two 300-level courses. 200-level courses include material from two or more religious traditions, examine different interpretive approaches within a tradition, or compare patterns of the formation of religious identity or institutions in various traditions. 300-level courses involve advanced study of a topic or tradition. These courses often carry prerequisites and demand greater depth of reading and higher quality of writing. Students will typically conduct independent research in the completion of a major project.
4. As a major capstone, either (i) a 1-unit individualized tutorial (RE301) during their senior year; or (ii) a 2-unit honors thesis during their senior year, comprising a humanities thesis course in the fall (CO430) and an individualized thesis tutorial (RE406) in the spring. The thesis option requires pre-approval by the department by Block 8 of a student's junior year, and, if successfully completed, earns the graduation honor of Distinction in Religion.

Students may apply a maximum of 2 courses cross-listed with the Department of Religion but taught by faculty from outside the Department towards the satisfaction of the major. We strongly recommend that majors gain proficiency in a foreign language, classical or modern. We further recommend that majors take a course in the study of religion in the social science division.

**Study Abroad:** The Department of Religion will consider giving students credit for courses taken abroad, but we do not typically award more than one unit towards the requirements for the major. To consider such requests, we require that materials from the relevant course abroad be submitted to the chair, and then reviewed by the appropriate faculty member. Students intending to study abroad and hoping to receive credit should therefore discuss proper procedures with their advisors prior to departing.

The department awards the graduation honor of Distinction in Religion for superior achievement in a senior thesis or cumulative excellence in departmental courses.

### **Minor Requirements**

The minor in Religion consists of a minimum of five units, distributed as follows and chosen in consultation with an adviser in the department:

- Two 100-level courses.
- Two courses at the 200- and/or 300-level.
- RE301: Tutorial, during their junior or senior year.

Students may apply a maximum of 1 course cross-listed with the Department of Religion but taught by faculty from outside the department towards the satisfaction of the minor.

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### **Russian and Eurasian Studies**

*Applicable for the 2024-25 academic year.*

[Russian and Eurasian Studies Website](#)

Advisors: Professors KOLARIK, SCHEINER, GOULD; Associate Professor PAVLENKO

### **Major Requirements**

To fulfill the program major, students must complete a total of **12 units**:

- **Four** units in a relevant language and **two** units in literature;
- **Three** units in related courses in the Social Sciences division (at least one of these courses must be in the area history);
- **Two** units in related courses in any division;
- All majors are strongly encouraged to take relevant courses in other disciplines beyond the immediate requirements of the program;
- **Capstone requirement:** Advanced Seminar in Russian and Eurasian Studies (RS400 or PS tutorial: PS410; PS412; PS470). This course is required for all majors, and will result in the completion of an extended essay or independent research project, based on a significant body of original research and/or the student's internship experience in the region. Students will present this essay at an annual faculty-student seminar.

## Essay Guidelines

The extended essay, 30-50 pages, can focus on any topic pertaining to the Russian language, literature, and culture, as well as to Russian and Eurasian history, politics, and economics. The essay must demonstrate:

1. Student's command of primary sources in the original language (Russian and/or other languages of the region);
2. Knowledge of the current state of research in the chosen subject,
3. Competence in crafting an argument supporting one's own view of the chosen subject.

It is strongly encouraged that at least one section of the essay (approximately 10 pages) be written in the target language.

Essay should be printed double-spaced throughout, including footnotes, endnotes, and list of references.

All citations or paraphrase based citations must be documented.

In matters of style, follow the latest MLA standards (e.g., <http://www.ccc.commnet.edu/mla/index.shtml>)

Essays are due by 3 p.m. on the first Monday of Block 8.

## Minor Requirements

To fulfill the program minor, students must complete a total of **6 units** as follows:

- **Two** units of relevant language;
- **One** unit in area history
- **Three** units in related courses in any division;

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## Sociology

*Applicable for the 2024-25 academic year.*

### [Sociology Website](#)

Professor G. MURPHY-GEISS (Chair); Associate Professors W. ROBERTS (Associate Chair), E. POPKIN, S. WONG, V. MUNOZ; Assistant Professors C. HUGHES, C. FIGUEROA, P. INARA RODIS

## Major Requirements

To see more information about the sociology major — defining elements of the discipline, career paths of majors, methodological skills developed through our curriculum, and requirements — download the [Sociology Major Requirements](#)

### **Sociology Major (11 credits total)**

A good way to enter the major is through any of the First Year Foundations courses offered by the sociology department. Alternatively, students may enter through

any of our 100-level courses, including Thinking Sociologically ([SO100](#)), Inequality in the U.S. ([SO101](#)), Art and Society ([SO105](#)), Gender Inequality ([SO112](#)), Racial Inequality ([SO113](#)), Global Inequality ([SO116](#)), Deviance and Social Control ([SO118](#)), Environmental Sociology ([SO130](#)), or any of our topics courses ([SO190](#)). Any one of these courses will satisfy the prerequisite for 200-level courses in the curriculum.

**Required courses (5 credits) [recommended timeline indicated in brackets]**

- [SO228](#) Social Theory [2<sup>nd</sup> year; no later than 3<sup>rd</sup> year]
- [SO229](#) Sociological Research Design [2<sup>nd</sup> year; no later than 3<sup>rd</sup> year]
- Either [SO401](#) Quantitative Research Methods or [SO402](#) Qualitative Research Methods [3<sup>rd</sup> or 4<sup>th</sup> year]
- [SO450](#) Senior Thesis (2 credits) [4<sup>th</sup> year]

**Electives (6 credits)**

- No more than three 100-level electives may count toward the major
- At least one 300-level elective must be completed prior to undertaking senior thesis (SO450)
- SO451 Senior Seminar does not count toward the major
- Study abroad programs that include a sociological element may contribute 1 elective (at the 100-level) toward the major

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**Concentrations**

The sociology department offers two areas of possible concentration for majors, each building on the core elements of the major. A concentration is *not* required for the major. For those interested, a concentration offers a guide to students seeking to specialize in the designated area while also signaling their expertise to potential employers and graduate schools. The concentration will be noted on a student's transcript. You may download the [Sociology Concentration Sheet \(.pdf\)](#) here.

**Requirements:**

- Declared sociology major.
- An intended concentration must be declared before the start of the senior year.
- Students may only choose one area of concentration.

**Offerings:**

- Research Methods and Data Analysis Concentration
- Health and Society Concentration

**Research Methods and Data Analysis Concentration**

11 credits



A concentration in Research Methods and Data Analysis requires coursework covering a broad array of research methods, including both quantitative and qualitative methods, community engaged research, and actual data analysis through coursework and senior capstone. This concentration is ideal for students interested in graduate-level study in data analysis, applied and evaluation research, epidemiology, as well as those interested in careers in government, program evaluation, public opinion polling, and a broad array of non-profit organizations.

**Required Courses in the Major (5 credits):**

- SO228 Social Theory
- SO229 Sociological Research Design
- SO401 Quantitative Research Methods or SO402 Qualitative Research Methods
- SO450 Senior Capstone (2 credits) – Must make use of a method(s) informed by course work.

**Additional Required Courses (2 credits):**

- SO401 or SO402 (both must be taken for this concentration)
- SO328 Community Based Research

**At least one additional methods elective from the following (1 credit):**

- SO290 Advanced Topics: Data Analysis and Visualization
- SO411 Community Based Praxis
- SO390 Visual Ethnography
- Other options may become available in the department
- Options from other departments (consult with your major advisor)

**Additional Electives (3 credits):**

- No more than three 100-level electives may count toward the major
- At least one 300-level elective must be completed prior to undertaking senior thesis (SO450)
- SO451 Senior Seminar does not count toward the major
- Study abroad programs that include a sociological element may contribute 1 elective (at the 100-level) toward the major

*Questions about the Research Methods & Data Analysis Concentration? Contact Professor Gail Murphy-Geiss ([gmurphygeiss@coloradocollege.edu](mailto:gmurphygeiss@coloradocollege.edu))*

**Health and Society Concentration**

11 credits

A concentration in Health and Society requires coursework covering research methodologies and theories of medical sociology, examining individual experience, institutional structures, laws and policies that affect health, and broader systems of inequality that lead to unequal rates of illness and access to care. This concentration is ideal for students interested in graduate-level study and social research on health and

medicine, including epidemiology, as well as those interested in careers in public health, medicine or health care services, and health-related non-profit organizations.

**Required Courses (5 credits):**

- SO228 Social Theory
- SO229 Sociological Research Design
- SO401 Quantitative Methods *or* SO402 Qualitative Methods
- SO450 Senior Capstone (2 credits) – Focus of capstone must fit concentration; may also satisfy the community engagement requirement of the concentration

**At least three courses from the following (to be completed *prior to capstone*) (3 credits):**

- SO246 Sociology of Health and Medicine
- SO206 Rethinking Violence in Society
- SO250 Global Health and Gender
- SO290 Advanced Topics: Global Health
- SO290/SO390 Advanced Topics: Global Mental Health Policy
- SO292 Sociology of Body and Health
- SO320 Mental Health Policy

**Community Engagement Element (may or may not be for credit):**

Options, subject to approval, include:

- Internship. Possibilities include:
  - # SO310 Internship in Social Organization with health organization
  - # An approved independent internship with a health organization for which no credit is granted
  - # Public Interest Fellowship Program internship (with health organization)
- Approved study abroad program with a health focus and containing a community engagement or community-based research element. Students should consult with their advisor. Possible programs include those by SIT, HECUA, Augsburg, and American University.
- Community engaged experience through the Collaborative for Community Engagement or Sociology Department Program:
- Community-Based Research experience (e.g., SO411 Community Based Praxis (PP) or similar)
- SO328 Community Based Research (contingent on partners in any particular year; consult with Dr. Rojo)
- Capstone that involves CBR or community engagement/action with a health organization

**Additional Electives (3 credits):**

- No more than three 100-level electives may count toward the major
- At least one 300-level elective must be completed prior to undertaking senior thesis (SO450)

- SO451 Senior Seminar does not count toward the major
- Study abroad programs that include a sociological element may contribute 1 elective (at the 100-level) toward the major

*Questions about the Health and Society Concentration? Contact Professor Wade Roberts ([wroberts@coloradocollege.edu](mailto:wroberts@coloradocollege.edu))*

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## **Theatre & Dance**

*Applicable for the 2024-25 academic year.*

### [Theatre & Dance Website](#)

Professor: WOMACK (Chair); Associate Professors PLATT, DAVIS, SRIRAM; Assistant Professor SANCHEZ; Lecturer HERMINJARD; Administrative Assistant QUINN; Technical Director MARTIN; Assistant Technical Director WENGER; Guests in Theatre and Dance: SPENCER, COSTELLO, LOWANS, AVRAMOV, OTAKE, SARKOWSKY, MCHENRY, JULES, DeJESUS, ARONSON, FALL, ECKWALL, LAUTHER

### **Major Requirements**

#### **Theatre**

**Theatre majors must complete a minimum of 11 units for the major:**

#### **Foundations** – Three units

- Two units: TH103: Stage 1: The Performer Prepares and TH110: Fundamentals of Performance Design
- One unit of TH212: Theatre Mainstage Production or TH202: Student Theatre Think Tank or .5 unit of TH212 plus .5 unit of TH202

#### **Creative Core** – Four units

- Three units of 200-level creative process courses such as TH205: Acting, TH206: Directing, TH210: Intermediate Performance Design, TH217: Playwriting, or TH200: Topics in Theatre with Creative Process designation
- One unit of a 300-level theatre creative process course such as TH304: Advanced Performance, TH305: Advanced Acting, TH350: Design Practicum, TH300: Topics in Theatre or TH340: Topics in Theatre or TH340: Topics in Design

*Other interdisciplinary creative process courses may be approved in consultation with your major advisor.*

#### **Critical Core** – Two units

- Two units from the following: TH224: Contemporary Performance, DA/TH204: Feminist and Queer Performance, DA/TH200: Philosophies of the Body: Bodies and Power, TH229: Rewriting America, DA311: Global Encounters in Dance

*Other interdisciplinary critical studies courses may be approved in consultation with your major advisor.*

**Capstone – Two units**

- TH303: Creative Research Seminar
- TH404: Senior Thesis

Outstanding work will be rewarded with distinction upon graduation. Please consult the [online Handbook for Theatre and Dance Majors](#) for further information on the major.

**Dance**

**Dance majors must complete a minimum of 11 units in the major:**

**Foundations – Three units**

- One unit of dance adjunct courses (4 DS adjuncts at .25 units each)
- One unit from the following: DS105-106 Dance Fundamentals (extended format over 2 semesters), DA/TH103: Stage 1: The Performer Prepares, or DA125: Body in Motion
- One unit of DA212: Dance Mainstage Production or .5 units DA212: Dance Mainstage production with a .5 unit extended format such as Hip-Hop Performance, Choreo Lab, or Ballet

**Creative Core – Four units**

- DA221: Choreography
- One unit of a creative process course such as DA230: Video Dance, DA232: India Away, DA237: The Art of Insurgency, or DA200: Topics in Dance with Creative Process designation
- One unit of Design: TH110: Fundamentals of Performance Design, TH207: Lighting Design or TH218: Costume Design
- One unit of a 300-level creative process course for example DA304: Advanced Performance, DA311: Global Encounters in Dance, or DA300: Topics in Dance with a creative process focus

*Other interdisciplinary creative process courses may be approved in consultation with your major advisor and the department chair.*

**Critical Core – Two units**

- Two units from following: DA211 Historical Perspectives in Dance, DA/TH200: Philosophies of the Body: Bodies and Power, DA/TH224 Contemporary Performance, DA/TH204 Feminist and Queer Performance

*Other interdisciplinary critical studies courses may be approved in consultation with your major advisor and the department chair.*

**Capstone – Two units**

- DA303: Creative Research Seminar
- DA404: Senior Thesis

Outstanding work will be rewarded with distinction upon graduation. Please consult the [Handbook for Theatre and Dance Majors](#) for further information on the major.

### Minor Requirements

#### Theatre

**Theatre minors must complete a minimum of 5 units in the minor:**

#### **Foundations** – One unit

- One unit from a TH100-level Theatre course such as TH103: Stage 1: The Performer Prepares or TH110: Fundamentals of Performance Design

#### **Creative Core** – 2 units

- Two units of creative process such as TH205: Acting, TH206: Directing, TH210: Intermediate Performance Design, TH217: Playwriting, TH200: Topics in Theatre with Creative Process designation

*Other interdisciplinary creative process courses may be approved in consultation with your minor advisor*

#### **Critical Core** – 1 unit

- One unit from following: TH200: Philosophies of the Body, TH204: Feminist and Queer Performance, TH224: Contemporary Performance, TH229: Rewriting America

*Another interdisciplinary critical studies course may be approved in consultation with your minor advisor.*

#### **Capstone** – One unit

- One unit of the following: a 300-level theatre course or an independent project: TH325: Project in Theatre or TH350: Design Practicum

#### Dance

**Dance minors must complete a minimum of 5 units in the minor:**

#### **Foundations** – One unit

- One unit from the following: DS adjuncts (.25 unit each), DS extended format (.5 units each), DA103: Stage 1: The Performer Prepares, DA125: Body in Motion, DA212: Mainstage Dance Production

#### **Creative Core** – Two units

- Two units of creative process such as DA221: Choreography, DA230: Video Dance, DA232: India Away, DA311: Global Encounters in Dance or DA200: Topics in Dance with Creative Process designation

*Other interdisciplinary creative process courses may be approved in consultation with your minor advisor and the department chair.*

### **Critical Core** – One unit

- One unit of a critical studies course such as DA204: Feminist and Queer Performance, DA211: Historical Perspectives in Dance, or a special topics critical studies dance course

*Another interdisciplinary critical studies course may be approved in consultation with your minor advisor and the department chair*

### **Capstone** – One unit

- One unit of a 300-level Dance elective or DA350: Minor Capstone Project

## **Interdisciplinary**

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### **Africana Studies**

*Applicable for the 2024-25 academic year.*

[Africana Studies Website](#)

Professor: Ibrahima Wade, Jonathan Lee; Associate Professor: Nene Diop

#### **Major Requirements**

The major requires the following requirements to be met for a total of 13 units:

**Core courses** (4 units; All approved at the Block 2 faculty meeting in October 2020):

- GS112: Introduction to Africana Studies
- GS237: Theories and Histories of Africana Studies GS238: Africana Expressive Cultures and Practices GS306: Methods of Africana Studies

**Elective courses**, determined in consultation between the student and their advisor and allowing the student to explore in depth at least two of the Areas of Emphasis (6 units, at least 3 of which must be at the 300 level).

**Language requirement** (2 units of any language that is relevant to the academic study of Africa and the African diaspora)

**Senior project** (1 unit)

## Minor Requirements

We suspect that we will have a great number of students interested in a minor in Africana Studies. Students will only be required to declare a single Area of Emphasis.

### Requirements for the Africana Studies Minor

The minor requires the following requirements to be met for a total of 6 units:

#### **Core courses** (4 units):

- GS112: Introduction to Africana Studies
- GS237: Theories and Histories of Africana Studies GS238: Africana Expressive Cultures and Practices GS306: Methods of Africana Studies

**Elective courses**, determined in consultation between the student and their advisor (2 units, at least 1 of which must be at the 300 level).

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## Asian Studies

*Applicable for the 2024-25 academic year.*

[Asian Studies Website](#)

Program Director: Dr. Jason Weaver

### Major Requirements

In addition to the general college requirements, a major in Asian Studies must complete 12 units total as specified in the one of three tracks specified below

#### East Asia Track

##### Requirements

1 unit of an introductory course about Asia: PA111 "Introduction to Asian Studies", PA117 "Intro to Asian Art", PA110 "World War II in Asia", CC120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA290 Studying Asia

PA406 Senior Seminar

PA400 Thesis/Independent Study

2 units of Chinese or Japanese

Electives (6 units). A course may count for more than one category:

2 additional units of either Chinese or Japanese may count as electives

1 unit in the Global Asia or South Asia track

1 300-level course

At least one course from each of these three clusters/categories:

**i)Literature & Arts**

(East Asian Languages, English, Dance, Music, Theatre)

**ii)Humanistic inquiry**

(Philosophy, Religion, Art History)

**iii)Social Science inquiry**

(Anthropology, History, Politics, Economics, Sociology, Psychology)

**South Asia Track**

Requirements

1 unit of an introductory course about Asia: PA111 "Introduction to Asian Studies", PA117 "Intro to Asian Art", PA110 "World War II in Asia", CC120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA290 Studying Asia

PA406 Senior Seminar

PA400 Thesis/Independent Study

Electives (8 units). A course may count for more than one category:

Students may transfer 2 to 4 units of relevant language study from an accredited institution

1 unit in the Global Asia or East Asia track

1 300-level course

At least one course from each of these three clusters/categories:

**i)Literature & Arts**

(East Asian Languages, English, Dance, Music, Theatre)

**ii)Humanistic inquiry**

(Philosophy, Religion, Art History)

**iii)Social Science inquiry**

(Anthropology, History, Politics, Economics, Sociology, Psychology)

**Global Asia Track**

Requirements

1 unit of an introductory course about Asia: PA111 "Introduction to Asian Studies", PA117 "Intro to Asian Art", PA110 "World War II in Asia", CC120 "Contemporary Asian Cultures" or other 100 level courses approved by the program.

PA290 Studying Asia

PA406 Senior Seminar



PA400 Thesis/Independent Study

Electives (8 units). A course may count for more than one category:

Students may transfer 2 to 4 units of relevant language study from an accredited institution

1 unit in the East Asia or South Asia track

1 300-level course

At least one course from each of these three clusters/categories:

**i)Literature & Arts**

(East Asian Languages, English, Dance, Music, Theatre)

**ii)Humanistic inquiry**

(Philosophy, Religion, Art History)

**iii)Social Science inquiry**

(Anthropology, History, Politics, Economics, Sociology, Psychology)

**Minor Requirements**

Students pursuing a minor in Asian Studies must successfully complete a minimum of six blocks of Asian Studies courses. All students must take PA 290-Studying Asia as the Integrative Experience. A maximum of 2 units/blocks of language study (Japanese, Chinese or an Asian language taught through an accredited program in the United States or abroad) may apply towards fulfilling the minor requirements. Students pursuing a minor should consult with their minor advisor in developing an interdisciplinary course of study that includes Asia-focused classes in two or more disciplines.

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**Community-Engaged Learning**

*Applicable for the 2024-25 academic year.*

[Community-Engaged Learning Website](#)

Advisor; RADKE

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**Independently Designed Major/IDM**

*Applicable for the 2024-25 academic year.*

[Independently Designed Major/IDM Website](#)

Advisor: STOLLER

**Major Requirements**

All IDMs will meet the following guidelines:

- A minimum of 12 units or a maximum of 15 units may be counted toward the IDM.

- A maximum of 4 units at the 100 course level can be counted toward the major. Language courses at the 100 level cannot be counted as part of the major.
- A minimum of 10 units designated must be at the 200 course number level or above.
- Courses should be progressively more rigorous and complex (i.e. 200, 300, and 400 level courses). Through the plan of study, it should be clear that the student is prepared to take all upper division courses.
- A minimum of 2 methodology/theory courses should be taken, one from each disciplinary foundation.
- GS350: Interdisciplinary Research: Process and Theory (IDM Junior Seminar) must be taken during block 7 of the Junior year
- A minimum of 1 unit of General Studies thesis courses: GS 400 or GS401.
- Up to three courses can be transferred from another institution and only one above the 100 level. All courses must be eligible for transfer per the transfer credit guidelines listed on the [Registrar's website](#). Syllabi for each transfer course should be submitted with the proposed plan of study.

In addition to the coursework on a student's plan of study approved by the Curriculum Executive Committee, all IDM students will complete the following:

- All appropriate All-College and elective requirements as listed in the Colorado College catalog.
- All courses approved for their plan of study, including GS350: Interdisciplinary Research: Process and Theory (IDM Junior Seminar) and one or two units of GS400: Senior Thesis I and GS401: Senior Thesis II.
- A minimum grade of 2.0 or S in each major course.

## Southwest Studies

*Applicable for the 2024-25 academic year.*

[Southwest Studies Website](#)

Major Advisors: Perramond (Southwest Studies and Environmental Program), (Director) Guerra (Southwest Studies), and Roybal (Southwest Studies)

### Major Requirements

#### Effective August 2020

**The Southwest Studies major** requires a minimum of 10 units and a maximum of 12 if Spanish courses or SW indigenous language (101, 2 units) are to be taken (and students have not tested out of it). In addition to the general college requirements, a major in Southwest studies must now complete:

- **One** (1) intro foundations course: SW102 (Place, Space, and the Southwest) or CC100 NEW VERSION if taken.
- **Two (2) required foundational courses:** SW272 Cultural Landscapes of the Southwest, and SW273 Art, Power, and Resistance in the Southwest (2 units).

- **One (1) methods classes for the major capstone** (linked to senior plans, in consultation with the advisor, 1 unit)
- **100-level Spanish\***, can be tested out (but we still encourage an additional year of Spanish) – **0-2 units** depending on testing level. \*Native regional language can substitute for two units.
- **Three (3) electives in Southwest Studies (3 units)**
- **Three (3) units that prepare students for their senior capstone**, including SW395 Junior Research Seminar (1) and SW400-401 (2 units of capstone experience)\*\*. *The \*\*2 units of senior capstone can be negotiated if a double major is declared. **One** additional SW elective if SW401 not taken.*

### Minor Requirements

- **A Southwest Studies minor** requires five (5) units. No language requirement applies to the minor apart from the college one year minimum (but we encourage Spanish **or** a SW indigenous language substitute where appropriate).
  - # CC100 (SW) *OR* SW102 – 1 unit
  - # SW272 or SW273 (1 unit), take one of the two
  - # Two (2) units of electives from Approved List of Courses (200-300 level courses)
  - # SW395 Junior Research Seminar as a capstone experience

### Chicanx-Latinx Studies minor

The Southwest Studies Program has a new Chicanx-Latinx Studies minor effective August 2020. This new minor includes five (5) units. No language requirement apart from the college one year minimum (but we encourage Spanish/Native language from the region where appropriate). The minor consists of:

Chicanx/Latinx Studies minor

1 Southwest Studies approved CC100 (or SW102)

3 electives (thematically tied to Chicanx/Latinx foci) from approved list

1 SW395 as a 'finishing capstone' component

## Non-Departmental

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### Film Studies

*Applicable for the 2024-25 academic year.*

Professor BUTTE

### Minor Requirements

The minor in film studies requires the successful completion of six units of coursework including:

- Two core courses: FM102: Basic Filmmaking or FM240: Topics in Filmmaking: Directing the Fiction Film or FM210: Topics in Filmmaking: Documentary Form and Filmmaking; **and** FM101: Introduction to Film Studies
  - One additional unit in film history/criticism: FM300: Film History and Theory or FM200: Topics in Film Genre and History, or a film study class on a specific subject (e.g. Hitchcock) or FM305: Advanced in Film and Media Studies.
  - One additional unit in filmmaking: FM302: Advanced Filmmaking or FM240: Topics in Filmmaking or FM202: Beginning Screenwriting or FM310: Advanced Topics in Filmmaking.
  - Any two additional film studies units, not to include more than one unit on non-narrative film/video, or of independent study.
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## **General Studies**

*Applicable for the 2024-25 academic year.*

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## **Studies in Natural Science**

*Applicable for the 2024-25 academic year.*

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## **Studies in the Humanities**

*Applicable for the 2024-25 academic year.*

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## **Thematic Minors**

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### **African-American Studies**

*Applicable for the 2024-25 academic year.*

Advisor; GARCIA

#### **Minor Requirements**

This minor invites students to focus on aspects of African American history, politics, and culture. The minor culminates in an interdisciplinary capstone project or paper.

Students must take a total of six units including at least one course from each of the following four categories, at least two courses beyond the 200-level course, and the capstone project. Since the availability of these courses may vary from year to year, students should consult with the minor advisor about which courses may be applied to the minor. Race, ethnicity, and migration studies topics courses (ES 200), when relevant, may be used to fulfill the minor requirement.

CATEGORY ONE: **History**. HY243, HY244, HY247.

CATEGORY TWO: **Economics and Politics.** EC 338, ES 113, ES 212, ES 300, ES 200 when appropriate, PS210, PS323, PS470.

CATEGORY THREE: **Literature.** EN 263, EN 274, EN 370, EN 384, EN385, EN387, ES 200 when appropriate.

CATEGORY FOUR: **Religion and the Arts.** ES 200 when appropriate, FS 220, MU 205, RE 227.

### **The Integrative Experience**

An interdisciplinary capstone project or paper that may be taken as an independent study or adjunct totaling one unit.

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### **African Studies**

*Applicable for the 2024-25 academic year.*

Advisor; I. WADE

#### **Minor Requirements**

The African studies minor is a five-unit, interdisciplinary approach to the study of Africa that must include at least one unit in Africa and a designated Integrative Experience Project.

Students must take at least one, but may earn no more than four, units in a study abroad program such as the CC summer courses in Senegal or other African countries, or in any other approved study abroad program in Africa (see the [International Program's website](#) for a list of approved programs).

The remaining units are to be completed by taking on-campus Africa-related courses; therefore, at least one unit in the minor must be taken on-campus. Since the availability of these courses varies from year to year, students should consult with the African studies advisor about which courses can be applied to the minor.

#### **The Integrative Experience:**

The integrative experience project may be completed in several ways, but in all cases in consultation with and by approval of the African studies advisor. This project may be done as a final project during a four-unit study abroad program; this project may be a final paper submitted for an on-campus fifth unit Africa-related course; other options are possible, but only with the approval of the African studies advisor.

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### **Arabic, Islamic, and Middle Eastern Studies**

*Applicable for the 2024-25 academic year.*

[Arabic, Islamic, and Middle Eastern Studies Website](#)

Advisors: Murphy, Wright; Affiliated Faculty: Fenner, Foster, Germen, Guessous, Kolarik, Naji

### **Minor Requirements**

This thematic minor combines the study of the Arabic language with courses on the history, religion, politics, and culture of the Arab and Muslim worlds, including the Middle East, North Africa and their diasporas.

Requirements:

\*Two units of Arabic language study or other under-studied relevant languages in consultation with the student's Minor Advisor. Students proficient in Arabic or other relevant languages should also consult with their Minor Advisor to address this requirement in a meaningful way.

\*Four additional units from among those listed below, including courses from at least two fields or departments outside of the student's major(s). Other courses may be accepted with the consent of the student's Minor Advisor.

\*An integrative reflection that demonstrates what the student has learnt from completing this minor; this should be planned in advance with the student's Minor Advisor. The AIMES Integrative Experience is a paper, 3-4 double-spaced pages in length, in which students reflect upon their coursework and experiences in AIMES and how they envision the minor will inform their future study, work, or lives.

Arabic: AR201 Intermediate Arabic I; AR202 Intermediate Arabic II; AR304 Cultural Context and Oral Practice; AR320 Topics in Arabic Culture and Literature (taught in English). Courses in Arabic taken abroad may also satisfy the requirements for this minor in consultation with the student's Minor Advisor in advance.

Art History: AH120 Islamic Art

Feminist and Gender Studies: FM218 The Discourse of the Veil; FG222: Gender and Sexuality in the Modern Middle East and its Diasporas; FG320: Middle Eastern and Islamic Feminist Studies

Film and Media Studies: FM200: Cinemas of the Middle East; New Media Publics and Social Movements

History: HY251 Islamic Cities; HY252 Islam and Science; HY261 Formation of Islamic Societies; HY262 The Modern Middle East: Freedoms and Authorities

Political Science: PS313 Comparative Politics of the Middle East and North Africa(MENA); PS276: Syria in Revolution and War.

Religion: RE140/PA199 The World of Islam; RE203/PH203 Mysticism; RE243: Islam in the Americas; RE345: Dervish Diaries; RE346: Qur'an; CC101 Black and Brown Muslims

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### **Book Studies Minor**

*Applicable for the 2024-25 academic year.*

Advisors: C.NEEL, History; J. RICHMAN, English

## Minor Requirements

Students in the minor are required to complete four related courses in at least three disciplines among the following list OR from collateral topics courses or independent study units:

### Art Studio and Art History—

- AS110 (Book Arts and Letterpress)
- AS201 (Printmaking)
- AS210 (Intermediate Topics: Book Arts & the Environment)
- AS226 (Book and Book Structures)
- AH200 (Topics: Maya Hieroglyphic Writing)
- AH211 (Medieval Europe)

### History—

- HY105 (Civilization in the West: Cultures of the Book)
- HY200 (Topics: when topic is History and Future of the Book)
- HY274 (Making Europe: Medieval Culture and the Framing of European Identity)
- HY275 (Renaissance and Reformation)
- HY277 (Europe in an Age of Absolutism)
- HY304 (Print & Popular Culture in 20th-century China)

### English—

- EN220 (Book History & Materiality)
- EN275 (Comics & Graphic Narrative)
- EN282 (Beginning Poetry Writing)
- EN283 (Beginning Fiction Writing)
- EN285 (Beginning Creative NonFiction)
- EN352 (Orgins of the Novel)
- EN381 (Blake & the Idea of the Book)

### Film and Media Studies--

- FM201 (Media Theory & Cultural Studies)

### Classics/Religion—

- CL222/RE200 (Topics: The Bible: Myth and History)
- CL222/RE200 (Topics: Making and Faking Scriptures)

Minors in Book Studies are encouraged to complete major papers or projects in these courses in the field of book studies. Topics or independent study units may count toward the minor when they explore:

- the materiality of text
- the book as art object
- the history and social impact of script and printing

- media theory and technology studies
- book decoration and production
- the place of print among other media

### **The Integrative Experience**

A final required unit of independent study requires a capstone project reflecting on student's prior coursework, and may be completed under the direction of Jillian Sico, (printer of The Press), Jessy Randall (curator of Special Collections), or any faculty member active in the minor.

### **Contemporary French Studies**

*Applicable for the 2024-25 academic year.*

Advisor: I. WADE

#### **Minor Requirements**

An overview of modern France through the study of language, literature, philosophy, history, politics, and the arts. 6 units minimum + the Integrative Experience.

Students may fulfill this minor in the following manner:

CATEGORY ONE: FR 201 or equivalent proficiency.

CATEGORY TWO: Students who take FR201 must take FR305, and those not obliged to take FR201 must choose two units from the following: FR304, FR305, FR306, FR308, FR310, FR316, FR317, FR319, FR321, FR324, FR329, FR409

CATEGORY THREE: All students must choose two units from the following: HY280, HY288, HY344, AH243, AH342, PS301.

#### **The Integrative Experience**

A paper that integrates many aspects of the subject. To be done under the supervision of the advisor in connection with the last course taken in the minor. The paper must be written in the French language.

### **European Studies**

*Applicable for the 2024-25 academic year.*

C.Ruiz (Spanish and Portuguese); C.Steckenbiller (German Studies, CGJIR); T.Ragan (History)



## **Minor Requirements**

### **Minimum of 5 units**

Students will work with their minor academic advisor to select courses intentionally and strategically as they align with their interests. Students are also encouraged to seek out study abroad opportunities at and beyond CC to fulfill requirements for the minor.

### **Keystone Course (1 unit):**

GS232 Unraveling Europe

This course can be taken at any point in one's studies and will be taught at least once a year.

### **Elective Courses (4 units):**

Four courses that focus on Europe, one of which must be comparative or transnational in nature. These courses must be from at least two different departments or programs, and not more than one may come from the student's major department.

*These courses are frequently offered at the college. See list of representative courses and contributing faculty members below.*

### **Languages:**

Completion of the third block (or the equivalent) at Colorado College of a language historically or commonly spoken in Europe other than English. Those languages include Arabic, French, German, Greek, Italian, Latin, Portuguese, Russian, and Spanish. Students may petition to substitute another language if more relevant to their course of study.

### **The Integrative Experience (not taken for academic credit):**

This capstone experience provides students with the opportunity to critically examine a topic that has captured their interest over the course of their study in the minor. Working under the guidance of their minor academic advisor, these capstones may take different forms. Students may write an interdisciplinary and critical paper (8-10 pages), or they may choose to create a digital liberal arts project. They may present a creative arts project, a documentary film, an original music composition, a choreographed dance, or any other discipline-specific project, which should be accompanied by a short essay in which they contextualize and reflect critically on their work. Presentations of capstones for the minor will take place annually.

### **List of Representative Courses**

Below please find a list of some of the regularly taught courses in European Studies. Although some topics courses that focus on Europe appear on this list, others will be evaluated on an ad hoc basis.

#### **Art**

- AH115: The Western Tradition from Ancient to Early Renaissance (we have a global alternative)

- AH116: The Western Tradition from High Renaissance to Modern Times (we have a global alternative)
- AH120: Global Architecture I: Pyramids to Cathedrals 3000 BCE-1400 CE
- AH121: Global Architecture II: Renaissance to the 21st Century
- AH207: Greece & Rome
- AH208: Byzantine Art
- AH209: Late Antiquity: Imperial Rome, Mystery Religions, Judaism, Christianity and Islam
- AH221: Art of the Renaissance
- AH223: 16th Century Art of Europe
- AH231: The Age of the Baroque: Art and Empire of the 17th Century
- AH232: Art of the Dutch Republic
- AH241: Art and Revolution: Europe in the Nineteenth Century
- AH243: The Birth of Modernism
- AH275: Art in Context: Art and Revolution: Paris in the Nineteenth Century
- AH275: Paris on a Precipice: Early Twentieth Century Challenges in Art and History
- AH342: Turn of the Century Art in London, Paris and Vienna

### **Classics**

- CL216: History of the Roman Republic
- CL219: Greek Drama
- CL221: Invention of History
- CL226: Roman History: Literature and Culture of the Augustan Age
- CL236: History of the Roman Empire
- CL250: History of Classical Greece

### **Comparative Literature**

- CO120: Literature, Power, and Identities: Marginalized Identities
- CO121: Literature, Place, and the World
- CO130: Literature and Contemporary Issues
- CO131: Literature, Texts, and Media: Romantic Encounters
- CO200: Landscape, Monuments, and Myth
- CO220: The World of Odysseus: History & Myth
- CO300: Topics in Comparative Literature: Samuel Beckett
- CO300: Topics in Comparative Literature: Vladimir Nabokov

### **Economics and Business**

- EC255: The Economics of Climate Change
- EC385: The Industrial Revolution in Britain

### **English**

- EN205: Study of a Genre: Satire
- EN225: Introduction to Shakespeare
- EN280: Afropean Women Writers

- EN329: Milton
- EN302: History of the English Language
- EN311: Chaucer's Canterbury Tales
- EN312: The Other Chaucer
- EN313: Dante's Divine Comedy
- EN321: Renaissance Poetry
- EN326: Studies in Shakespeare
- EN328: Renaissance Drama
- EN352: 18th-Century British Fiction
- EN360: Gender and the Gothic
- EN362: British Romantic Fiction
- EN365: British Romantic Poets
- EN385: Black Writers in Paris 1900-1960
- EN405: Shakespeare in London

### **Feminist and Gender Studies**

- FG214: Hidden Spaces, Hidden Narratives: Intersectionality Studies in Berlin

### **Film and Media Studies**

- FM200: Global Queer Cinema

### **French**

- FR310: Literature & Film
- FR316: Topics in French Culture
- FR319: Topics in French Culture
- FR329: Paris & the Arts

### **German**

- GR220/320: Multiethnic Germany
- GR220/320: Turkish German Cinema
- GR220/320: Italian and German Culture through Film
- GR220/320: Green Germany
- GR220/320: Berlin in Film
- GR220/320: Fascist Modernism
- GR220/320: Prisons and Prisoners
- GR220/320: Representing the Holocaust
- GR220/320: Romanticism in Music
- GR220/320: Journey to the Dark Side of the Psyche

### **History**

- HY110: Africa and the Second World War
- HY110: Encountering the Past: Sorcery, Magic, and Devilry: The History of Witchcraft

- HY110: Encountering the Past: Roundheads, Regicide, and Reaction during the English Civil Wars, 1625-60
- HY110: The French Revolution
- HY110: Revolutions in Writing
- HY110: The Animal-Human Boundary
- HY111: Berlin, Capital of the Twentieth Century
- HY200: The Age of Romance: Music and History in the 19th Century
- HY200: Paris on a Precipice: Early Twentieth Century Challenges in Art and History
- HY202: Fascism and Its Afterlives in Europe
- HY204: Dreamworlds and Nightmares in the Soviet Union
- HY224: Mass Culture, Counterculture, Avant-Garde
- HY274: The Medieval Imaginary
- HY276: Renaissance and Reformation
- HY277: Europe in an Age of Absolutism
- HY287: Enlightenment Culture
- HY302: Crusades
- HY307: History of Sex: Traditions
- HY324: Haunted Landscapes: History, Memory, and the Built Environment

## **Italian**

- IT320: The Rise of Fascisms: History, Theory, Representations
- IT320: Black Italian Cinema and Digital Performance
- IT320: Come to Hell: Dante and Our World
- IT320: New Italian Cinema
- IT320: Italian Mafia Movies
- IT320: Italian Neorealist Cinema
- IT320: Italian and German Culture through Film
- IT320: Love & Anarchy: Romance, Sex, and Politics in Italian Cinema
- IT304-305: Gli Italiani e gli Altri: Fra Romanzo, Saggio, Musica e Poesia
- IT304-305: Lingue, Arti, Culture e Tradizioni in Italy

## **Music**

- MU227: Romanticism in Music
- MU228: The Age of Romance: Music and History in the 19th Century
- MU283: Mozart and His Age
- MU284: Beethoven
- MU286: Romantic and Early Modernist Eras
- MU398: In the Footsteps of J. S. Bach

## **Philosophy**

- PH101: Greek Philosophy
- PH203: Topics – History of Modern European Philosophy: Descartes to Kant
- PH203: Topics – History of Modern European Philosophy: Romanticism to Nihilism
- PH203: Enlightenment and Its Discontents
- PH205: French Philosophy in Context: 1930 to the Present

- PH210: Ancient to Early Modern Western Philosophy
- PH245: History of Social and Political Philosophy: Modern Debates
- PH260: Existential Philosophy
- PH265: Sigmund Freud
- PH302: History of 20th Century Continental Philosophy
- PH342: Critical Theory

### **Political Science**

- PS102: Freedom and Empire: The Drama of Ancient Politics
- PS220: Socrates
- PS290: Introduction to Political Philosophy
- PS308: Comparative Politics: Russia
- PS310: Comparative Politics of Central Europe
- PS312: Balkan Politics
- PS344: Realism and Idealism in Political Philosophy
- PS348: Conduct of Russian Foreign Policy

### **Religion**

- RE110: Bible: Myth and History
- RE206: Gender and Sexuality in Biblical Traditions
- RE213: Apocalypse

### **Russian**

- RS200: Chekhov: Inventing the Modern Short Story
- RS210: Topics: Russian Woman: The Search for Identity in film, 1930s to present
- RU255: Russian History in Russian Literature I
- RU256: Russian History in Russian Literature II
- RU350: Tolstoy in Translation
- RU351: Dostoevsky in Translation

### **Sociology**

- SO270: Contemporary French Society

### **Spanish**

- SP360: Studies of Periodization: Don Quixote: A Journey through Cervantes's World
- SP370: Genre Studies: Contemporary Spanish Film
- SP316: Monstrous Bodies in Spanish Baroque Cultural Productions
- SP316: The Other in Spanish Mass Culture Productions: From Baroque Theater to Contemporary Film
- SP316: Cultures of Spain

## **Global Health**

*Applicable for the 2024-25 academic year.*

Advisors: W.ROBERTS

### **Minor Requirements**

#### **Six credits in total required**

The courses listed for each category are not to be considered exhaustive. Students interested in the Global Health Minor are encouraged to contact the director of the minor early in their process as new course offerings are published on Banner each year in the spring and course not listed below may count toward the minor.

Category A: Core Courses in Global Public Health (at least 2 credits)

- AN235 Global Health: Biosocial Perspectives
- AN308 Topics in Anthropology: Evolutionary Medicine
- AN330 Evolutionary Medicine
- PS366 Politics of Global Health
- SO246 Sociology of Health and Medicine
- SO250 Global Health and Gender
- SO320 Mental Health Policy
- SO390 Advanced Topics: Global Mental Health Policy
- Other course(s) as appropriate

Category B: Courses in Global Inequality and Power (at least 1 credit)

- EC275/PS375 Introduction to International Political Economy
- SO116 Global Inequality
- SO247 Development and Social Change in the Global South
- SO290 Advanced Topics: Gender and Development
- PS253 Introduction to International Development
- Other course(s) as appropriate

Category C: Natural Science Perspectives (at least 1 credit)

- BE107 Biology of Microbes
- BE341 Parasitology (.5 credit)
- HK125 Introduction to Human Nutrition
- MA256 Mathematical Models in Biology
- MB131 Introduction to Molecular and Cellular Biology
- MB103 Epidemic & Infectious Disease (.5 units)
- MB130 Viruses: The Biology and Mathematical Modeling of Epidemics (2 units)
- MB301 Immunology
- MB321 Microbiology: Cells, Molecules, and Infection
- MB325 Molecular and Cellular Immunology
- MB410 Molecular and Cellular Virology
- Other course(s) as appropriate

Students who study abroad in a designated semester program that has a focus on public health may contribute up to 2 credits toward the minor, pending approval by the minor advisor.

### **The Integrative Experience**

Students must have completed at least four credits in the minor to undertake the integrative experience. The integrative experience may take several forms, including the following.

1. An approved thesis or tutorial paper within their major.
2. The student may take one of several integrative courses in the minor, with the stipulation that they be a declared minor at the time and consult with the director of the Global Health Minor. This would entail a significant piece of work for that course, such as a major 25+ page research paper.
3. In lieu of the prior options, the student may complete an approved global health internship that is the equivalent of a full-time internship of at least four weeks in length, and one that results in a final paper. Specific internship and paper requirements to be determined by faculty directors.
4. If options one through three do not apply, the student can apply to complete an independent study with a faculty member during senior year.

In addition to the above requirements, it is strongly recommended that students pursue at least one block in statistics (either MA117 Probability and Statistics or a statistics course within their major) and/or blocks that include Geographic Information System training (e.g., SO246 or EV127 Introduction to Geographic Information Systems). These courses do not count toward the minor, however.

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### **Indigenous Studies**

*Applicable for the 2024-25 academic year.*

LEZA, PULLEY, MCKAY

#### **Minor Requirements**

Five courses along with either (1) a capstone project or (2) a capstone course. Collaboration with an Indigenous Studies advisor is essential to completing the minor and in order to best situate courses and a capstone towards a unifying idea, methodology, or purpose.

Required Core Courses (3):

- Introduction to Indigenous Studies
- A course with an historical focus, linking historical events or narratives to the contemporary issues and contributions of Native Peoples (H)
- A course that addresses Indigenous epistemologies (IE)

Required Elective Courses (2):

Additional courses focusing on Indigenous peoples, history, sciences, arts, etc. to add depth and, as much as possible, a variety of different directions to situate one's major within indigenous learning.

An Indigenous Studies Minor Project or additional Capstone Course:

The capstone reflects and connects the student's course design and related work outside the classroom and allows the student to put into motion their contribution to the field of study and support for Indigenous communities and awareness. Upon completing required courses and with approval from the ISTM advisors, the student would engage in either (1) a capstone project of their own making or in conjunction with campus or community-based indigenous events/projects or (2) complete a final capstone class when available. The capstone project should seek to support and enhance community awareness and ensure Indigenous presence and resilience. The capstone project need not be time-intensive or exhaustive, but should be deliberate, service-oriented, and in the scope of Indigenous community-based learning. The capstone course must also engage in indigeneity beyond an introductory level and/or historical and methodological focus. The capstone course, then, will also engage with community; the presence of Indigenous bodies, culture, and knowledges on campus, locally, or upon location; and/or, ensure discussion or study beyond the classroom and towards Indigenous awareness and allyship.

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## **Journalism**

*Applicable for the 2024-25 academic year.*

[Journalism Website](#)

Professor STEVEN HAYWARD (Director); Assistant Professor COREY HUTCHINS

### **Minor Requirements**

Investigation of the connections across disciplines that result in self-critical, intellectually responsible journalism. Five units minimum.

Students must take GS216 and GS314 and select three courses from Category Two.

### **Category One**

- GS216: Introduction to Journalism.

### **Category Two**

This component addresses critical questions of journalism in relation to ethical and social issues. Three courses from the following:

- GS233 Topics in Journalism (1 unit, but you may count more than one unit when different topics are offered.)
- GS233 Politics, Ethics, and Journalism.
- EN286 Topics in Creative Writing.
- FS218 Documentary Form and Filmmaking.



### Category Three

- GS314 or equivalent: Independent Study in Journalism (1 unit).
    - # This has two components
      - # A practicum in journalism. The student is responsible for arranging the internship in consultation with the advisor. The student's work in the practicum will be evaluated by the capstone advisor.
      - # An integrated project designed to function as a capstone for the student's work in the minor. The final written project should be designed by the student in consultation with the minor advisor and course instructor(s).
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### Latin American and Caribbean Studies

*Applicable for the 2024-25 academic year.*

Advisors: GUERRA, MARINESCU, WOOD

#### Minor Requirements

5 units

1 unit core course:

- GS 261: "The Idea of Latin America," or equivalent panoramic course (for example, CC100: "The idea of Latin America" or transfer course)

4 elective courses: four relevant courses in at least two academic divisions (Humanities, Social Sciences, Interdisciplinary, Natural Sciences)

- 1 unit in the minor may focus on the Latinx/Hispanic experience in the United States
- Not more than 1 course may come from the student's major department

Students will work with their minor academic advisor to select courses intentionally and strategically as they align with their interests.

To increase student access and thematic focus, the minor does not have a formal language requirement. However, relevant language proficiency is highly encouraged. Recognizing the linguistic diversity of the region, we recommend the following:

- Spanish - 1 unit at the 300-level
- Portuguese - 1 unit beyond PG 101 or equivalent
- French - at least elementary level
- Dutch - at least elementary level
- one American Indigenous language - at least elementary level
- one African Indigenous or Creole language - at least elementary level

Courses in the CC study-abroad programs may count toward the minor: CC in Latin America, FSA in Costa Rica (or other relevant site), Summer in Salvador, Brazil, or relevant blocks off-campus.

Transfer credits: Up to two units of credit transferred from outside CC (either from study abroad on a CC-approved partner program, or transfer credit from another school) will be accepted. Students are encouraged to seek out study abroad opportunities to fulfill requirements for the minor.

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## **Linguistics**

*Applicable for the 2024-25 academic year.*

Advisor: C. LEZA

### **Minor Requirements**

The scientific study of language, encompassing structure, meaning, and use in contemporary societies as well as historical and evolutionary perspectives on human language. Students develop a basic understanding of the social and cognitive dimensions of language and the analytic tools of modern linguistics. Such a foundation has relevance for a wide range of studies, including cognition, artificial intelligence, comparative literature, language teaching, race and ethnic studies, and international studies. 5 units.

### **Category One**

Students must take AN105 or AN258 or PH229.

### **Category Two**

Students must choose any one of the following: AN105 (if not taken for Category One), AN256, AN258 (if not taken for Category One), AN260, AN262, AN311, AN312, AN208 or AN308 (only if the topic is related to language).

### **Category Three**

The remaining required courses may be selected from Category Two or from among the following group of courses that explore related areas: any modern foreign language at the 200 level or higher, CL101 or CL111, CO390, CP365, ED200, EN302, MU214, PC129, PH226, PH229 (if not taken for Category One), PY297, PY298, PY344, PY374, PY412, PY439 and PY408 (if topic related to language). A student wishing to undertake a project in an area not treated by existing courses may, with the consent of the faculty members involved in the minor, select GS320 or AN400 as a minor course.

### **The Integrative Experience**

A paper or research project, expanding on coursework or undertaken independently, with the consent of the instructor, the student, and the minor advisor.

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## **Medieval Studies**

*Applicable for the 2024-25 academic year.*

Advisor; NEEL

### **Minor Requirements**

The social, intellectual, and artistic development of medieval Europe. Emphasis on the interaction of cultural elements in Latin Christendom. Comparative study of earlier and later Western as well as contemporary Byzantine and Islamic experiences. Five units minimum.

Students must choose at least five units from among the following courses: AH200 (when appropriate), AH208, AH210, AH211, AH220, AS226, DR202, EN310, EN311, FR413, GR315, HY249, HY274, HY312, HY376, RE130, RE321 (when topic is appropriate).

### **The Integrative Experience**

A paper that integrates several aspects of Middle Ages, taken in one of the concluding courses of the minor and arranged among the student, the instructor, and the minor advisor.

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### **Mediterranean Studies**

*Applicable for the 2024-25 academic year.*

Advisers J. LEE, THAKUR

### **Minor Requirements**

This language-based minor allows students to choose from an array of courses in different departments and fields in order to fulfill its requirements.

There are two basic options:

Option A: Two units in the study of the Mediterranean world, three units of foreign language study (in a single language), and a capstone course. (6 units minimum.)

Option B: Three units from the Mediterranean Semester applied toward the minor, two additional foreign language units, and a capstone course. (6 units minimum.)

In both options, at least two units must be at the 300-level. Languages include French, Italian, Arabic, Spanish, Hebrew, Greek, and Latin.

Mediterranean Studies Courses include:

Topics courses where appropriate

First-Year Experience courses which address the Mediterranean

Upper-level courses in the Classics, Spanish, French and Italian Departments.

Art: AH207-Greece and Rome; AH208-Byzantine Art; AH209-Late Antiquity;

AH210- Islamic Art; AH221-Art of the Renaissance

Classics: CL125-Ancient Multicultures; CL216/HY 216 Roman History I; CL226/HY227-Roman History II; CL250-Athenian Democracy

English: EN223-The Bible as Literature

History: HY131-Civilization in the Middle East; HY262 Islamic Empires and their Discontents; HY275-The Renaissance and the Reformation; HY344-Modern France and Italy

Philosophy: PH101-Greek Philosophy; PH244-History of Social and Political Philosophy-Classical Visions

Political Science: PS234-Freedom and Empire; PS313-The Middle East and North Africa; PS314-International Politics of the Middle East and North Africa

Religion: RE140-Islam, RE120-Judaism, RE130-Christianity

Students should check with the advisors of the minor for other courses which qualify for inclusion in the minor.

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## **Museum Studies**

*Applicable for the 2024-25 academic year.*

[Museum Studies Website](#)

Advisors: BOWMAN, INGRAM, KOHOUT, MCKAY, ROYBAL, TUCKER

### **Minor Requirements**

To fulfill the Museum Studies Thematic Minor, students must complete a minimum of 5 units. Courses from outside this list may be substituted with prior advisor approval. An optional integrative experience (independent study, independent project, or upper-level course) can be added as a 6<sup>th</sup> class in the minor.

1. Required: MS247 AND choose one course from each category.
  - a. Cultural Contexts. AH101; AH112/115/116; AH113; AH231; AH235; AH200/CC100 Art and the Museum; AN102; AN219; AN220; CC120 Natural History?; HY212/EV273; RM185; RM251; SO105; SW102; SW273; SW307; MS222, where applicable and with advisor approval
  - b. Visual Literacy. AS103; AS114; AS212; AS226; DR110; PH247
  - c. Materials and Production. AN320; CH107 or CH108 OR CH100 Topics: Art Conservation Chemistry; MS250; PC136; MS222, where applicable and with advisor approval
  - d. Administration and Outreach. BU112; BU121; BU205; BU330; ED210; GS118; MS272
2. Students may also undertake an Integrative Experience:
  - a. A project completed in the context of an advisor-approved museum internship;
  - b. A 300- or 400-level independent study with a concluding research project, paper, or exhibition approved by the minor advisors, such as GS302;

Completion of a sixth, advanced course from one of the four areas with an internal project that addresses an issue related to museum studies.

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## **Non-Violence**

*Applicable for the 2024-25 academic year.*

Advisors: GOULD, WRIGHT, HAUTZINGER

### **Minor Requirements**

Students examine the role of violence and non-violence in human interactions with each other and/or with the natural world. Courses and opportunities for involvement in issues related to this theme are constantly changing at Colorado College. Students choosing to minor are responsible for developing an individualized, integrated minor from the wide range of study and engagement opportunities available. Five units minimum.

A successful non-violence minor proposal will include:

1. Advisor approval, usually prior to the senior year, for the student's personalized curriculum design.
2. A course in the foundations of non-violence (usually GS210).
3. One course related to understanding ethics (including, but not limited to PH140; PH246; RE202, RE215).
4. Three additional courses relating to the issue of non-violence in the broad categories of human-to-human interactions and those which relate to the issue in human-to-natural world interactions, including at least one course from each. Acceptable courses in the category of human-to-human interactions include but are not limited to: GS221; HY244, HY250, HY286, HY344; PS210, PS323, PS351; ES185, ES212; SO107, SO112, SO113, SO116, SO243. Acceptable courses in the category examining human interaction with the natural world include but are not limited to: BY100 if ecology, BY208; CH210; EV121, EV155; FG215, FG216; GY150; HY212, HY252, HY255.
5. The Integrative Experience: A researched paper or artistic product relating to the theme of non-violence, generally to be produced during the senior year. Students fulfill this requirement either by securing advisor approval for an independent study (GS320) or by producing a substantial research paper or artistic product relating to the theme of non-violence as part of the last or next to last course in the minor. Students must secure advisor certification that the final paper or product is indeed related to the theme of non-violence in a meaningful way.

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## **North American Studies**

*Applicable for the 2024-25 academic year.*

See Department

### **Minor Requirements**

#### **Category One**

**Language Studies, Culture, and Civilizations.** Students must choose one unit from the following courses: FR308, SP305, SP307, SP339.

## Category Two

**The North American Experience.** Students must take at least two units (one having Canadian content, the other having Mexican content) from one of the following groups and one from the other. A. History and Politics: HY105 Civilization in the West: The Atlantic World (only one unit toward the minor), PS 103 (one unit toward the minor), HY/PS240, HY200 and HY203 if North America related, HY242, HY302, HY410; B. Culture and Literature: AH180, AN/MU290, AN204, AN308 (when topic is appropriate), HY305, SO223, SO237.

Note: Other courses, whether in the summer or the regular school year, may count toward the minor, provided they have Canadian or Mexican content. For example, any of these courses might be suitable: AN211, EN280, FR308, FR417, HY203. Consult the advisors for the minor for a final decision on this matter. Certain summer courses and area studies institutes will count for the minor as well as special courses such as EC401 The Mexican Economy.

### The Integrative Experience

GS 320 option will entail a final paper worked out in consultation with two faculty from two different divisions, and will concentrate on all three areas.

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## Performance Design

*Applicable for the 2024-25 academic year.*

Advisors: DAVIS-GREEN, AMES

### Minor Requirements

The legibility of images, materials, objects, and space have re-tooled how performance is made. With more frequency, designers are creating work in installation projects and exhibitions that while performative, are no longer absolutely reliant on a script. This new approach necessitates not only an understanding of theatrical design principles, but it also requires the designer to be visually literate, historically, critically, and theoretically aware of the cultural, social, and political meanings as well as aesthetics of their designed spaces and objects. To this end, the Performance Design thematic minor draws upon courses from art history, studio art, film, visual, and media studies, as well as the design courses within the Department of Theatre and Dance.

Advisors: Davis-Green, Ames - a minimum of 5.5 units

**CATEGORY #1: Foundations in Design and Art History:** 2-units of design courses:

- TH110 Fundamentals of Performance Design and one of the following:
- TH207 Lighting Design
- TH210 Intermediate Performance Design
- TH218 Costume Design

One unit in Art History:

- AH111 History of Architecture (W)
- AH112 Introduction to Art History (W)

(Note: courses are 2-block courses but only one unit counts toward the minor.)

**CATEGORY #2: Interdisciplinary Electives:** Select one from the following:

- TH240, TH340 Special Topics in Design
- TH350 Design Practicum
- FS205 Topics in Cinema
- FS212 Basis Filmmaking
- AS103, AS111, AS114 or AS116 Art Studio
- GS222 Games, Aesthetics and Culture

**CATEGORY #3: Practical applications:** .5 units in technical theatre. Select two from the following:

- TH101 Stagecraft practicum/Connected with production
- TH102 Stagecraft practicum/Connected with production
- TH212 Studio work in technical theatre and acting
- TH213 Studio work in technical theatre and acting
- TH214 Studio work in technical theatre and acting
- TH215 Studio work in technical theatre and acting

*Each class above is worth 0.25 units.*

#### **The Integrative Experience**

One unit –Final creative project appended to a 300-level design course or as an independent study (TH325, TH340, or TH404)

### **Psychoanalysis: Theories of the Unconscious**

*Applicable for the 2024-25 academic year.*

Advisor: Professor DOBSON (Fall Sabbatical); Secondary Advisors; Professors LEE, KRZYCH, RIKER (Fall Sabbatical)

#### **Minor Requirements**

Psychoanalysis is the theory of human mentality that acknowledges that all that we think and do is profoundly impacted by unconscious processes. The psychoanalysis minor explores theories of the unconscious from Freud to the present, seeking ways to engage the unconscious in conversations that can lead to the integration and potential transformation of the human psyche. It also provides a foundation for pursuing theoretical, literary, and/or clinical studies in the students' majors and can include courses in that major, although only one course can be counted for both the major and the minor.

The minor consists of 5 units and a final capstone paper that may be completed in one of the courses upon the approval of the advisors and professors involved or it may be written in an independent study for one unit: HS370. The below courses do not have to be taken in sequence, but at least one course from each category is required.

**Category One: Basic Courses:**

PH262, CO200: Discovering the Unconscious (Dobson)

PH325 Philosophy and Psychoanalysis (Riker)

**Category Two: Text Seminars:**

One or more of the following courses:

PH265 Freud (Lee, Riker)

PH314: Text Seminar: Jacques Lacan (Lee)

PH263/CO200: Psyche, Symbol, Dream: The World of C.G. Jung (Dobson)

PH325 Philosophy and Psychoanalysis (Readings in Freud and Kohut). NB: This course cannot count as a basic course if it is taken as a text seminar under this rubric.

**Category Three: Elective Courses**

(The elective courses below may follow the students' more particular leanings in the psychoanalytic field and contribute to their majors (although only one course can be given credit for both the major and the minor):

PH203 Psychoanalysis, Self and Creativity (Rosenzweig)

FM203 Media and Psychoanalysis (Kryzch)

CL220/CO200/FG220 Myth and Meaning (when taught by Dobson)

CL255 Life of the Soul (Dobson, Riker)

PH361 Philosophy of Emotions (Furtak)\*

PY160 Women and Madness (Waters)

PY281 Personality (Roberts)

PY362 Abnormal Psychology (Erdal)\*

PH203 Philosophical Topics when appropriate (1/2 block)

CO200 Topics courses in Comparative Literature emphasizing literature and psychoanalysis (such as Journey to the Dark Side of the Soul: on German Romanticism at the end of the 19th Century (Bill Davis).

Other courses that are pertinent may be considered for this section of the minor. Please consult with Professors Dobson or Riker for approval.

**Category Four: Capstone Courses:**



Capstone Course in Chicago -- PH263/CO200: Contemporary Psychoanalysis (in Chicago). (Riker, Dobson)\*.

This course can be taken at any time, under either of the first two categories, but students are highly encouraged to take it later in the minor.

HS370: Independent Study for the purpose of writing the capstone\*.

The Final Capstone paper will be from 10-15 pages long on any topic of the student's interest. This capstone may be completed in one of the already mentioned courses with approval of the instructor, or taken as an independent study, HS 370. (Student who come to Chicago often choose to write an annotated bibliography on a topic of interest to them there as a foundation for this course)

\* Indicates prerequisites

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## **Renaissance Studies**

*Applicable for the 2024-25 academic year.*

Advisor: EVITT

### **Minor Requirements**

The ideas, arts, letters, and institutions of Europe in the period between 1300 and 1700. Attention given to the continuities and differences between this period and its medieval predecessor. 5 units minimum.

Category One — The Renaissance Context: Students should choose no more than two units from this category: AH112, AH115; EN202, EN220, EN223, EN225; MU150; HS120, HY105, HY249, HY255; PH210; PS235; RE120, RE130; RE206.

Category Two — Studies in the Classical Background to Renaissance Thought: CL/HY/PH116; CL107, CL109, CL118, CL125, CL209, CL216, CL220, CL226; HY213, HY216, HY220; PH244; RE206. (for two unit courses, 1 unit counts toward the minor).

Category Three — Aspects of the Renaissance (at an advanced level): Students must choose a minimum of two units: AH221, AH231, AH232, AH235; CO300; EN310, EN311, EN312, EN313, EN320, EN321, EN326, EN328, EN329; HY252, HY277; IT315, IT323; MU315; RE213.

### **The Integrative Experience**

A paper written in one of the last two courses of the minor and arranged among the student, the instructor, and the minor advisor.

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## **Resource Systems in the American West**

*Applicable for the 2024-25 academic year.*

Advisor: E. PERRAMOND

## Minor Requirements

A comprehensive approach to understanding basic resource systems and their interaction among themselves and with human organizations in Western America, including: land, energy, natural resources, recreation, and environment. Attention is given to the economic and public policy dimensions of understanding, managing, and preserving resource systems. 5 units.

Note: More than ONE course from the major department(s) may be counted as fulfilling the requirements of a minor. However, additional courses can be taken and will count toward graduation, if desired. Students must take at least two but no more than three units from Category One. The additional courses can be concentrated in Category Two or Three or spread across both categories.

Category One: **Economics and Systems/Policy Approaches.** (2–3 units credit.) EC335 or EC341 or EC404 and PS321 or EV271 or SO130. Other applicable economics, policy courses, with approval of minor advisor.

Category Two: **Natural Sciences.** (Remaining units from Category Two and/or Three.) BY100, BY208, CH210, EV212, EV311, EV431, GY100, GY130, GY150, SW311. Other applicable natural science courses as offered, with approval of minor advisor.

Category Three: **Social Science/Humanistic Perspectives.** (Remaining units from Category Two and/or Three.) AN211, AN291, AN321, AN378, EV260, EV321, EV/SW 352, HY200, HY210, HY212, HY217, HY267, HY268, PH246, SO130, SO257, SO165, SW132, SW141, SW175, SW185, SW200, SW220, SW228, SW230, SW272, SW275, SW301, SW321. Other applicable social science and humanities courses as offered, with approval of minor advisor.

Category Four: **The Integrative Experience:** Students are required to have an integrative experience which can be part of one of the five courses (in agreement with the course professor) or in addition to these courses from among the following options: A major paper associated with one of the courses in Category One; Summer Session course incorporating a major paper; joint faculty/student research (academic year or summer); extended-format course.

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## Revolutions

*Applicable for the 2024-25 academic year.*

Advisors: SMITH, GOULD

### Minor Requirements

Revolutions are complex phenomena having social, economic, and cultural, as well as political, dimensions and consequences. This minor focuses on the last two centuries, which have been particularly marked by such challenges to tradition and the dominant institutions of society. In addition to examining particular revolutions from a number of different perspectives, it invites students to explore the theory and practice of revolution in general. 5 units minimum.

Students must take one or two units from each category.

Category One: PH243, PS308, PS310, SO243. One or two units.

Category Two: HY222, HY225, HY226, HY250, HY262, HY278, HY280, HY362, HY365, HY393; PS312, PS327, PS331. Two or three units.

Students may count other relevant courses in consultation with the advisor.

Students also complete an integrative project or paper either as an independent study course or in one of the courses in the minor.

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## **The Ancient World**

*Applicable for the 2024-25 academic year.*

Advisor; CRAMER, THAKUR

### **Minor Requirements**

The ancient Near East and Mediterranean areas as the background of Western civilization. Emphasis on Greco-Roman and biblical forms of thought, organization, and artistic expression as perennial influences. (Not available to classics majors.) 6 units.

Language requirement (2 units): Students must have a reading knowledge equivalent to the first two blocks' worth of Greek (CL101), Latin (CL111), or Hebrew. If a student tests out of any of these, they must take 5 elective units as described below.

Electives in the minor (4 units): Students may take any Classics, Art History, Philosophy, Religion or History course where the ancient Mediterranean is the focus. Credit for other courses can be counted, if approved by the minor advisor.

### **The Integrative Experience**

A paper or project investigating some aspect of the ancient world intensely but in its wider cultural and historical context. This is typically done in connection with one of the concluding courses of the minor. With the permission of the minor advisor the Integrative Experience may be completed in adjunct/independent study format.

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## **The Luso-Brazilian Studies**

*Applicable for the 2024-25 academic year.*

Advisers: WOOD, HAUTZINGER

### **Minor Requirements**

### **INTERDISCIPLINARY COURSES: (4 units)**

Luso-Brazilian Studies in the Humanities, Social Sciences, and Natural Sciences. Students must choose a minimum of two units from among the course offerings listed below; students may fulfill two of the four required interdisciplinary units through courses taken abroad.

**Pre-approved, cross-listed courses:** AN208 (when taught in Brazil), AN237, AN238; HY221, HY224, HY340, PG320; PG316; PH283; PS236, PS335 and other relevant courses by petition.

**LANGUAGE REQUIREMENT: (1 unit beyond PG 101 or equivalent)**

Students can fulfill the language requirement in two ways. First, students can take one unit of 300-level Portuguese either through a pre-approved international exchange program or through a CC summer study abroad course. Second, students can complete PG200 (Half-Block), and PG205 (extended-format), one unit total, on campus at CC.

**INTERNATIONAL PROGRAMS:** Students will be permitted a maximum of two non-language transfer credits from an approved international exchange program for credit towards the minor and up to three total if language requirement is completed abroad (eg. CIEE in Salvador da Bahia, Brazil). All students will be required to complete five units total towards the minor regardless of language ability upon entrance into the program.

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## Urban Studies

*Applicable for the 2024-25 academic year.*

Advisors: Corina McKendry, Cayce Hughes

### Minor Requirements

The urban studies minor requires a minimum of 5 units. Students have two options for completing the minor.

Option 1: Students must complete at least one unit from each of the two categories offered below. For their other two units they may take additional courses from each category OR propose additional courses to count towards the minor, to be approved by the minor advisor. Students are particularly encouraged to look for relevant topics courses.

Category one: Historical (at least 1 unit; additional courses may be taken from the following list or students may propose other courses w/the consent of the minor advisors)

- AH111 – History of Architecture
- HY/CL216 – Roman History 1
- HY226/CL227 – Roman History 2
- HY261 – Formation of Islamic Societies
- CL222/AH200/HY200/CO220 - Rome, Naples, Sicily: Crossroads of the Ancient Mediterranean (block abroad)

Category two: Contemporary (at least 1 unit; additional courses may be taken from the following list or students may propose other courses w/the consent of the minor advisors)

- SO101 – Inequality in the U.S.
- SO130 – Environmental Sociology

- EV/PS272 – Cities, Sustainability, and Environmental Justice
- PS316 – State and Local Government
- EC335 – Environmental Economics
- ED255 – Teaching and Learning in Urban Schools

Option 2: Complete an approved study abroad program that focuses on cities and urban life for 4 units of credit. Programs should be chosen with consultation of the advisor.

For their fifth unit, students following either option must complete the Integrative Experience (GS330 – Urban Investigations) under the direction of the advisor.

## Courses

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### **AH101 - Global Introduction to Art History**

This introductory course is a thematic examination of selected moments in the history of art across time and space. The class will be organized around case studies, themes, and cultural comparisons. It also considers the movement of art objects and ideas from one historical context to another. Specific case studies will vary for each iteration of the course. Architectural constructions of power will be of interest (comparisons might include the Cambodian Angkor Wat temples and/or Mayan temple complexes, or the Athenian Acropolis). The course investigates the interplay of religious and political values (as in Confucian tomb art and/or Christian narratives); the dynamic relationship between stylistic changes and expanding markets for art (as in French Impressionist painting and Japanese woodblock prints); and the impacts of colonialism in European art and in the visual cultures of colonized or partly-colonized lands. Differing interpretations of landscape will be introduced, as well as the formation, and interrogation, of an art historical canon. Students will develop visual, verbal, analytic, and written skills through class discussion and projects. Field trips may facilitate on-site experiences of art. 1 units. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **AH104 - Art & the Landscape**

(Not offered 2024-25).

1 unit

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### **AH105 - Studying Art History:**

Selected Topics in Art History at the Introductory Level. (Not offered 2024-25).

1 unit

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## **AH111 - History of Architecture**

This course is a broad introduction to the built environment. We will consider monuments from humankind's earliest structures to contemporary buildings and their relationships to political, social, religious and economic systems as well as their building techniques and technology. While the architecture of the ancient Mediterranean, Europe and North America is the primary focus of the class, we will also examine selected examples of global architecture from the Americas, Asia and Africa. We will consider the changing role of the architect and the practice of architecture in the contemporary world including issues of sustainability and social justice. Students will learn to analyze buildings and consider the ways in which our architectural environment affects our lives. To that end we will critically evaluate the buildings of the Colorado College campus. There will also be field trips to experience recent architecture at the United States Air Force Academy and in the city of Denver. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 to 2 units

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## **AH112 - The Western Tradition from Ancient to Modern Times**

The course surveys major developments in painting, sculpture and architecture from the civilizations of the ancient Mediterranean world, to the Middle Ages, Renaissance, early modern and revolutionary modern worlds in their political, social, philosophical, and religious contexts. Discussion, readings and writing stress the interpretive methods of the art historical discipline. Students will develop written and oral skills in visual analysis, learn to identify artistic styles, and apply the principal methodologies of art historical study. The course critically examines the narrative of western art history and investigates why particular works of art have been included. (Not offered 2024-25).

1 to 2 units

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## **AH113 - Introduction to Asian Art**

Introduction to Asian art in its historical and cultural context with emphasis on China, Japan and India. Meets the Critical Perspectives: Global Cultures requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 to 2 units

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## **AH115 - The Western Tradition from Ancient to Early Renaissance**

This block surveys major developments in painting, sculpture and architecture from the civilizations of the ancient Mediterranean world, to the Middle Ages, and through the early Renaissance. These developments will be considered in their political, social, philosophical, and religious contexts. Particular points of focus will be the Pyramids at Giza, the classical Greek Parthenon, the Gothic Cathedral, and art in fifteenth-century Florence. Discussion, readings, and writing stress the interpretive methods of the art

historical discipline. Students will develop written and oral skills in visual analysis, learn to identify artistic styles, and apply the principal methodologies of art historical study. The course critically examines the narrative of western art history and investigates why particular works of art have been included. (Not offered 2024-25).

1 unit

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### **AH116 - The Western Tradition from High Renaissance to Modern Times**

It surveys major developments in the visual arts from Michelangelo and the High Renaissance to the Baroque of Bernini and Rembrandt, through the revolutionary nineteenth century of the Romantics and Impressionists, to the modern world of the avant-garde. These developments will be considered in their political, social, philosophical, and religious contexts. Discussion, readings, and writing stress the interpretive methods of the art historical discipline. Students will develop written and oral skills in visual analysis, learn to identify artistic styles, and apply the principal methodologies of art historical study. The course critically examines the narrative of western art history and investigates why particular works of art have been included. (Not offered 2024-25).

*Prerequisite:* No credit after 112. (This block may be taken in sequence with Art History 115, or separately.).

1 unit

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### **AH118 - History of Photography**

The development of photography from the early 19th century to the present; history of photographic processes; theories and philosophies of photographers and their critics; the uses of the photographic image as information, propaganda and art. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH120 - Global Architecture I: Pyramids to Cathedrals 3000 BCE-1400 CE**

An introduction to the study of architecture that considers the relationships between monuments and the societies that produced them. We will survey the architecture and engineering of pre-industrial societies from a global perspective-- Egypt, China, India, the Americas, Greece, Rome, Islamic lands and the European Middle Ages as well as vernacular structures. How they expressed the values of their respective civilizations and how they were built. We will also consider contemporary attempts to understand and/or reproduce the technologies and building practices of the past. (No credit after AH111) 1 unit. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

*Prerequisite:* No credit after Art History 111.

1 unit

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## **AH121 - Global Architecture II: The Taj Mahal to the 21st Century**

An introduction to the built environment from early modernism to the present day from a global perspective. The formation of the western tradition in architecture under the influence of ancient Mediterranean models during the 16th – 18th centuries, and how Europeans shaped colonial architecture. Building traditions of Asian and Middle Eastern empires such as Edo Japan, Mughal India and Ottoman Turkey. The impact of the Industrial Revolution on cities and their buildings. The relationship between economic power and contemporary international architecture. The influence of current concerns, such as climate change and social inequality, on the built environment. Local and regional architecture will be examined through case studies and field trips. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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## **AH125 - Art and the Museum in the 20th Century**

Ever visited an art museum and wondered what to think about contemporary art? This course provides an introduction to the history of art since 1900, using the lens of the museum to understand issues in modern art and society. The class will undertake hands-on field work in museums in Colorado Springs and Denver. Students will learn skills in visual literacy, research, oral presentation, critical thinking, and will have the chance to do research with objects in the collection of the Fine Arts Center at Colorado College. (Summer only 2024-25).

.75 units

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## **AH150 - Representations and Realities: Art and History in Europe: Ancient to Modern Art & Culture**

This course examines art and cultural history in Europe from Antiquity through to the twentieth century. Taking an interdisciplinary perspective, one which seeks to bring art history and history in critical dialogue with one another, the students and professors will interrogate the meta-narrative of “progress” across time. In many ways, succeeding periods engaged in conversations with their pasts to make claims of domination through pictorial and cultural production. But it is important, too, to examine counter-narratives made by subaltern groups of the various eras, along the critical axes of gender, sexuality, class, ethnicity, race and other markers of identity. Students will be called upon to think systematically about “who” they themselves are in order to engage with the past and explore human similarities, as well as differences, across a long period of time. Thinking systematically about the notion of “critical bias” and the need to analyze the past in its own terms, as well as in ours, will open up avenues to thinking about the present in new ways. We will examine the most important eras of European history, in particular, Ancient Greece and Rome, the Middle Ages and the Renaissance, the



early modern period, and the more recent past. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

2 units

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### **AH168 - Global Exchange in Art: 15th to 20th Century**

This art history course has a two-fold purpose. We will examine in depth particular case studies of art from diverse traditions from the 15th to the 20th century. In addition, we will consider exchanges between these traditions in still life, landscape, and figurative art. A number of the case studies will pertain to Europe, but we also will cover selected artists and art movements from China, Japan, and the Islamic world. Examples will include Renaissance art in relation to humanism, Jesuit art in the Far East, women artists in the Netherlands, the global circulation of Chinese bird-and-flower motifs, Dutch trade in blue and white ceramics, exchanges in garden design between China and the West in the 18th century, Romanticism and Orientalism, Impressionism and the Japanese print, and artistic responses to war in 20th century China and the West. 1 unit. (Not offered 2024-25).

1 unit

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### **AH180 - Native American Art**

An introduction to Native American art, with emphasis on the arts of the Southwest. Meets the Critical Perspectives: Global Cultures requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH200 - Topics in Art History:**

Selected topics in art history at the intermediate level.

1 unit

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### **AH202 - Art & the Landscape**

A history of gardening and landscape architecture including gardens of the Far East, Egypt, the ancient Mediterranean, the Islamic world, western Europe and North America. How gardens reflect changing concepts of nature and human interaction with it from the Garden of Eden to xeriscaping in the American West. We will also consider selected descriptions of gardens in literature, as well as images of nature in art, such as landscape painting and botanical illustration. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

.5 to 1 unit

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### **AH203 - Women in Art**

A survey of women artists and images of women in art in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few 'great' women artists? Are there qualities unique to women's art? Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. Meets the Writing in the Discipline requirement.

1 unit

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### **AH204 - Modern Architecture**

AH204 Survey of architecture from the late 19th century to the early 21st century, primarily in Europe and North America, with some attention to modernism in other areas of the world. Students will study examples ranging from the turn-of-the-century innovations of the Arts and Crafts Movement to work of contemporary "Starchitects" and architectural responses to present-day issues such as sustainability and social concerns. The course considers the impact of industrial materials and modern institutions on the built environment and new forms and functions such as art museums and skyscrapers. It includes discussion of architectural theory and important movements including the International Style and Post Modernism, with emphasis on such major figures as Louis Sullivan, Frank Lloyd Wright, le Corbusier, Mies van der Rohe and Frank Gehry as well as local and regional buildings.

1 unit

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### **AH207 - Greece & Rome**

Surveys the art and architecture of Greece and Rome from their origins in Bronze Age Greece to their transformation in the late Roman Empire using methods of art history and archaeology. Ancient Greek cities and sanctuaries with emphasis on Athens and the monuments of the Acropolis. The spread of Hellenism and the formation of an imperial visual language under Alexander the Great and his successors. The influence of Etruscan and Greek art in the Roman Republic. Imperial monuments of the city of Rome and throughout the empire as instruments of power. The class will consider political and social factors in the formation and utilization of Classical forms in both ancient and modern times. (Also listed as CL223). Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH208 - Byzantine Art**

This course examines the art and architecture of the Byzantine empire from its sources in Late Antique Rome to its fall in 1453 as well as its influence in the Orthodox

Christian art of Russia, Greece, Serbia among other centers. Icons, their meaning and significance, are primary subjects of study: their origins, their rejection during Iconoclasm, and their theological justification. The city of Constantinople (modern Istanbul) and its urban development will be considered as well as the evolution and significance of the domed church and its program of images from Justinian's Hagia Sophia to medieval monastic churches. We will pay particular attention to the role of art in the Easter Liturgy of the Orthodox Church, including a field trip to the Church of the Holy Theophany. The influence of Byzantine art on the later art of Europe will be considered as well. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH209 - Late Antiquity: Imperial Rome, Mystery Religions, Judaism, Christianity and Islam**

A study of imagery during Late Antiquity—200-750 CE--through art, architecture, archaeological sites and texts. The course covers the visual arts in imperial Rome and Sassanid Persia, the mystery religions of Mithras, Isis and Dionysus as well as Judaism, Christianity and early Islam. We will study how the power of images was harnessed to convey religious meaning and convert adherents; how the imagery of pagan antiquity influenced the eventual formation of a Christian visual language; how the first monuments of Islamic art drew on pre-existing traditions. Monuments to be studied include the Arch of Constantine, sanctuaries of Mithras and Isis, catacomb paintings, synagogues and their mosaic floors, the religious buildings of Dura Europos, Christian basilicas and their decoration, the Hagia Sophia and the Dome of the Rock. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement.

1 unit

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### **AH210 - Islamic Art**

Survey of Islamic and 'Islamicate' art from the earliest 7th-century traditions through Mughal India and beyond in both religious and secular settings. Particular focus on arts of the Mediterranean, the Middle East and South Asia. Monuments to be discussed include mosques in Damascus, Isfahan, Istanbul and India; palaces in Spain, the urbanism of Cairo and Istanbul as well as calligraphy and illustrated manuscripts of Arabic novels and Persian epics. Discussion of the craft media such as pottery and textiles and how they have been received by Europeans. We will also consider depictions of the Middle Eastern world by Orientalist artists as well as the work of contemporary artists who respond to Islamic traditions. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement.

1 unit

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### **AH211 - Medieval Europe**

Medieval monuments of Western Europe from Irish manuscripts to the Gothic cathedrals. Survey of selected monuments with consideration of the interaction of classical tradition and barbarian elements; the impact of monasticism, pilgrimages and scholasticism. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH221 - Art of the Renaissance**

Explores issues in the painting, sculpture, and architecture of the Renaissance in Europe from 1300 to c. 1480, with emphasis on the social, historical, material, and intellectual circumstances that shaped artistic production. Themes may include constructions of the self, patronage, gender roles, social class, religion, and artistic status, among others. Artists may include Giotto, Brunelleschi, Donatello, Leonardo da Vinci, Jan van Eyck, Robert Campin, and Hieronymus Bosch. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH231 - Art in the Global Early Modern Era**

This course examines art produced in the Early Modern era (roughly 1450-1800) across a global range of nations and societies. The Early Modern period encompasses a time of cataclysmic social, religious, scientific and technological change, enhanced by new international commercial and information networks, disparate economic and religious systems, constant political and military conflicts, widespread oppression and genocide, and the rise of radical intellectual and artistic movements. The course incorporates case studies in a wide range of art and cultures (such as Chinese, Persian, Ottoman, African, European, and Central and South American art). Topics for investigation include how art, artists, patrons, and audiences in these historical empires interrogated notions of reality; cosmologies and planetarity; ancient canons; religious devotion; eroticism and death; individualism and issues of class, status, gender, and race; politics and power; and the role of the artist, among others. The course presents art in a comparative transnational and cross-cultural context, while also interrogating larger (art)historical frameworks of colonialism, modernity, markets, and Eurocentricity. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH232 - Art of the Dutch Republic**

The Golden Age of Holland was a time of economic, cultural, and political growth. Artists developed innovative styles and visual modes that play upon, subvert and

enhance our understanding of seeing, living, and thinking in the early modern era. The class examines the primary genres of Dutch art and major artists such as Rembrandt and Vermeer while focusing on questions of interpretation, method, and context. Addresses the production, marketing, ownership, iconography, and remarkable visual power of Dutch art. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH235 - Dante and Michelangelo: From Renaissance Alpha to Omega**

(Summer only 2024-25).

1 unit

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### **AH240 - 19th Century French Art (taught in Paris)**

(Summer only 2024-25).

*Prerequisite:* consent of instructor - EXTRA \$.

1 unit

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### **AH241 - Art and Revolution: Europe in the Nineteenth Century**

This course covers nineteenth century art in France, England, Germany, and Spain from 1780-1880 with particular emphasis on the impact on art of political and social upheaval, the tension between innovation and tradition, and the relationship of Impressionism to social change. Other topics of interest will include: Neoclassicism and the Enlightenment; Romanticism and the Sublime; Orientalism; the emergence of the notion of the avant-garde; and the visual culture of prostitution. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH243 - The Birth of Modernism**

This course examines the modernist tradition in European art from its emergence in the later nineteenth century through World War II, with particular attention to the evolution of abstraction, the philosophies behind it and its relation to its social, scientific and political contexts. Throughout the course, students will trace and discuss the problematic issue of "primitivism" which is a major theme of modern art. The course will analyze the origins, meanings and styles of the foremost innovative developments, including Post Impressionism, Fauvism, Cubism, Expressionism, Futurism, Constructivism, Dada and Surrealism. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH245 - American Contemporary Art: 1945-1990**

This course investigates how and why, following World War II, New York “stole” from Europe the idea of avant-garde art. The class follows the evolution of and philosophies behind the radical new developments in American contemporary art from the emergence of Abstract Expressionism in the late 1940s, through the Pop Art and Minimalism of the 1960s and the pluralistic 1970s, including Conceptual Art, Earth and Process Art, the New Realism, Decorative and New Image Art, and finally to Neo-Expressionism, and other developments of the 1980s. Attention will be paid to the relationship of new art to the changing political, social and intellectual landscapes of the late twentieth century. Meets the Critical Learning: AIM requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH248 - American Art**

Painting and sculpture in the United States from colonial times until World War II, concentrating on the relationship of the major artistic trends to concurrent developments in American social and intellectual history. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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### **AH254 - The Art of China**

Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the hand scroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement.

1 unit

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### **AH255 - The Art of Japan**

Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock print. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement. Meets the Writing in the Discipline requirement.

1 unit

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## **AH261 - Theories, Methods and Practices in Art**

Crossing the boundaries between studio art and art history, this course uses key readings in art theory and methodology, as well as historical and contemporary examples, to help generate innovative analytical essays and studio projects. Themes include constructions of space; collecting and power; portraiture and the self; commodity culture and the market; and materiality and daily practice. Treatments of space, semiotics, economic engagements with art, and literary approaches will all be considered. We explore installation art, drawing, photography, video, and sculpture. Enrollment limited to 16. Meets the Critical Learning: CP requirement.

*Prerequisite:* consent of department or Declared Art Major. May be taken for either Art Studio or Art History credit.

1 unit

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## **AH265 - China/Europe/Japan: Art and International Trade 1550-1800**

Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where; how increasingly global trade affected particular economies; how the East India companies operated; and what effects stepped-up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a more theoretical level, the course addresses 'things foreign' as a means of asserting cultural authority at home; and the impact of vastly expanded markets on the artist's practice and identity. Meets the Critical Perspectives: Global Cultures requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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## **AH275 - Art in Context:**

Study of artworks of a selected period, artist, or theme in their historical, social, political, intellectual, and geographical context. This course is taught on campus for approximately half of the block. The second half is spent in the appropriate location off campus (in the U. S. or abroad), where readings, student and faculty presentations, and discussions are focused on the actual artworks in situ. Need-based financial aid for all students is available from the Berg Endowment. Limit 15 students. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 unit

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## **AH342 - Turn of the Century Art in London, Paris and Vienna**

Artistic and related intellectual and cultural developments in three important capitals of Europe circa 1880-1910. Focus on such movements as Aestheticism, Symbolism, Decadence, Jugendstil, and Art Nouveau. Artists to be studied include Toulouse-

Lautrec, Redon, Klimt, Schiele, Burne-Jones and Beardsley. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

*Prerequisite:* Any 200-level Art History course or Consent of Instructor.

1 unit

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### **AH345 - Special Topics in Art History:**

Selected topics in art history at the advanced level. Meets the Writing in the Discipline requirement.

*Prerequisite:* Any 200-level Art History course or Consent of Instructor.

1 unit

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### **AH348 - Approaches to Caravaggio**

Michelangelo Merisi da Caravaggio was an influential painter in the Early Modern period, one who changed how people thought about art and artists. Today, he remains a popular figure, not only because of his powerful paintings, but also because of his violent life, socially deviant behaviors, and provocative declarations about art. This class approaches the life and art of Caravaggio from the perspective of deconstructing not only the artist's art and biography, but also the Eurocentric and canonical frames of art history that acknowledge him as an "old master." Within the artistic, cultural, and historical contexts of Rome, Europe, and the colonial world of the 17th century, the class will engage with topics such as: artists active within geopolitical conflict; the challenges of biography; the economics of markets, collectors, and patrons; notions of deviance in art and society; religion and reform; realist styles vs. classicism; the function of art for religious redemption and/or political propaganda; and the myth of the genius artist. Research projects will use contemporary theoretical approaches to art history and students will engage in critical looking, thinking, reading, and interpreting of historical objects at an advanced level. (Not offered 2024-25).

*Prerequisite:* Any AH class at the 200 level or consent of instructor.

1 unit

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### **AH412 - Senior Seminar**

Preliminary work on the art history and museum studies senior capstones. Group engagement with the research process and producing an essay or project. Required of senior art history and museum studies concentrators in the Art major. Meets the Writing in the Discipline requirement. Meets the Writing in the Discipline requirement.

*Prerequisite:* Senior Art Major with an Art History or Museum Studies Concentration.

1 unit

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### **AH413 - Special Problems in Art History**

Independent work and special study in selected fields or periods. Meets the Writing in the Discipline requirement.

*Prerequisite:* consent of instructor.

.5 to 2 units

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### **AH414 - Special Problems in Art History**

Independent work and special study in selected fields or periods. Meets the Writing in the Discipline requirement.

*Prerequisite:* consent of instructor.

.5 to 2 units

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### **AH415 - Senior Capstone in Art History**

Advanced work on the senior capstone in art history. Ordinarily taken following AH412. AH415 is required of all Art majors with a concentration in art history. Meets the Writing in the Discipline requirement. Meets the Writing in the Discipline requirement.

*Prerequisite:* Senior Majors with Art History Concentration.

1 unit

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### **AH416 - Senior Capstone in Museum Studies**

Advanced work on the senior capstone in museum studies. Ordinarily taken following AH412. AH416 is required of all Art majors with a concentration in museum studies.

*Prerequisite:* Senior Majors with Museum Studies Concentration.

1 unit

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### **AN100 - Human\Being Anthropological Perspectives**

What does it mean to be human? Course addresses this question at the center of anthropology using a holistic approach and drawing on multiple subfields of anthropology: archaeological, biological, cultural, and linguistic anthropology. Each version of the course is organized around a central theme which will be addressed with theory and literature from at least two anthropological fields. Course themes will vary but may include topics such as the body, colonialism, food, sex or violence. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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## **AN101 - Paleofantasies and Other Narratives of Human Evolution**

This course provides an introduction to the field of biological anthropology by investigating both the current scientific understanding of human evolution and the stories that scientists tell in order to communicate their ideas about human evolution. Using data from the fossil record, modern human biology, and our primate relatives, students will gain familiarity with the scientific evidence for human evolution. Students will also utilize narrative analysis to explore how scientists communicate stories about human evolution in “popular science” contexts. Students will examine how those scientific narratives become part of popular culture stories about evolution by examining their influence on evolutionary iconography and trends such as the “paleo-diet.” 1 unit Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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## **AN102 - Cultural Anthropology**

The study of human societies through the central concept of culture. Explores such topics as meaning, social organization, difference and inequality, adaptation, kinship and gender, religion, environment, technology and conflict. Presents anthropological themes including holism, comparison, dynamism and cultural relativism, as well as methodological approaches to studying human experience in naturally occurring contexts. 1 unit. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement.

1 unit

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## **AN105 - Language and Culture**

An introduction to linguistic anthropology. Examines the interconnectedness of language and culture from ethnographic and sociolinguistic perspectives. Comparative study of speaking in cultural context aimed at understanding the ways in which people use talk to cooperate, manipulate, structure events, and negotiate identities. Cross-cultural focus, with examples from such languages and language varieties as Japanese, Navajo, Apache, French, African- American English, and Chicano English. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. 1 unit. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: CP requirement.

1 unit

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## **AN123 - American Sign Language I**

Introduction to American Sign Language. Practice in signing and comprehension in American Sign Language (Ameslan or ASL).

.25 unit

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### **AN124 - American Sign Language I**

Introduction to American Sign Language. Practice in signing and comprehension in American Sign Language (Ameslan or ASL).

.25 unit

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### **AN201 - Human Evolution**

Examines the fossil and genetic evidence for human evolution. Using the fossil record of early primate evolution as a foundation, the emergence of early hominins and their descendants is investigated. The evolution of human adaptations and hypotheses regarding the selective pressures leading to these adaptations are explored. Meets the Critical Learning: SA requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 101 or Organismal Biology and Ecology 105 or 106 or 107 or consent of instructor.

1 unit

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### **AN202 - Human Biological Variation**

Beginning with the genetic base, this course provides an anthropological approach to understanding biological variation within and between human populations. Traits of known and unknown inheritance, adaptations to different environments, concept of race, variation in biological sex, and interactions of human biology and culture are emphasized. Some laboratory exercises. (Meets the requirement for Natural Science credit.) (Does not meet the divisional requirement in the Social Sciences or the outside unit requirement for students majoring in the Natural Sciences.) 1 unit.

1 unit

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### **AN204 - The Body: Anthropological Perspectives**

Explores “the body” with emphasis on theoretical biological and cultural anthropological approaches. Topics may include human adaptations, biocultural evolution, categorization and display of bodies; the body as a basis for metaphors, symbols, and images; individual collective (cultural, social, political) bodies; and embodied experience across the life course We interrogate assumptions of a universal human body, in particular through the study of gender, sexual, ethnic and racialized diversity, as related to both inequality and ethics. 1 unit. Meets the Critical Learning: SHB requirement.

1 unit

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### **AN206 - Doing Ethnography**

Provides a foundation for understanding and doing ethnographic, contextually based research. Students execute hands-on projects grounded in participant observation and such complements as interviewing, questionnaires and surveys, archival work and projective methodological techniques; final results vary from ethnographic texts or films to exhibits or applied recommendations. Addresses such ethnographic fundamentals as: intellectual history; disciplinary contexts; epistemological validity and reliability; ethics and Institutional Review Boards; using ethnography for cross-cultural comparison; qualitative data analysis and software. Students learn varied forms of ethnographic inquiry such as exploratory, experimental, critical, historical and action/applied. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: CP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **AN207 - Primate Behavior, Ecology and Conservation**

An overview of the relationships between different groups of primates and their natural history provides a foundation for investigating current hypotheses regarding the evolution of primate behaviors. The influence of the environment on behaviors is explored and its application for modeling the behaviors of humans and our hominin ancestors will be discussed. Finally, conservation threats to primates and primate traits that reduce or promote survival in human-altered habitats will be examined. Meets the Critical Learning: SA requirement. (Not offered 2024-25).

1 unit

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### **AN208 - Topics in Anthropology:**

Courses taught occasionally by visiting or permanent faculty; topics will vary and may be thematically or geographically focused

1 unit

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### **AN212 - The Language of Racism**

Focuses on the language of racism across cultures, examining the nature of discourses that communicate and reproduce racist ideologies. A special focus is placed on racist discourse in the United States, New Zealand, and certain societies of Latin America. The course examines the structures and effects of a range of racist discourses, from the extreme discourses of 'white pride' organizations to the everyday language of covert racism. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **AN215 - Anthropological Theory**

Explores theory and application of contrasting paradigms (i.e. positivist, interpretivist) across the major subfields of anthropology. Emphasizes commonalities across the discipline in major theoretical currents (i.e. cultural ecology, functionalism, symbolic, historical materialism, postmodernism, feminism, and practice theory).

*Prerequisite:* One previous anthropology course or consent of instructor.

1 unit

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### **AN219 - Archaeology of the North American Southwest**

An introduction to the peoples and places of the ancient North American Southwest. In addition to close attention to the contributions and problems of archaeological practices, we learn from the words, voices, and places of Indigenous peoples of the region. The temporal focus is 500 to 1600 CE, a period of dramatic growth and change in the region. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **AN220 - Doing Archaeology**

Archaeology is the scientific study of the ancient and recent human past through the material traces of past human activity. In this hands-on introduction to archaeology, students learn some archaeological and anthropological methods used to reconstruct, document, and interpret aspects of the human past. Meets the Critical Learning: HP requirement.

1 unit

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### **AN221 - Topics in Ethnomusicology:**

Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or instrument. The course is devoted to non-western musical cultures.

1 unit

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### **AN225 - Historical Archaeology**

Historical archaeology investigates past peoples using artifacts, documents, and the built landscape. This project-focused course teaches methods used to reveal aspects of the lives of people underrepresented in written records of the past. Projects include site documentation, artifact analysis, and/or dendroarchaeology and focus on the U.S. Southwest, ca. 1850 to 1950 CE. Meets the Critical Learning: HP requirement.

1 unit

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### **AN227 - Collapse and Sustainability of Past Societies**

This course investigates social and environmental collapse and sustainability in the past and future. Archaeological documentation of human-environmental interactions over centuries provides insights into conditions contributing to the collapse, sustainability, resilience, and vulnerability of socioecological systems. We investigate the outcomes of these interactions as a source of insights for the future. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **AN235 - Global Health: Biosocial Perspectives**

Ebola, disaster relief, mental health, aging populations, and primary health care are key issues in a world where diseases cross borders rapidly, but health care resources may not. This course introduces students to the dynamic, complex field of global health. The course examines improvements in global health, growing inequalities, the legacy of colonial medicine, and social justice in health from the perspectives of medical anthropology and public health. We draw from cases across the globe, in wealthy and poor nations, nations with well-functioning health systems and those struggling to meet people's need for basic health care services to explore the intersection of biological, social, and cultural factors that determine health and well-being. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **AN237 - African Descendants in the Caribbean and Latin America**

Compares the experiences of diverse groups of the African Diaspora across the Caribbean and Latin America. Topics include: the legacy of slavery and contemporary labor processes; conceptualizing the 'Africa' in Afro-Latinx and –Caribbean cultures; maroons and other communities of resistance; racialization, variable construction of racial categories, and racism; nation-building; gender and sexuality; restitutive measures (e.g. reparations, educational quotas); relevant regional religious practices (e.g. prominent black Catholic saints, Candomblé, Umbanda, Voudoun, Santeria, Rastafarianism,) May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **AN238 - Gender and Sexualities in Latin American and the Caribbean**

Explores varied gendered and sexual dynamics across selected settings in South and Central Americas, as well as the Caribbean. Social movements, division of labor, non-normative genders and sexualities, power struggles and violence are among areas examined from feminist, queer, ethnographic and comparative perspectives. Emphasis on gender's intersections with ethnic, national, linguistic, class and geographical diversity demands students' strong grasp of empirical information about the region. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **AN239 - Gender Diversity Across Cultures**

Emphasizing variability in the ways gender shapes social interaction and organization. Grounded in feminist ethnography on sexes, sexualities and gendering across biological, social and ideological fields. Includes attention to gender systems where 'third' (or more) genders emerge beyond women-or-men, such as hijras in India, two-spirits in diverse Native American peoples, and travestis in Brazil. Anthropological and feminist theoretical frameworks are frequently complemented by community-based projects. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **AN242 - The Anthropology of Food**

This course will explore food concepts, analytical methods, and the food habits of different ethnic groups. The class will have a field trip to the San Luis Valley, and to Northern New Mexico to document the production of food among farmers, cattle ranchers and restaurateurs. (Limited to 12 students.) Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **AN256 - Language Socialization**

Explore the ways new speakers of a language are socialized through the process of language acquisition to become culturally competent members of their communities. Examine how individuals are taught the knowledge, skills, and attitudes expected in their particular cultural and speech communities. Focus will be placed on the process of language socialization for children learning the languages of their native communities, but the course will also explore issues of language socialization for foreign language learners. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **AN258 - Introduction to Linguistics**

Explores the structures and functions of languages throughout the world, seeking to uncover both shared and variable patterns across languages. Introduces the tools of modern linguistics for recording and analyzing sound systems, words, syntactic and semantic structures, and the communicative uses of language. Provides background for understanding contemporary issues relating to language. Meets the Critical Learning: FRL requirement. (Not offered 2024-25).

1 unit

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### **AN259 - Native Peoples of the Southwest**

Provides the fundamental building blocks to understanding the distinctive differences between the major Native Nations of the Southwest including language and culture, respective colonization and resistance experiences, identity and cultural vitality, gender and social roles, and expressive culture and representation. Readings may include ethnographic, ethno-historical, biographical, and linguistic works, as well as critiques of the study of Native peoples by Native scholars. Field Trip Possible. (Not offered 2024-25).

1 unit

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### **AN260 - Language & Gender**

This course will introduce students to the anthropological and cross-disciplinary study of gender and language. It will explore new directions for gender and language studies through the critique of past approaches and the discussion of contemporary research and theory contributing to our understanding of language, society, and the sociocultural construction of gender identities. Gender is conceptualized in terms of sliding scales of sex, sexuality, and gender socialization, with an emphasis on language's role in gender performativity. Students will collect and analyze samples of gendered language use in a specific sociocultural community. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **AN262 - Studying Language as Social Action**

Introduction to basic research methods and the theoretical development of research methodologies applied in the field of linguistic anthropology and related fields that explore language as a resource for sociocultural expression and change. In addition to learning basic interviewing, recording and participant observation techniques applied by linguistic anthropologists, students will be introduced to digital technologies for transcription and linguistic data analysis. Typical course themes include language



in social movement, media in society, racialized language discrimination, language in identity performance, and language activism. Students carry out an ethnographic research project to gain experience with research techniques and technologies. (Not offered 2024-25).

*Prerequisite:* Anthropology 105 or 256 or 258 or 260 or consent of instructor.

1 unit

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### **AN270 - Anthropocene**

What does it mean to be human in the Anthropocene – a time when we know human-caused climate change challenges lifeways and ecosystems globally? This course brings anthropological lenses to understand this epoch. We address such questions as how human pasts inform the present, how mitigation and adaptation guide resiliency, and how equitable social ecologies – of self, communities and systems, and interdependency beyond the human require holistic strategies. Different versions of the course stress cultural or archaeological perspectives, yet all involve community-based learning, whether grounded in field study at the Baca Campus, engaging UN climate negotiations, or convening dialogues on sustainability. 1 unit. Meets the Critical Learning: SHB requirement.

1 unit

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### **AN301 - Human Osteology**

This lab-based course is a detailed study of the anatomy of the human skeleton as a dynamic, living system. Consideration is given to the growth, structure, and function of bones, and to bioarchaeological and forensic skills such as the determination of age, sex, stature, and pathology from skeletal remains. We will combine theory, its applications, and the limitation of osteological methods with laboratory analysis. The relevant techniques for the reconstruction of past populations and the assessment of human biological variation will be introduced. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Anthropology 202 or 230, statistics suggested.

1 unit

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### **AN302 - Human Ecology and Biology**

This lab and field-based course provides an overview of the methods used by biological anthropologists in studying the ecology and biology of living humans. Emphasis will be placed on anthropometry, human nutrition, and ethical considerations surrounding human biology research. Students will gain a historical perspective on the discipline through literature review and practical experience through laboratories and a research

project Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 202 or 207, statistics suggested.

1 unit

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### **AN306 - Primatology**

This field and lab-based course exposes students to a range of methods for investigating the ecology, behavior, and biology of living primates. Techniques for assessing habitat quality and monitoring resource availability will be examined. Using a comparative approach, students will examine the anatomy of living primates in order to understand how physical adaptations influence behavior. Standard procedures for collecting and analyzing behavioral data on living primates will be explored. Inferences about behaviors of earliest humans made from our understanding of contemporary non-human primates. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor & Anthropology 207.

1 to 3 units

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### **AN308 - Topics in Anthropology:**

Advanced study on themes in anthropology or between anthropology and other disciplines. Examples may involve politics, religion, cognition, folklore, materiality, environment or cultural ecology.

*Prerequisite:* One previous anthropology course or consent of instructor.

1 unit

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### **AN310 - Vampires, Zombies, and Time-Traveling Turkeys: Settler Colonial Narratives**

This course will introduce and allow students to critically explore settler colonialism as a distinct and pervasive form of contemporary colonialism which reproduces white supremacy and social inequalities. The course critically examines anthropology's participation in colonial discourses that have dispossessed and oppressed indigenous peoples. It further explores settler colonial discourses that manifest in popular culture forms including horror and science fiction narratives. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Any one previous Anthropology course or consent of instructor.

1 unit

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### **AN311 - Language in Culture and Mind: Cognitive Anthropology**

Explores cognitive anthropology, which is concerned with the relationship between language and mind, how cultural worlds are created and structured through language, and how individual languages shape the attitudes and behaviors of their speakers. We will consider both potential universals in human thought as expressed through language and the diversity of worldviews and behaviors between language communities. Meets the Critical Learning: SA requirement.

*Prerequisite:* Anthropology 105 or 256 or 258 or consent of instructor.

1 unit

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### **AN315 - Senior Capstone**

Students complete and present senior capstone projects, with the help of workshops, scaffolded submission deadlines, and peer review. A professional development component prepares students for graduation through structured reflection about their work in the major, and guiding them to generate individual goals and portfolio materials

*Prerequisite:* Anthropology 215 or consent of instructor.

1 unit

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### **AN320 - Field Archaeology**

A project-focused and advanced field research opportunity to document and interpret the past using archaeological methods. Research may include cultural resource survey, GIS mapping, artifact analysis and documentation, archaeological site recording, dendroarchaeology, and/or excavation. Meets the Critical Learning: SA requirement.

*Prerequisite:* Anthropology 220 or consent of instructor.

1 unit

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### **AN321 - Rio Grande - Culture, History and Region**

An interdisciplinary field-based course based on history, culture, and water issues. It will explore the cultural heritage and creativity of groups whose historical experience has been shaped by the Rio Grande basin from its origin in Colorado to its mouth in the Gulf of Mexico. The course will engage a broad American and international public in the exploration of how the river basin and the people who live within it change, evolve, and develop together, and can affect each other. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 215 or Anthropology 202 or 206 or Anthropology 220 or Anthropology 262.

2 units

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### **AN322 - Archaeological Field Methods**

(Summer only 2024-25).

1 to 1.5 units

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### **AN326 - Religion & Ritual**

Anthropological approaches to religion and ritual emphasize lived experience, practice, related social, political and economic formations, along with expression, belief, and meaning-creation. Cases encompass both “traditional,” and complex societies, and more often religious pluralism shaped by migration and globalization. Themes include notions of the sacred, supernatural, and good or evil; religion as embodied; shamanic and spiritual healing; place and environment. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

*Prerequisite:* One cultural anthropology course or consent of instructor.

1 unit

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### **AN328 - Trees, Climate, and People**

An advanced research and methods course on reconstructing past climates through tree-rings and understanding anthropological and archaeological perspectives on climate-human behavior relationships. Students will sample living trees, measure ring-widths, use specialized software to create a climate reconstruction, and compare the reconstruction to a proximate human history. Meets the Critical Learning: SA requirement.

*Prerequisite:* Anthropology 220 or consent of instructor.

1 unit

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### **AN330 - Evolutionary Medicine**

Synthesizes perspectives from biology and biological anthropology to understand why major health conditions evolved and persist within our species. Students develop a richer knowledge of evolutionary biology, organismal biology, and biological anthropology through exploration of major medical issues, and develop skills in reading, writing, and group communication.

*Prerequisite:* Junior or Senior Standing. Molecular Biology 131 & One course of Molecular Biology 201, Organismal Biology and Ecology 280, Organismal Biology and Ecology 208, Anthropology 202, Anthropology 207, or Anthropology 230, or consent of instructor.

1 unit

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### **AN333 - Evolution of Human Life Histories**

Life history theory examines how the “decisions” that individuals make at different life stages impact their survival and reproductive success. Information from studies of human evolution, modern human biology, human ecology, and primate behavior will be used to model the evolution of human life histories. Life history strategies involving sexual behaviors, reproductive biology, investment in offspring, childhood, and adolescence will be investigated in order to identify traits that are uniquely human and when these traits may have first appeared in the human lineage. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 202 or 207, or consent of instructor.

1 unit

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### **AN376 - Culture and Power: Political Anthropology**

A comparative, holistic study of formal and informal politics in diverse societies. The course focuses on three major themes: examining diverse political systems with emphasis on the emergence of the state; the relationship between power, ideology, and symbolic systems; power and controlling processes, with special attention to dominance, hegemony and resistance. Emphasis on full-length ethnographies. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* One previous cultural anthropology course or consent of instructor.

1 unit

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### **AN377 - Living in the Material World: Economic Anthropology**

Examines how people organize their material world to survive and to create meaningful systems of value and exchange. A variety of economic forms - small-scale societies with limited accumulation, gift economics, commodity-based capitalism, and “illicit” networks- are considered from holistic, comparative perspectives. The course concludes with an anthropological critique of colonialism, core-periphery relations, inequality, diverse forms of 'capital,' and globalization. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

*Prerequisite:* One previous cultural anthropology course or consent of instructor.

1 unit

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### **AN380 - Community-Based Field Course:**

*Prerequisite:* AN270/EV206 Anthropocene or consent of instructor.

1 unit

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### **AN400 - Independent Research in Anthropology**

Student research projects, either centered on a student's own research question or in collaboration with ongoing faculty research, based on field, laboratory or library research. Projects must be approved at least one block in advance of the actual block of research.

1 unit

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### **AR101 - Elementary Arabic**

Basic skills in oral comprehension, speaking, reading, and writing Arabic. Also covers the basics of Arabic morphology and grammar. Designed to serve the needs of daily conversation in any part of the Arab world, and also to serve the needs of the prospective scholar. No prior knowledge of Arabic required. Meets the Language Requirement requirement.

2 units

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### **AR103 - Elementary Arabic Review**

Review course that drills students in basic vocabulary and grammar acquired in AR101. Trains students for efficient reading in Arabic. Highly recommended for students who have completed AR 101.

*Prerequisite:* Arabic 101.

.25 unit

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### **AR104 - Elementary Arabic Review**

Drills students in basic vocabulary and grammar skills acquired in AR101. Highly recommended for students who have completed AR101.

*Prerequisite:* Arabic 101.

.25 unit

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### **AR201 - Intermediate Arabic**

Development of skills in oral comprehension, speaking, reading, and writing Arabic. Builds on the basics of Arabic morphology, syntax, and grammar. Expansion of knowledge of Arabic grammar and development of more advanced reading and writing skills. Vocabulary serves the needs of daily conversation in any part of the Arab world. Attention to the rules of morphology, syntax, and grammar also serves the needs of the prospective scholar. Meets the Language Requirement requirement.

*Prerequisite:* Arabic 101.

1 unit

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### **AR202 - Intermediate Arabic**

Further develops and strengthens knowledge acquired in Arabic 201. Meets the Language Requirement requirement.

*Prerequisite:* Arabic 201.

1 unit

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### **AR203 - Intermediate Arabic Review**

Drills students in the vocabulary and grammar acquired in AR 201. Trains students in speed reading and translation in Arabic. High recommended for students who finish AR 201.

*Prerequisite:* Arabic 201.

.25 unit

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### **AR204 - Intermediate Arabic Review**

Drills students in the vocabulary and grammar skills acquired in AR202. Also trains students in speed reading and translation in Arabic. Highly recommended for students who have completed AR 202.

*Prerequisite:* Arabic 202.

.25 unit

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### **AR304 - Cultural Context and Oral Practice**

Develops skills in reading, writing, listening, and oral practice. Course builds on intermediate knowledge of Arabic morphology, syntax, and grammar. Further knowledge of Arabic grammar and reading and writing skills. Expansion of presentation abilities, and a brief exposure to the Egyptian dialect through media. (Not offered 2024-25).

*Prerequisite:* Arabic 202.

1 unit

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### **AR320 - Topics in Arabic Culture and Literature**

Offers students the chance to engage intellectually with representations of Arab culture through literature, film, and popular culture. Taught in English.

*Prerequisite:* (taught in English).

1 unit

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### **AS102 - Art Studio Foundations: Two-Dimensional Design**

An introduction to the principles of two-dimensional composition and the fundamentals of abstraction.

1 unit

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### **AS103 - Art Studio Foundations: Drawing**

Survey of the fundamental concepts, practices and techniques in drawing. Emphasizes composition, technical skill and visual literacy as related to a variety of drawing techniques. Prepares students for advanced classes in studio art.

1 unit

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### **AS110 - Art Studio Foundations: Topics:**

Survey of the fundamental concepts, practices and techniques of a specific topic or medium in studio art. Emphasizes composition, technical skill and visual literacy as related to a specific topic or techniques. Prepares students for advanced classes in studio art. Meets the Critical Learning: CP requirement.

1 unit

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### **AS111 - Art Studio Foundations: Fiber Arts.**

Survey of the fundamental concepts, practices and techniques in fiber arts. Emphasizes composition, technical skill and visual literacy as related to Fiber Arts. Concepts such as transparency, texture, form, pattern, and color will be introduced. Exploration of both on-and off-loom processes: weaving, dyeing (including Batik and Shibori), basketry, knotting, felting, and stitching. (Not offered 2024-25).

1 unit

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### **AS112 - Introduction to Drawing: Landscape Immersion**

In this class, students will explore introductory drawing techniques specially in relation to the Colorado landscape. Emphasis will be on observational and technical drawing skills as we explore landscapes surrounding the Colorado Springs area, drawing outside on location. Students will gain fundamental skills by studying line, shape, value, and composition. These concepts will be explored using different marking making tools will be introduced including charcoal, pencil, ink, and conte. Students will be both in field drawing from the landscape itself, and in the classroom, learning technical concepts in



a more controlled setting. Taking lessons from this multi-pronged, approach, students will complete a portfolio of finished drawings that speak to the complex nature of our contemporary landscapes. (Summer only 2024-25).

.75 units

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### **AS114 - Art Studio Foundations: Three-Dimensional Design**

Survey of the fundamental concepts, practices and techniques in three-dimensional design. Emphasizes composition, the activation of 3D space, visual literacy, critical analysis and individual and collaborative problem solving. Prepares students for advanced classes in studio art.

1 unit

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### **AS120 - Drawing the Winter Landscape**

Exploration of drawing fundamentals as they pertain to the winter landscape. (Not offered 2024-25).

.5 unit

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### **AS126 - Letterpress Poster Workshop**

This course will use the process of designing and printing letterpress posters as the framework for exploring typographic design principles, experimenting with printing processes, and discussing the power and responsibility of print. Course meets at The Press. Advanced students may enroll to pursue independent research projects connected to poster design.

*Prerequisite:* If repeated, only one unit may count towards graduations and the Art Major.

.5 unit

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### **AS201 - Printmaking**

Introduction to historic printmaking processes as well as contemporary computer-based techniques. A variety of techniques including etching, lithography, woodcuts, and monotype may be covered. Digital manipulation of imagery in Photoshop for use in photolithography and polymer plate letterpress may also be considered. Although technical processes are introduced, the primary focus is conceptual; emphasis placed on thinking as a graphic artist and printmaker (in reverse, in multiple, etc.) (Not offered 2024-25).

*Prerequisite:* Art Studio 102,103 or 115. .

1 unit

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### **AS203 - Advanced Drawing**

Drawing in various media. May include study of human figure, superficial anatomy, landscape, composition, and conceptual drawing. (Not offered 2024-25).

*Prerequisite:* Art Studio 103.

1 unit

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### **AS205 - Painting**

Survey of basic painting concepts and procedures, materials and techniques.

*Prerequisite:* Any 100 level AS class.

1 unit

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### **AS207 - Technical Drawing**

Exploration of specific techniques in technical drawing. Drawing for various applied fields will be explored and may include drafting, architectural rendering, illustration, and scientific illustration.

*Prerequisite:* Art Studio 103 or consent of instructor.

1 unit

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### **AS210 - Intermediate Topics in Studio Art:**

Exploration of topics generally not offered by the department. Open to declared art majors or departmental consent required.

1 unit

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### **AS211 - Fiber Arts**

Basic techniques in fiber arts with an emphasis on such concepts as transparency, texture, form pattern and color. Exploration of both on-and off-loom processes: weaving, dyeing (including Batik and Shibori) basketry, knotting, felting and stitching.

*Prerequisite:* any 100-level art studio course or consent of instructor.

1 unit

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### **AS212 - Design Workshop**

Three-dimensional design with an emphasis on conceptual issues related to architecture and functional form.

*Prerequisite:* 2 Art Studio Courses.

1 unit

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### **AS214 - Sculpture**

Introduction to traditional and contemporary practices in sculpture. Will cover intermediate level conceptual approaches and some combination of materials and techniques. Possible materials: wood, steel, stone, clay and plaster. Possible techniques: machining, carving, casting, modeling and construction.

*Prerequisite:* Art Studio 114.

1 unit

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### **AS215 - Off Campus Topics in Studio Art**

Off campus study exploring intermediate study of a specific technique, practice or topic. (Not offered 2024-25).

*Prerequisite:* consent of instructor or Art Studio 103 Materials Fee \$30.

1 unit

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### **AS216 - Topics in Printmaking:**

Explores the practice of printmaking through the study of specific and alternative print processes and topics.

*Prerequisite:* Any 100-level Art Studio Class.

1 unit

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### **AS218 - Topics in Sculpture**

Exploration of special areas of sculpture, such as hand-crafted and small-object art, installation art, environmental/land art, video installation art, conceptual art, interactive technological art, social practice, 3D fieldwork, soft sculpture, etc. 1 unit.

*Prerequisite:* Any 100-level Art Studio Class.

1 unit

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### **AS220 - Photography**

A foundation course in photographic technique directed toward artistic ends. Using and understanding the camera, films, and printing. Extensive photographing as basis for seeing and composition. Short survey of photographic history.

*Prerequisite:* Any 100-level studio art course.

1 unit

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### **AS221 - Topics in Photography:**

A course that explores the practice of fine art photography through the study of a specific photographic process and/or topic. This course will cover a photographic technique directed toward artistic ends. Thematic subjects will be examined through relevant photographic examples and interpreted by students through creative artistic approaches.

1 unit

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### **AS226 - Book & Book Structure**

A studio course in the invention, design, and making of books. Students are given a basic grounding in the primary means of book organization, binding, and fabrication with emphasis on the unique character of codex organization. They are encouraged to invent their own books using a wide variety of techniques for the interrelations of text, image and color. May be offered as a block or as a year-long extended format course. Enrollment limited to 10 students.

*Prerequisite:* Art Studio 102, Art Studio 103, or Art Studio 115.

1 unit

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### **AS261 - Theories, Methods, and Practices in Art**

Crossing the boundaries between studio art and art history, this course uses key readings in art theory and methodology, as well as historical and contemporary examples, to help generate innovative analytical essays and studio projects. Themes include constructions of space; collecting and power; portraiture and the self; commodity culture and the market; and materiality and daily practice. Treatments of space, semiotics, economic engagements with art, and literary approaches will all be considered. We explore installation art, drawing, photography, video, and sculpture. Enrollment limited to 16. Meets the Critical Learning: CP requirement.

*Prerequisite:* consent of department or Declared Art Major. May be taken for either Art Studio or Art History credit.

1 unit

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### **AS301 - Advanced Printmaking**

Advanced investigation of a variety of printmaking techniques. Traditional techniques may include etching, woodcut, lithography, letterpress, and monotype. Digital techniques may include image manipulation in Photoshop for photolithography and polymer plate letterpress may also be explored.

*Prerequisite:* Art Studio 201 or Art Studio 226..

1 unit

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### **AS305 - Advanced Painting**

Special problems with emphasis on pictorial design, color, space, structure, imagery, materials and techniques.

*Prerequisite:* Art Studio 205 Materials fee.

1 unit

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### **AS310 - Advanced Topics in Studio Art:**

Advanced exploration of topics generally not offered by the department, with an emphasis on independent and/or extended projects.

*Prerequisite:* or Art Studio 210 Materials Fee.

1 unit

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### **AS313 - Special Studio Problems:**

Advanced work in any of the studio media, metal, fiber, clay, and photography. Credit in this course may not be applied toward the art major. Spring semester. (Not offered 2024-25).

.25 to 1 unit

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### **AS314 - Advanced Sculpture**

Advanced exploration of materials and techniques with emphasis on extended projects and individual concepts.

*Prerequisite:* Art Studio 214.

1 unit

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### **AS315 - Advanced Off Campus Topics in Studio Art:**

(Not offered 2024-25).

1 to 2 units

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### **AS317 - Advanced Photography**

A selection of advanced techniques and development of individual photographic vision. Independent research emphasized. (Not offered 2024-25).

*Prerequisite:* Art Studio 220.

1 unit

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## **AS321 - Photography II**

(Summer only 2024-25).

1 unit

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## **AS401 - Special Studio Problems:**

Independent studio project for senior art majors. The student must submit a detailed written proposal of intended work to be approved by the department at least one block before taking the course.

*Prerequisite:* consent of instructor & Senior Art Major.

.5 unit

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## **AS411 - Senior Studio Seminar**

Planning and preparation of extended studio projects. Pre-professional preparation for those students with graduate school intentions. Meets the Critical Learning: CP requirement.

*Prerequisite:* Senior Art Studio Major.

1 unit

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## **AS501 - Special Studio Problems:**

*Prerequisite:* consent of instructor.

1 unit

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## **AS502 - Special Studio Problems:**

*Prerequisite:* consent of instructor.

1 unit

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## **BE100 - Studies in Organismal Biology and Ecology**

Presents students not majoring in organismal biology and ecology with inquiries into contemporary issues and phenomena in the biological sciences. Activities include lectures, readings, discussions, and laboratory or field experiences. May not be counted toward a OBE major. (May meet the laboratory/field requirement for critical perspectives.) (Not offered 2024-25).

1 unit

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## **BE101 - Biology and Chemistry of the Colorado Wetlands**

(Summer only 2024-25).

.75 units

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## **BE105 - Biology of Plants**

The study of plants with an emphasis on the flowering plants. Relationships between form and function, growth and development and evolutionary and ecological relationships are examined with attention given to the chemical bases of plant life, the fundamentals of metabolic pathways, and the integrative nature of plant structures from cellular to ecological levels. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Strong high school Chemistry highly recommended.

1 unit

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## **BE106 - Biology of Animals**

An introduction to the biology of invertebrate and vertebrate animals. Evolution and functional architecture of animal body plans, patterns of structure and function, survival strategies, principles of animal ecology and evolution, and phylogeny of animal groups examined through lab, discussion, and investigative activities. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Strong high school chemistry highly recommended.

1 unit

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## **BE107 - Biology of Microbes**

An introduction to the world of Bacteria, Archaea, microscopic Eukarya and viruses. Emphasizing the role of microbes as causal agents of major human disease (TB, AIDS, malaria); as essential components of the human microbiome; as critical elements in biogeochemical processes; and as tools in agriculture, industry and food production. Lecture, discussion, student presentations and laboratory projects. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Strong high school Chemistry highly recommended.

1 unit

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## **BE202 - Field Botany**

A field course involving collection, identification, and preservation of vascular plants, emphasizing evolution, ecology and biogeography. Takes advantage of the major

ecosystems of the Pikes Peak region. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Organismal Biology and Ecology 105.

1 unit

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### **BE208 - Ecology**

The analysis of distributions, abundances, and interrelationships of organisms. Populations, communities, and ecosystems are investigated, and implications for humans considered. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Chemistry & Biochemistry 107 and 1 unit from Organismal Biology and Ecology 105, 106, 107 Geology 130 or 140.

1 unit

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### **BE220 - Biostatistics and Experimental Design**

Emphasis on application rather than theory or derivation. Topics: measures of central tendency and variability, correlation, regression, t-tests, Chi-square, analysis of variance, selected non-parametric methods, statistical inference and experimental design. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement.

*Prerequisite:* At least 1 college organismal biology and ecology course or consent of instructor.

1 unit

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### **BE240 - Special Topics in Organismal Biology and Ecology**

Special topics in Organismal Biology and Ecology not offered on a regular basis.

1 unit

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### **BE244 - Histotechnique**

Students will acquire the basic knowledge necessary to prepare animal and plant tissues for examination by light microscopy. Theoretical aspects of fixation, paraffin embedding, sectioning techniques, and the art of staining will be emphasized. Interpretation of results will be facilitated through lecture/discussion sessions highlighting the basics of histology. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 105 or 106 recommended.

.5 to 1 unit

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## **BE249 - Special Topics in Organismal Biology and Ecology**

(Not offered 2024-25).

1 unit

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## **BE280 - Population Genetics**

Classical genetics as it applies to understanding the evolution of populations. This course examines the following topics: genetic issues of small and isolated populations, Hardy-Weinberg equilibrium, factors affecting allele frequencies, variance and F-statistics, molecular methods, and quantitative genetics. This course also includes discussions of contemporary issues in applied population genetics and laboratory investigations.

*Prerequisite:* Molecular Biology 131, Organismal Biology and Ecology 208, and Chemistry 108; or consent of instructor.

1 unit

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## **BE302 - Advanced Field Research Methods in Botany**

This class will build upon the introductory field botany skills acquired in BE202 and BE208. Using local environments and field problems, the class will investigate local and regional issues of plant diversity, conservation, and biotic interactions. We will focus on expanding botanical skills in plant identification, vegetation assessment, and biodiversity documentation that are valuable for research, internships, and job applications, and employ these skills in the context of answering questions related to field-based botanical issues. The class will involve extensive field, laboratory, and herbarium work, as well as the development of an individual field-based research project. Local and regional field trips, some possibly overnight with camping. Students should be prepared for long hours under sometimes inclement weather conditions. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 105 & 106 and Organismal Biology and Ecology 208 or Environmental Program 209.

1 unit

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## **BE308 - Advanced Ecology**

Field studies and theoretical topics selected to illustrate the research process and ecological thought. Will include use of ecological literature. (Not offered 2024-25).

*Prerequisite:* consent of instructor or Organismal Biology and Ecology 208.

1 unit

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### **BE309 - Research Problems in Organismal Biology and Ecology**

Independent research projects based on laboratory or field investigation. Experimental studies completed away from campus must receive prior departmental approval. (Class, laboratory or field activities arranged.) (Only 2 units from 309, 409 or 499 may count toward the OBE major.)

*Prerequisite:* consent of instructor & 2 from Organismal Biology and Ecology 105, 106, 107 or Molecular Biology 131 (total 3) & arranged 1 block ahead.

1 unit

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### **BE330 - Parasitic Protozoa**

The biology of parasitic protozoa in humans and other animals. Lecture, laboratory and readings will focus on host-parasite relations, life histories, morphology, and physiology of parasitic protozoa. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 106 or consent of instructor.

1 unit

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### **BE331 - Parasitic Helminths**

The biology of worms parasitic in humans and other animals. Lecture, laboratory and readings will focus on host-parasite relations, life histories, morphology, and physiology of parasitic helminths. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 106 or consent of instructor.

1 unit

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### **BE332 - Animal Behavior**

A comparative study of the diversities of behavioral systems of animals. Lecture, laboratory and field work include ethological theories and methods, emphasizing observation, denotation and analysis of behavior. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 208 and 106 or consent of instructor.

1 unit

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### **BE341 - Special Topics in Organismal Biology and Ecology:**

Special topics in Biology not offered on a regular basis.

.5 unit

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**BE342 - Special Topics in Organismal Biology and Ecology:**

(Not offered 2024-25).

1 unit

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**BE343 - Special Topics in organismal Biology and Ecology**

(Not offered 2024-25).

1 unit

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**BE344 - Scanning Electron Microscopy**

Basic principles of electron optical systems, image formation, specimen preparation, and photography. Individual instruction in the care, use and operation of the instrument as a research tool is emphasized. in the natural sciences.

*Prerequisite:* Sophomore standing & prior course work in natural science.

1 unit

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**BE345 - Transmission Electron Microscopy**

Basic principles of electron optical systems, image formation, specimen preparation, ultramicrotomy, and photography. Individual instruction in the care, use, and operation of the instrument as a research tool is emphasized.

*Prerequisite:* Molecular Biology 131 or Sophomore Standing.

1 unit

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**BE348 - Special Topics in Organismal Biology and Ecology:**

(Not offered 2024-25).

1 unit

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**BE349 - Special Topics in Organismal Biology and Ecology:**

(Not offered 2024-25).

1 unit

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**BE362 - Plant Ecophysiology**

Analytical studies of plant populations from a physiological perspective. Field work includes sampling techniques, plant physiological measurements, and ecophysiological

experimental designs and their application to answer specific research questions. Readings and discussions cover the various perspectives and theories of plant ecology and physiology.

*Prerequisite:* Organismal Biology and Ecology 105 and Either Organismal Biology and Ecology 208 or Environmental Program 209.

1 unit

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### **BE365 - Plant Physiology**

Whole plant physiology with an emphasis on growth and development through examination of structure and function of cells and organs, metabolism, stress biology, and phytohormones. Includes discussions of primary literature in the discipline, a laboratory investigation and an emphasis on writing a scientific paper. (Not offered 2024-25).

*Prerequisite:* 1)BE 105;2)MB 131 and 3)Chemistry 250 or consent of instructor.

1 unit

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### **BE366 - Comparative Animal Physiology**

A whole-animal perspective on survival and maintenance of homeostasis in variable and often stressful environments. We will focus on aspects of water balance, feeding, digestion, metabolism, respiration and circulation. Course includes field and laboratory investigations. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 208 and Molecular Biology 131, and Organismal Biology and Ecology 106; or consent of instructor.

1 unit

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### **BE367 - Animal Ecology**

A field course involving collection, identification, and population and life-history studies of animals of regional ecosystems. Principles of animal ecology, behavior, and biogeography, are emphasized through field case studies and discussion of primary literature. Field work includes sampling techniques and their application to answer specific research questions.

*Prerequisite:* Organismal Biology and Ecology 106, & Organismal Biology and Ecology 208.

1 unit

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### **BE369 - Tropical Ecology**

Introduction to the ecology of tropical wet forests and coral reefs, with emphasis on the high biological diversity common to these ecosystems. The course is linked to BE 370

Tropical Forest and Coral Reef Ecology, and students must enroll in both courses. (Not offered 2024-25).

*Prerequisite:* Jr or Sr standing, Organismal Biology and Ecology 208 & enrollment in Organismal Biology and Ecology 370.

.5 unit

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### **BE370 - Tropical Forest and Coral Reef Ecology**

Ecology of tropical wet forests and coral reefs taught at forest and reef sites in the tropics. Field studies, theoretical topics, and primary ecological literature will be used to explore interactions in these systems, with emphasis on selected organisms and system characteristics. The course is linked to cross-cultural experience with local people. The course is linked to BE 369 Tropical Ecology, and students must enroll in both courses. EXTRA EXPENSE. (Not offered 2024-25).

*Prerequisite:* Jr or Sr standing, Organismal Biology and Ecology 208, 369 & good swimming ability. EXTRA EXPENSE.

1 unit

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### **BE375 - Environmental Microbiology**

Study of the ecology of microbes in environments as diverse as deep-ocean volcanic vents; termite hind guts; the lithosphere; the human guts; plant roots; ice of the Arctic and Antarctic; and terrestrial models of extra-terrestrial environments. Emphasis on discussion of primary literature in environmental microbiology and microbial ecology. Significant laboratory component and minor field component. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 107, , Molecular Biology 131, Molecular Biology 231 and Chemistry 108; or consent of instructor.

1 unit

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### **BE380 - Evolution**

Explores the process and pattern of evolution, the grand unifying theory of biology, at both micro and macro evolutionary scales. Also examines the history of evolutionary thought and implications for modern society.

*Prerequisite:* One course of Organismal Biology and Ecology 105, Organismal Biology and Ecology 106, or Organismal Biology and Ecology 107, and either Organismal Biology and Ecology 208 or Environmental Program 209.

1 unit

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### **BE389 - Patagonian Ecology and Biogeography**

Introduction to the ecology and biogeography of Patagonia, including montane, steppe and coastal ecosystems. The course is linked to BE 390 Ecology and Biogeography of Patagonia, and students must enroll in both courses. (Not offered 2024-25).

*Prerequisite:* Junior or Senior standing. Organismal Biology and Ecology 208 and enrollment in Organismal Biology and Ecology 390.

.5 unit

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### **BE390 - Ecology and Biogeography of Patagonia**

On-site investigations of the ecology and biogeography of Andean mountain forests and Patagonian steppe and studies of the ecology of several marine vertebrate species at the Atlantic coast. Students will read and present original literature, meet with local scientists at their study sites, and develop hypotheses that could be tested in the ecosystems we visit. (Not offered 2024-25).

*Prerequisite:* Junior or Senior standing, Organismal Biology and Ecology 208, Organismal Biology and Ecology 389 (half-block), and consent of instructor. (taught in Patagonia) Extra Expense.

1 to 2 units

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### **BE409 - Research Problems in Organismal Biology and Ecology:**

Independent research projects based on laboratory or field investigation., consent of instructor, and registration at least one block prior to the block in which the research is to be initiated. Experimental studies completed away from campus must receive prior departmental approval. (Class, laboratory or field activities arranged.) (Only 2 units from 309, 403, 409 or 499 may count toward the Organismal Biology and Ecology major.)

*Prerequisite:* consent of instructor & 2 from 105, 106, 107, Molecular Biology 131 (total 3) & arranged 1 block ahead.

1 unit

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### **BE410 - Ornithology**

Identification, taxonomy, anatomy, physiology, behavior and ecology of birds, including field and laboratory work.

*Prerequisite:* consent of instructor or Organismal Biology and Ecology 367.

1 unit

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## **BE412 - Entomology**

Evolution, taxonomy, structure, physiology, development, behavior and ecology of insects. Laboratory includes identification, dissection, experimentation, curation and field work. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 106, and Organismal Biology and Ecology 208 or consent of instructor.

1 unit

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## **BE415 - Biogeography and Phylogenetics**

Explores the guiding principles of phylogenetic inference and the comparative method through a project utilizing contemporary computational methods. Examines the history of biogeographic by discussing seminal literature and recent studies. (Not offered 2024-25).

*Prerequisite:* One course from Organismal Biology and Ecology 105, Organismal Biology and Ecology 106, or Organismal Biology and Ecology 107, and Organismal Biology and Ecology 208 and either Organismal Biology and Ecology 280 or MB20, or consent of instructor.

1 unit

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## **BE418 - Evolutionary Medicine**

Synthesizes perspectives from biology and biological anthropology to understand why major health conditions evolved and persist within our species. Students develop a richer knowledge of evolutionary biology, organismal biology, and biological anthropology through exploration of major medical issues, and develop skills in reading, writing, and group communication. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Junior or Senior Standing. Molecular Biology 131 & one course of Molecular Biology 201, Organismal Biology and Ecology 280, Anthropology 202, Anthropology 207, or Anthropology 230, or consent of instructor.

1 unit

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## **BE421 - Conservation Biology**

Conservation issues of plant and animal species, habitats, and ecological systems will be examined through reading, discussion, and project-based exploration of local, national, and global examples. Core components of conservation biology theory such as habitat fragmentation, problems of small populations, rarity, genetic erosion, reserve design, and invasive species will be emphasized in the context of the local environment. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 105, 208, Organismal Biology and Ecology 106, and Molecular Biology 131.

1 unit

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### **BE422 - Biogeochemistry and Ecosystem Ecology**

This course explores links between the biosphere, geosphere, atmosphere, and hydrosphere across many different scales, from the microorganism to the globe. The primary focus will be on the cycling of biologically important elements in natural and managed ecosystems with an emphasis on how these cycles will change under increased human influence. Students will gain hands-on research experience using analytical techniques in the field and the laboratory, and they will share their results in a formal scientific paper and presentation. (Not offered 2024-25).

*Prerequisite:* (BE/EV 209) & (Environmental Program 155 or Geology 130 or 140) & (Mathematics 117 or Organismal Biology and Ecology 220 or Economics 200) or consent of instructor.

1 unit

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### **BE440 - Special Topics in Organismal Biology and Ecology:**

Special Topics in Organismal Biology and Ecology. Special topics in Organismal Biology and Ecology not offered on a regular basis.

*Prerequisite:* consent of instructor & Junior or Senior standing.

1 unit

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### **BE442 - Special Topics in organismal Biology and Ecology:**

(Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **BE443 - Special Topics in Organismal Biology and Ecology:**

(Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 208.

1 unit

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### **BE446 - Special Topics in Organismal Biology and Ecology:**

(Not offered 2024-25).



*Prerequisite:* consent of instructor.

1 unit

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### **BE447 - Special Topics in Organismal Biology:**

(Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **BE475 - Techniques in Molecular Ecology and Systematics**

A course on the techniques employed in molecular ecology and molecular systematics, such as DNA fingerprinting, DNA sequencing, phylogenetics and 'DNA barcoding.' The class will discuss primary literature in the areas of ecology, systematics, conservation biology and biodiversity, with an emphasis on the appropriate application of molecular techniques in these disciplines and on the interpretation of molecular data. Laboratory projects will involve DNA sequencing and phylogenetics. (Not offered 2024-25).

*Prerequisite:* Organismal Biology and Ecology 208 and either Organismal Biology and Ecology 280 or Molecular Biology 231 or consent of instructor.

1 unit

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### **BE499 - Senior Thesis**

Writing of the senior thesis based on data from an undergraduate research project. The thesis topic is to be chosen by the student following consultation with a member of the Biology Department faculty who agrees to serve as the project and thesis advisor. (Only 2 units from 309, 403, 409 may count toward the Organismal Biology and Ecology major; only 1 unit of 499 may count toward the major.)

1 unit

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### **BU110 - Introductory Topics in Economics and Business**

Selected introductory topics in economics and business. Specific content and emphasis to be determined by the instructor. Exposes students to problems and trends in society which can be illuminated through application of basic tools and concepts drawn from economics and business fields. May be taught with Emphasis on Writing and Speaking.

.5 or 1 unit

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### **BU111 - Personal Financial Planning**

The study of the development and implementation of a personal financial and investment program. Includes analysis of budgeting and tax planning, managing liquidity, financing large purchases, protecting assets and income, analyzing investment information, examining alternative investment types, and investing money for retirement. There is no enrollment limit to this course and it is graded Pass/Fail only.

.5 unit

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### **BU112 - Business and Society**

An examination of the social, political and natural environment in which business operates (Not offered 2024-25).

1 unit

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### **BU113 - Negotiation**

Explores the processes of bargaining and negotiation, the dynamics of interpersonal and intergroup conflict, and theory and research related to processes of influence, negotiation, and conflict management. Skills will be developed through case analysis, role playing, and service learning. Includes local field trips for service learning. (Not offered 2024-25).

1 unit

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### **BU114 - Principles of Decision Making**

This course examines how people make decisions, drawing on the work of behavioral psychologists and behavioral economists to understand how decisions are made and why this makes a difference in addressing real world problems such as caring for the environment and for human health. Topics include framing the decision problem, making decisions under risk and uncertainty, dealing with conflicting values, forming group decisions, and improving decision making. (Not offered 2024-25).

1 unit

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### **BU115 - Legal Environment of Business**

Survey of the U.S. system of laws and courts and the role of law in business and personal decision-making. A study of case law and judicial thinking ranging from traditional fields of contracts and torts to recent Supreme Court decisions on the environment, e-commerce, the Internet, licensing, and First Amendment freedoms (Not offered 2024-25).

1 unit

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## **BU116 - Business Communication**

Business Communications is a survey course of communications skills needed in the business environment. Course content includes writing executive summaries, resumes, online profiles and electronic messages; delivering oral presentations, both prepared and impromptu; and developing interpersonal skills. Critical thinking and problem solving skills are emphasized. Development of these skills are integrated with the use of technology. (Not offered 2024-25).

1 unit

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## **BU121 - Social Entrepreneurship**

This course is an introduction to social entrepreneurship, a field that lies at the intersection of entrepreneurship and social change. The course identifies innovative social entrepreneurs who are attempting to mitigate problems facing humanity and our planet today. The course exposes students to theory regarding social entrepreneurship, models of social change, scaling of social impact, and impact measurement for social ventures. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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## **BU205 - Principles of Financial Accounting**

An introduction to the fundamentals of the financial statements of corporations, including statement interpretation and analysis. Exposes students to economic decisions and their consequences as they relate to business activities, including operating, investing, and financing activities. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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## **BU225 - Intermediate Topics in Business:**

Selected topics, with content and emphasis developed by the instructor.

*Prerequisite:* Any 100 or 200 level EC or BU designated course.

1 unit

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## **BU310 - Society, Business, and Economics**

This course analyzes the relationships between society, business, and economics by focusing on three key interactions: first, how modern corporations and social enterprises shape civil society, government, and economic policy; second, how business affects

society through market forces, market failures, and services provided all members of society; and third, how social issues condition business opportunities and corporate strategies.

*Prerequisite:* -BU205 and -EC100 or -EC101 and -EC102.

1 unit

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### **BU311 - Data, Math, and Modeling**

Students learn how to develop research questions on issues related to the intersection of business, economics, and society and to apply both business and economics theory to their analyses. Students find relevant and useful qualitative and quantitative data for their projects, develop mathematical and statistical models, practice using statistical software, create research designs to answer their research questions, and work on effective communication of their findings.

*Prerequisite:* -MA 117 or -MA217; -BU205; -EC301 or -EC302.

1 unit

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### **BU312 - Intermediate Accounting**

Presentation and critical review of the elements of financial statements with concentration on accounting theory and interpretation by users. Addresses problems with income determination. (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU313 - Managerial Accounting**

Principles and problems of assembling, recording, and interpreting cost data for manufacturing and service firms. Introduces various costing systems, including activity-based and standard costing systems, with emphasis on the economic decisions managers make using this accounting data and the potential impact on employee behavior. (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU315 - Business Policy and Strategy**

The role of general managers in creating and sustaining competitive advantage. Applies microeconomic principles and organization theory to study how managers position their firms in ever-changing competitive arenas, marshal scarce resources to develop competencies, and design structures that promote learning and efficient flows of knowledge and information. 1 unit.

*Prerequisite:* -BU205 and Economics 100 or Economics 101 and Economics 102.

1 unit

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### **BU316 - Theory of Business Finance**

This course examines the role of the financial manager in determining the appropriate composition and level of assets and their financing within the context of stockholder wealth maximization. Key theoretical constructs include operating and financial leverage, the risk-return tradeoff, liquidity, and agency theory. Topics include financial analysis and planning, working capital management, cost of capital, capital budgeting, and mergers and acquisitions.

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU317 - Investments**

Introduction to the prevailing theories, models and philosophies of investment analysis and management for an environment where individuals make investment decisions under uncertainty. Exploration of both investment fundamentals with a brief introduction to portfolio management. Specific topics of interest include a comprehensive TVM review, fundamentals analysis, market behavior, asset allocation, portfolio theory, ethics, risk and return, and behavioral finance.

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU325 - Topics in Business**

Selected topics, with content and emphasis developed by the instructor. *Prerequisite:* Economics 100 or Economics 101 and Economics 102 and Business 205 (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU326 - Consumer Marketing**

The analysis and segmentation of markets; the psychological, emotional, and social bases of consumer behavior; the analytical techniques employed by market research professionals; and the development, implementation, and evaluation of marketing strategies.

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **BU327 - Judgement and Decision Making**

Explores theories of how people make decisions. Examines assumptions of rationality and alternative explanations. Applies theories to business decisions. Builds skills in experimental design, reading original research literature, building behavioral theory, executing original experimental research, and applying statistics. (Not offered 2024-25).

*Prerequisite:* -EC301 and -MA117 or -MA217.

1 unit

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### **BU329 - Business Organization and Management**

The motivation of individuals in organizations; effective goal setting practices; the sources of power in organizations and how leadership styles influence individual effort and job performance; the characteristics of effective teams, the key human resource management challenges facing organizations; and the importance of organizational culture and how organizational cultures are created.

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **BU330 - Nonprofit Management**

The nonprofit sector has an economic, social, and political impact at both the domestic and international levels. This course offers a broad introduction to the history, scope, and significance of the nonprofit sector. Discussions center on different models of nonprofit firms and how they address market and government failures. Key areas of nonprofit management and leadership such as writing sound mission and vision statements, developing strong boards of directors, recruiting and motivating talented staff and volunteers, creating strategic plans and innovative programs, and wisely managing fiscal and human resources are also discussed. 1 unit.

*Prerequisite:* -EC100 or -EC101 and -EC102 and -BU205.

1 unit

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### **BU425 - Advanced Topics in Business:**

Selected topics, with content and emphasis developed by the instructor. (Not offered 2024-25).

*Prerequisite:* Consent of instructor and -EC301, -EC302, and at least one 300 level elective.

1 unit

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### **BU426 - Directed Readings in Business:**

Student readings of works selected by a faculty member on a common problem not covered directly by regular courses. Intensive research, writing, discussion, and oral reporting of ideas related to the assigned readings. Independent student work and initiative. May be taught as an extended yearlong course.

*Prerequisite:* Consent of instructor and -EC301, -EC302, and at least one 300-level Business elective; junior standing in Business, Economics, and Society; Economics; International Political Economics; or Mathematical Economics major.

1 unit

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### **BU428 - Independent Study in Business:**

A project normally organized around preparation of a substantial paper or project. Proposed and carried out at student initiative, under supervision of a department faculty member, in an area in which the student has already completed basic coursework and an elective and that extends the student's knowledge beyond regularly offered courses.

*Prerequisite:* Consent of Department and -EC301 and -EC302, and at least one 300-level or 400-level elective in Business.

1 unit

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### **BU499 - Senior Thesis in Business, Economics, and Society**

Students produce original research under the personal supervision of an assigned faculty member, who normally advises no more than six thesis students.

*Prerequisite:* -BU205, -BU310, -BU311, -BU329, and -EC301 or -EC302, senior standing.

2 units

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### **CC101 - Critical Inquiry Seminar:**

In Analysis and Interpretation of Meaning courses, students will explore the many ways in which meaning is created, developed, contested, and transformed. In these courses, students will analyze and interpret texts, objects, or other forms of cultural expression. Meets the Critical Learning: AIM requirement.

*Prerequisite:* FYP Course. Must take with CC First Year Foundations 120.

1 unit

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### **CC102 - Critical Inquiry Seminar:**

Creative process constitutes engagement in the generation and development of novel ideas or productions. These courses are designed to offer students an understanding

of principles that underlie creative processes and meaningful experience of creative work. All courses will involve engagement with critical or contextual frameworks, creative experience, and reflection. While some courses might entail cultivation of a particular art form, other courses might focus on creative modalities for idea generation and problem solving in any discipline. Meets the Critical Learning: CP requirement.

*Prerequisite:* FYP Class. Must take with CC First Year Foundations 120.

1 unit

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### **CC103 - Critical Inquiry Seminar:**

Formal reasoning and logic are concerned with the deductive form of argument where first principles or established facts are used to reach a conclusion. Logic, therefore, becomes a tool for seeking answers and set of skills for discerning conflicting statements, opinions and ideas. Meets the Critical Learning: FRL requirement.

*Prerequisite:* FYP Course. Must take with CC First Year Foundations 120.

1 unit

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### **CC104 - Critical Inquiry Seminar:**

This category encompasses many pasts and historical traditions. It encourages an awareness of the diversity of experiences and modes of meaning-making across times and places. Potential topics of consideration include continuity and change, multiple conceptions of time and memory, constructions and critiques of historical narratives, comparative histories, power and agency and the formation of identities, and questions of causality. Meets the Critical Learning: HP requirement.

*Prerequisite:* FYP Course. Must take with CC First Year Foundations 120.

1 unit

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### **CC105 - Critical Inquiry Seminar:**

Scientific literacy requires an understanding of how experimentation, data collection, and systematic observations of phenomena are used to formulate and test hypotheses, identify and predict patterns, and explain phenomena and relationships. Meets the Critical Learning: SA requirement.

*Prerequisite:* FYP Course. Must take with CC First Year Foundations 120.

1 unit

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### **CC106 - Critical Inquiry Seminar:**

Courses in this category encourage students to grapple with social issues in the contemporary world by engaging with empirical, descriptive, and/or interpretive approaches to human interactions. Potential topics of consideration include human



behavior, social patterns, cultural phenomena, agency and constraints, and the relationship between individual and larger social structures. Meets the Critical Learning: SHB requirement.

*Prerequisite:* FYP Course. Must take with CC First Year Foundations 120.

1 unit

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### **CC120 - First-Year Writing Seminar**

*Prerequisite:* FYP Course. Must take with CC.

1 unit

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### **CH100 - Studies in Chemistry:**

Selected topical areas, such as forensic science, materials science, environmental science, history of chemistry, chemistry and art, or nutritional, medicinal and consumer chemistry taught at the introductory level from a chemical perspective. Intended for (but not typically limited to) non-science majors, these courses will usually include moderate lab or fieldwork and independent or group research projects. Some topics may give Scientific Inquiry and Natural Science Lab credit. 1 or 2 units - Department (Not offered 2024-25).

1 unit

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### **CH104 - Topics in Chemistry:**

Selected topics in chemistry taught at the introductory level. units.

.5 unit

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### **CH107 - General Chemistry I**

107 emphasizes the basic principles of atomic structure, periodic properties, molecular structure and bonding, chemical reactions, and stoichiometry. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* consent of instructor or 2yrs HS Algebra & 1yr HS Chemistry. Meets CP:L and CP:Q or CLSA Requirement.

1 unit

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## **CH108 - General Chemistry II**

108 emphasizes kinetics, thermodynamics, equilibrium, and solution chemistry of acid-base and redox reactions. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Chemistry & Biochemistry 107 or Chemistry & Biochemistry 117.

1 unit

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## **CH113 - The Chemistry of Art and Art Conservation**

This course explores the chemical principles underlying the physical properties of art, as well as the application of chemistry to the technical examination and authentication of art/cultural objects. Topics may focus on painted art, textiles, photographs, and other objects. This course includes a laboratory component, with the analysis and creation of actual artworks and art media. 1 unit Meets the Critical Learning: SA requirement.

1 unit

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## **CH117 - General Chemistry I with Environmental Emphasis**

This course uses an environmental lens to contextualize general chemistry principles including atomic structure, periodic properties, molecular structure and bonding, reaction types, and stoichiometry. Chemical concepts will be discussed within environmental themes like global climate change, aquatic chemistry, and anthropogenic impacts to the chemistry of the atmosphere, hydrosphere, and cryosphere. Includes laboratory focused on environmental analysis with possible field sampling. Concepts and outcomes are equivalent to those in General Chemistry I (CH107) and thus the course counts identically. Meets the Critical Learning: SA requirement.

*Prerequisite:* consent of instructor or 2 years HS Algebra & 1 year HS Chemistry. No credit if taken after Chemistry & Biochemistry 107.

1 unit

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## **CH118 - General Chemistry II with Environmental Emphasis**

(Summer only 2024-25).

*Prerequisite:* Chemistry & Biochemistry 117.

1.5 units

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## **CH148 - Physics and Chemistry by Experimentation**

(Not offered 2024-25).

*Prerequisite:* First Year Experience Course.

1 unit

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### **CH149 - Physics and Chemistry by Experimentation**

(Not offered 2024-25).

*Prerequisite:* First Year Experience Course. Must take Physics 148 block 1 for credit.

1 unit

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### **CH155 - Organic Chemistry I**

Basic concepts of organic structure and reactions. Nomenclature, molecular structure, physical properties and spectroscopy (NMR & IR) of organic compounds. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Summer only 2024-25).

*Prerequisite:* Chemistry & Biochemistry 108..

1 to 1.5 units

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### **CH199 - Computational Chemistry**

An examination of the tools available for studying models of chemical systems. FORTRAN programming, Evolution Algorithms, Neural Networks, Molecular Modeling software, and Computer Graphics will all be introduced. This is a project based course with topics chosen to match the level of individual students' chemistry backgrounds. (Not offered 2024-25).

*Prerequisite:* Mathematics 128.

.5 unit

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### **CH200 - Organic Chemistry (3 units)**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

3 units

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### **CH201 - Introduction to Chemical Research**

An introduction to research design and mentored use of scientific equipment. Students will complete lab safety and ethics training. Disciplinary-based literature research and interpretation will be emphasized as part of the research process. Students will maintain a laboratory notebook or appropriate data records, analyze and interpret data, and produce a final scientific report. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 107, Chemistry & Biochemistry 108.

.5 unit

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### **CH202 - Investigations in Chemistry:**

Independent experimental practice research in areas such as biochemistry, organic chemistry, physical chemistry, inorganic chemistry, catalysis, analytical chemistry and environmental chemistry performed in affiliation with a staff member. A total of three units of Investigations may be taken for credit. Extended format course.

.5 unit

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### **CH204 - Foundational Concepts in Organic Chemistry**

This class will deepen understanding of basic concepts important for success in organic chemistry: Lewis structures, hybridized atomic orbitals, VSEPR theory, induction, resonance structures, acid-base chemistry, and fundamental mechanisms. An introduction to drawing and interpreting three-dimensional bond-line representations of organic molecules will also be provided. The course offers students who plan to take CH250 in their near future a supportive environment to transpose their foundational knowledge from general chemistry into an organic chemistry context.

*Prerequisite:* Chemistry & Biochemistry 108 or consent of instructor.

.5 unit

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### **CH210 - Environmental Chemistry**

A focus on the thermodynamics and kinetics of pollutants in the air, water, and soil, as well as some toxicology. Statistical methods and the analysis of environmental samples using instrumental methods as well as techniques in chemical waste treatment are covered. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 250 or (Chemistry & Biochemistry 108 & (Biology 208 or Geology 130 or Geology 140)).

1 unit

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### **CH241 - Analytical/Bioanalytical Chemistry**

Quantitative and qualitative techniques applied to univariate analytical, bioanalytical and/or environmental problems. Basic techniques of separation, spectroscopy, and electrochemistry are introduced through studies of chemical speciation and the activity of chemicals in aqueous solution and guided projects tailored to students' interest

areas. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.

*Prerequisite:* Chemistry & Biochemistry 108 and a 200 level science course.

1 unit

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### **CH250 - Structures of Organic Molecules**

Basic concepts necessary for understanding chemical reactions. Nomenclature, structure, physical properties and spectroscopy of simple organic molecules. Fundamentals of thermodynamics and reaction kinetics. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Chemistry & Biochemistry 108.

1 unit

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### **CH251 - Reactions of Organic Molecules**

Characteristic reactions of common organic functional groups. Mechanisms, rates and equilibria. The course depends heavily on concepts developed in 250. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.

*Prerequisite:* Chemistry & Biochemistry 250.

1 unit

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### **CH254 - Structures of Organic Molecules**

(Summer only 2024-25).

*Prerequisite:* Chemistry & Biochemistry 108.

1.5 units

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### **CH255 - Organic Chemistry II**

Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Summer only 2024-25).

*Prerequisite:* Chemistry & Biochemistry 155 or Chemistry & Biochemistry 250.

1.5 units

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### **CH266 - Fundamentals of Physical Chemistry**

A concise introduction to the major principles of physical chemistry (quantum mechanics, statistical mechanics, thermodynamics, and chemical kinetics). Also, provides the mathematical and physical foundations for these subjects and preparation for CH366 or CH367. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Chemistry & Biochemistry 108 and Mathematics 129.

1 unit

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### **CH275 - Foundations of Inorganic**

Atomic structure, models and theories of bonding, bond types underlying metals, semiconductors, ionic solids and materials. Lewis acid-base interactions, coordination complexes, associated reaction mechanisms, and other aspects of transition metal chemistry. Atomic-level origins of special material properties such as ferromagnetism and electroluminescence.

*Prerequisite:* Chemistry 107, 108.

1 unit

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### **CH296 - Special Topics in Chem:**

Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, i.e., 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation.

*Prerequisite:* consent of instructor.

.25 unit

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### **CH300 - Topics in Chemistry or Biochemistry**

This course provides opportunity for topical work. No more than three units of Investigations, Topics, and Advanced Topics may be taken for department credit. (Not offered 2024-25).

.5 to 1 unit

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### **CH301 - Mentored Research in Analytical Chemistry**

Research on an on-going project in the laboratory of the professor. Students will read discipline-specific literature and contribute to research design. Students will learn experimental design and execution, as well as troubleshooting skills. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret

data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1.0 unit (Not offered 2024-25).

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 201, Chemistry & Biochemistry 241.

1 unit

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### **CH302 - Mentored Research in Inorganic Chemistry**

Research on an on-going project in the laboratory of the professor. Students will read discipline-specific literature and contribute to research design. Students will learn experimental design and execution, as well as troubleshooting skills. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 201, Chemistry & Biochemistry 275.

1 unit

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### **CH303 - Mentored Research in Biochemistry**

Research on an on-going project in the laboratory of the professor. Students will read discipline-specific literature and contribute to research design. Students will learn experimental design and execution, as well as troubleshooting skills. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit.

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 201, Chemistry & Biochemistry 382.

1 unit

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### **CH304 - Mentored Research in Organic Chemistry**

Research on an on-going project in the laboratory of the professor. Students will read discipline-specific literature and contribute to research design. Students will learn experimental design and execution, as well as troubleshooting skills. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit.

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 251.

1 unit

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### **CH305 - Mentored Research in Physical Chemistry**

Research on an on-going project in the laboratory of the professor. Students will read discipline-specific literature and contribute to research design. Students will learn experimental design and execution, as well as troubleshooting skills. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit.

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 366 or Chemistry & Biochemistry 367.

1 unit

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### **CH342 - Introduction to Instrumental Methods**

The principles and theory of modern instrumental analysis taught through topics selected from electrochemistry, spectroscopy and chromatography. The design and analysis of optimized experiments will be illustrated through research-oriented topics that also teach the instrumental methods being emphasized.

*Prerequisite:* Chemistry & Biochemistry 241 or consent of instructor.

1 unit

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### **CH351 - Synthesis of Organic Molecules**

Application of structural concepts and functional group reactions to the synthesis of organic compounds. Factors in the design of multistep syntheses such as functional group transformation, elaboration of carbon chains, protecting groups and reaction stereochemistry. Examples from the literature of laboratory syntheses of complex molecules such as steroids, alkaloids and pharmaceuticals will be examined. Laboratory included. Research projects requiring novel syntheses are a major component of this course. Students are required to propose multi-step syntheses and then work to complete proposed syntheses in the laboratory. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Chemistry & Biochemistry 251.

1 unit

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### **CH352 - Physical Organic Chemistry**

Application of thermodynamics and kinetics to the study of organic reaction mechanisms. Elucidation of mechanisms via the use of molecular orbital theory, isotope effects, substituent effects and linear free-energy relationships, solvent effects, characterization of reactive intermediates, gas-phase chemistry and computations. Laboratory included. (Either 351 or 352 will count as the advanced organic chemistry requirement for the chemistry major, or as an elective for the biochemistry major. The two courses, however, are not the same and both can be applied toward graduation requirements.) (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 250, 251 & 366.

1 unit

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### **CH353 - Introduction to Polymer Sciences**

A primer on microstructure's influence on macroscopic polymeric material properties. Classical syntheses of these macromolecules will be explored in lecture and laboratory settings. Additionally, unique material characterization methods will be surveyed. Laboratory included.

*Prerequisite:* Chemistry & Biochemistry 251.

1 unit

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### **CH365 - Biophysical Chemistry**

Thermodynamics, chemical kinetics and dynamics as applied to living systems and biopolymers. Homogeneous and heterogeneous equilibria and chemical potential as a driving force in biological reactions. Measurement and interpretation of rate behavior in biochemical systems. Diffusion, osmotic pressure and sedimentation. Laboratory focusing on biophysical experiments and error analysis included. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 108, Physics 241, Mathematics 128.

1 unit

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### **CH366 - Chemical Equilibrium and Kinetics**

Topics in physical chemistry dealing with the bulk properties of energy and matter. These topics include the properties of real and ideal gases, the laws of thermodynamics and their application to chemical systems, phase and chemical equilibria, and chemical kinetics. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 266 or consent of instructor.

1 unit

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### **CH367 - Quantum and Statistical Mechanics**

Topics in physical chemistry dealing with quantum behavior and elementary statistical mechanics. These topics include analyzing spectroscopic data and computational approaches to quantum-mechanical systems. Laboratory included. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Chemistry & Biochemistry 266 or consent of instructor.

1 unit

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### **CH375 - Solid State Inorganic Chemistry**

semiconductor devices, photovoltaics, optoelectronics, batteries, fuel cells, and memory devices. Key concepts include symmetry, crystal structure, solid-state bonding models, band theory, and electronic, magnetic, and optical properties of materials. Modern methods of solid-state syntheses and materials characterization techniques will be conveyed through student-designed laboratory research projects that emphasize analysis of primary literature, scientific writing, and data analysis.

*Prerequisite:* Chemistry & Biochemistry 250 and Chemistry & Biochemistry 275, or consent of instructor.

1 unit

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### **CH376 - Organometallic Chemistry**

An exploration of organometallic compounds and their chemistry, with an emphasis on structure, bonding, reactivity, and applications to organic synthesis and catalysis. The laboratory component will emphasize synthesis and spectroscopic characterization of organometallic compounds as well as scientific writing and analysis of primary literature. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 250 and Chemistry & Biochemistry 275, or consent of instructor.

1 unit

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### **CH377 - Bioinorganic Chemistry**

An exploration of the role and function of inorganic elements in living systems, with a focus on metalloproteins, metal ion transport and storage, oxygen transport, and the use of metals and other inorganic elements in medicine. The laboratory component will emphasize modern spectroscopic techniques in bioinorganic chemistry as well as synthetic techniques, scientific writing, and analysis of primary literature. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 275 or consent of instructor.

1 unit

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### **CH382 - Biochemistry I**

An introduction to modern biochemistry using fundamental chemical principles in the study of complex natural systems. Topics covered are proteins, carbohydrates, lipids, bioenergetics, enzymology, and metabolism with an emphasis on interrelationships between metabolic pathways and regulation. Laboratory included. Limited to 16 students.

*Prerequisite:* Chemistry & Biochemistry 251.

1 unit

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### **CH383 - Biochemistry II**

Study of nucleic acids organization and structure, DNA replication and transcription, RNA processing and protein biosynthesis, and the regulation of gene expression. A special emphasis on the use of the original literature. Laboratory included. Limited to 16 students.

*Prerequisite:* Chemistry & Biochemistry 382.

1 unit

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### **CH392 - Biochemistry I**

Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Summer only 2024-25).

1.5 units

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### **CH395 - Chemistry Tutoring Practicum**

This course is designed for students who wish to tutor general and organic chemistry. It includes methods for improved listening skills, assessing student content knowledge, teaching problem solving, and conceptual analysis. Methods used in the course include peer tutoring, experiential exercises, journal writing, and supervised tutoring. The class is recommended for those students desiring chemistry department payment for tutoring.

*Prerequisite:* Chemistry & Biochemistry 250 or consent of instructor.

.25 to 1 unit

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### **CH396 - Special Topics in Chemistry:**

Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, i.e., 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation.

*Prerequisite:* consent of instructor.

.25 unit

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### **CH398 - Computational Modeling of Chemical Reactions**

The course will examine computer assisted modeling of molecules and reactions of interest for organic, inorganic, and biochemistry. Model systems will include molecular mechanics, quantum theory based semi-empirical, ab initio Hartree-Fock, and density functional methods. Requires Spartan Student® software and a laptop, either Windows® or Intel®-based Mac®. 0.25 unit

*Prerequisite:* Students purchase the Spartan software as their 'text' for this course.

.25 unit

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### **CH400 - Advanced Topics in Chemistry**

This course provides opportunity for advanced topical work. Topics will vary from year to year. No more than three units of Investigations, Topics and Advanced Topics may be taken for department credit. (Not offered 2024-25).

1 unit

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### **CH401 - Advanced Mentored Research in Analytical Biochemistry**

Complete an on-going research project that was initiated in CH301. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 301.

1 unit

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### **CH402 - Advanced Mentored Research in Inorganic Chemistry**

Complete an on-going research project that was initiated in CH302. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 302.

.5 to 1 unit

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### **CH403 - Advanced Mentored Research in Biochemistry**

Complete an on-going research project that was initiated in CH303. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 303.

1 unit

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### **CH404 - Advanced Mentored Research in Organic Chemistry**

Complete an on-going research project that was initiated in CH304. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 304.

1 unit

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### **CH405 - Advanced Mentored Research in Physical Chemistry**

Complete an on-going research project that was initiated in CH305. Students will maintain a laboratory notebook, or appropriate data records, and analyze and interpret data. An ACS style paper is required upon completion of the block, in which their data is summarized and future experiments are proposed. Research at this level may contribute to research presented in CH490: Senior Seminar. 1 unit (Not offered 2024-25).

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 305.

1 unit

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### **CH410 - Medicinal Chemistry**

An introduction to medicinal chemistry with a focus on current approaches toward the design of new drugs and optimization of their pharmacological, metabolic, and toxicological profiles. Principles of biochemistry, molecular biology, and organic chemistry will be applied to the interpretation, analysis, and critique of recent primary medicinal chemistry literature. An overview of the drug discovery, development, and approval process will include case studies of recently approved drugs. 1 unit. Meets the Writing in the Discipline requirement.

*Prerequisite:* CH382.& BioChemistry 382.

1 unit

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### **CH452 - Topics in Advanced Organic Chemistry**

One of the following topics will be investigated in both the literature and the laboratory: (1) Nuclear Magnetic Resonance Spectroscopy; (2) Fourier Transform Infrared Spectroscopy; (3) Mass Spectrometry/Gas Chromatography; (4) Spectroscopic Methods in Structure Determination. Extended-format course. (Not offered 2024-25).

*Prerequisite:* consent of instructor & Chemistry & Biochemistry 367 & 351.

.5 unit

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### **CH467 - Spectroscopy and Quantum Mechanics**

The detailed interpretation of molecular structure and spectra. Quantum theory and chemical statistics are applied to the interactions of electromagnetic radiation with molecules. Laboratory included. (Not offered 2024-25).

*Prerequisite:* consent of instructor or Chemistry & Biochemistry 367 & Mathematics 203.

1 unit

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### **CH471 - RNA: Structure and Function**

This class covers the structure and function of RNA from a biochemical perspective. There are many different large and small RNA that are present in the cell that perform key functions in the cell from splicing, protein synthesis, to regulation. Structure and function of RNA and the techniques used to study these will be discussed using current literature. Biological functions of ribozyme and non-coding RNA will be studied with an eye towards understanding the development of new techniques in molecular biology for artificial manipulations of cellular systems, drug development, and human genome manipulation. Ethical challenges associated with RNA-based technologies will also be discussed. The course is based in current literature with substantial independent and group learning components. A research-based laboratory is included. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 382 or consent of instructor.

1 unit

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### **CH475 - Advanced Inorganic Chemistry**

Application of fundamental inorganic reactions and bonding models to the detailed study of topics such as, but not limited to, coordination compounds, organometallic compounds, ionic compounds, metal clusters, inorganic polymers, bioinorganic reactions and single-molecule magnets. Emphasis on characterization of inorganic molecules/materials and analysis of spectroscopic data, as well as the use and analysis of primary literature. Laboratory included.

*Prerequisite:* Chemistry & Biochemistry 250, Chemistry & Biochemistry 275 or consent of instructor.

1 unit

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### **CH480 - Protein Structure, Function and Disease**

Focuses on selected metabolic diseases, and current health topics as related to protein structure and function. Special emphasis on the presentation of scientific literature related to current understanding of how protein structure impacts health. Laboratory included.

*Prerequisite:* Chemistry & Biochemistry 382.

1 unit

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### **CH490 - Senior Seminar**

An adjunct course spread out over the whole year in which seniors present their independent research (either literature or laboratory) to the department in both oral and written disciplinary presentation formats. The adjunct course also includes guest lecturer presentations. One semester required in the senior year for both chemistry and biochemistry majors. (Must be taken on a P/NC basis.)

*Prerequisite:* Required for Chemistry & Biochemistry Majors.

.5 unit

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### **CH495 - Special Topics in Chem:**

Selected by the student with the advice of the instructor. Class and laboratory arranged. No more than six of these courses, i.e., 1.5 units, can be counted toward graduation. Only a total of three units of Investigations in Chemistry and Special Topics in Chemistry combined can be counted toward graduation.

*Prerequisite:* consent of instructor.

.25 to 1 unit

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### **CH499 - Senior Thesis**

A thesis topic to be chosen by student with advice from a member (or members) of the department. Upon presentation of thesis proposal by the student, department faculty will authorize or deny registration in 499.

*Prerequisite:* consent of department.

.5 to 1 unit

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### **CL101 - Greek for Beginners**

Introduction to reading Attic Greek, the language of ancient Athens in its political, literary, and philosophical prime. Students will acquire fluency with the language's grammar and vocabulary, enabling them to read and translate actual Greek literature (including the koine of the New Testament). In unpacking how Attic Greek works, students will simultaneously gain an ability to analyze the grammar of English and other languages. We will also learn about the history of the Greek language and its considerable influence on English's scientific vocabulary and literature. Meets the Language Requirement requirement.

1 unit

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### **CL103 - Review of Elementary Greek**

A lower-level maintenance course for students who plan to continue their study of Greek. A systematic review of grammar with supervised readings and translation practice. Prerequisite: Classics 101 or equivalent. .25 unit.

*Prerequisite:* Classics 101 or equivalent.

.25 unit

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### **CL104 - Review of Elementary Greek**

A lower-level maintenance course for students who plan to continue their study of Greek. A systematic review of grammar with supervised reading and translation practice. Prerequisite: Classics 101 or equivalent. .25 unit.

*Prerequisite:* Classics 101 or equivalent.

.25 unit

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### **CL107 - Intro to Greek and Roman Civilizations**

Consideration of two of the major ancient civilizations spanning the Mediterranean. The course traces their development into major centers of power by examining archaeological and textual records and comparing Greek and Roman approaches to urban and rural spaces, households, religious centers, and burial spaces. Meets the Critical Learning: HP requirement.

1 unit

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### **CL108 - Explorations in Archaeology**

This course is a survey of how archaeology is currently conducted in the Mediterranean world and the issues that archaeologists face when studying ancient cultures. It explores how archaeology actually happens by looking at various types of projects and



how each one approaches different geological or environmental concerns. It looks at new technologies that are helping archaeologists and scholars expand their studies of both recent finds and in the reexamination of previously excavated material. (Not offered 2024-25).

1 unit

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### **CL109 - Everyday Life in the Ancient World**

Investigation of daily life in ancient Athens and Rome, considering people from various social classes and occupations, through and examination of the objects, spaces, and written records in the archaeological record. Meets the Critical Learning: SHB requirement.

1 unit

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### **CL111 - Latin for Beginners**

Introduction to basic Latin grammar, syntax, and vocabulary; reading of texts from various ancient authors. Attention to the history of the language and its importance to, and influence on, other languages and cultures. 2 units Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

2 units

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### **CL113 - Review of Elementary Latin**

A lower-level maintenance course for students who plan to continue their study of Latin. A systematic review of grammar with supervised reading and translation practice. Prerequisite: Classics 111 or equivalent. .25 unit.

*Prerequisite:* Classics 111 or equivalent.

.25 unit

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### **CL114 - Review of Elementary Latin**

A lower-level maintenance course for students who plan to continue their study of Latin. A systematic review of grammar with supervised reading and translation practice. Prerequisite: Classics 111 or equivalent. .25 unit.

*Prerequisite:* Classics 111 or equivalent.

.25 unit

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### **CL115 - Introduction to Classical Literature and Archaeology:**

Introduction to Ancient Greek and Roman cultures through reading of original sources and an examination of material culture. Part One: literature from various genres (such as epic, dramatic, lyric and philosophical); modern ways of receiving and interpreting them. Part Two: art, architecture and topography of ancient Greece and Rome.

This course will consider the long-standing influence these civilizations played in the development of later Western cultures, and will examine modern outcomes and parallels to the historical forms and movements, such as Athenian democracy as a precedent for American democracy, colonization in antiquity and European colonialism in the c. 16-19, and the Roman Empire as a precedent for the expansive American State of late c. 19 to the present. (Not offered 2024-25).

1 to 2 units

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### **CL116 - Greek History and Philosophy: Self and Soul from Antiquity to Modernity**

Aegean and Greek archaeological, historical, literary, and philosophical texts, with emphasis on ideas formative of Western culture. The development and transformations of these ideas as reflected in selected texts from the early Christian era, the Enlightenment, and the Modern Age. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **CL118 - Myth, Gender and Metamorphosis in the Ancient Mediterranean**

An exploration of Greek, Roman and Near Eastern myths in the ancient Mediterranean, emphasizing metamorphoses thematically across cultures, with attention to the (imagined) other in gender and society. Readings will include selections from Mesopotamian literature (Enuma Elish, The Epic of Gilgamesh, The Hymns to Inanna), Greece and Rome (Hesiod's Theogony, the Homeric Hymns, the Greek dramatists and Aristophanes, Sappho, Sulpicia and Ovid's Metamorphoses, among others), and accompanying art and archaeological evidence. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

2 units

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### **CL121 - Intensive Latin Grammar Review and Reading Practice**

Intensive Latin Grammar Review and Reading Practice. This course will use a morphological and syntactic approach to review and practice the essential structures and concepts of Latin grammar. It is intended to prepare students for courses at the 200 level. (Not offered 2024-25).

*Prerequisite:* Classics 111, placement above Classics 111 on department placement test or consent of department.

.5 to 1 unit

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### **CL125 - The Ancient Mediterranean**

Survey of the civilizations that flourished in and around Mesopotamia, Egypt, Syria-Palestine, Greece and Italy from the time of the first cities (3000 BC) to the rise of Islam (seventh century AD). Beyond providing a historical overview, the course explores the surprising ways in which the various peoples of this area influenced one another culturally. We will also learn about the different types of evidence, both literary and archaeological, on which knowledge of the ancient world is based. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **CL160 - Race, Ethnicity, and Prejudice in the Ancient World**

An introduction to the theoretical concept of ethnicity and related issues as they played out in the ancient Mediterranean world. In particular, a focus on the way Greeks and Romans defined themselves and distinguished themselves from other peoples as a way of assigning meaning to the universe, and how those attitudes motivated their behavior towards outsiders. Also an examination of the practical effects of such discourses on the lives of people who lived in Greek and Roman communities without belonging to the dominant groups, and some of the ways in which modern approaches to race and ethnicity have structured and sometimes distorted our collective understanding of the past. The materials studied include literary, artistic, and archaeological evidence, as well as modern scholarship. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **CL200 - Latin Language**

Latin Language course taken on Mediterranean Semester Program. (Not offered 2024-25).

.75 to 1 unit

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### **CL201 - Reading in Greek:**

Introduction to Greek literature, including Homer and dramatic, philosophical or historical writing. Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* Classics 101 or consent of instructor.

.5 to 1 unit

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### **CL202 - Reading in Greek**

Introduction to Greek literature, including Homer and dramatic, philosophical or historical writing. Meets the Language Requirement requirement.

*Prerequisite:* Classics 101 or consent of instructor.

1 unit

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### **CL203 - Review of Intermediate Greek**

An upper-level maintenance course for students who plan to continue their study of Greek. A systematic review of grammar with reading and translation practice.

*Prerequisite:* Classics 201 or equivalent. .25 unit.

*Prerequisite:* Classics 201 or equivalent.

.25 unit

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### **CL204 - Review of Intermediate Greek**

An upper-level maintenance course for students who plan to continue their study of Greek. A systematic review of grammar with reading and translation practice.

*Prerequisite:* Classics 201 or equivalent. .25 unit.

*Prerequisite:* Classics 201 or equivalent.

.25 unit

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### **CL207 - Sustainable Development & Agriculture in Antiquity**

Examination of traditional subsistence methods and management of local environments in the ancient Mediterranean from the Paleolithic to the Roman Empire. Topics discussed include human alteration of the landscape and extinctions, urbanism and its impact on ancient life, ancient climate change, and the geology of the Mediterranean.

1 unit

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### **CL208 - Slavery in Ancient Greece and Rome**

Survey of slavery in ancient Greek city-states and throughout the Roman Empire. Considers the various economic, administrative, and social functions that slavery supported; and the apparatus of warfare, human trafficking, state terror, ideology and domestic coercion that let slavery survive. Emphasis on the challenges that biased primary sources present. Meets the Equity and Power: EPG requirement.

1 unit

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## **CL209 - Late Antiquity: Imperial Rome, Mystery Religions, Judaism, Christianity and Islam**

A study of imagery during Late Antiquity—200-750 CE--through art, architecture, archaeological sites and texts. The course covers the visual arts in imperial Rome and Sassanid Persia, the mystery religions of Mithras, Isis and Dionysus as well as Judaism, Christianity and early Islam. We will study how the power of images was harnessed to convey religious meaning and convert adherents; how the imagery of pagan antiquity influenced the eventual formation of a Christian visual language; how the first monuments of Islamic art drew on pre-existing traditions. Monuments to be studied include the Arch of Constantine, sanctuaries of Mithras and Isis, catacomb paintings, synagogues and their mosaic floors, the religious buildings of Dura Europos, Christian basilicas and their decoration, the Hagia Sophia and the Dome of the Rock. 1 unit Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

*Prerequisite:* Art History 111, 112 or consent of instructor.

1 unit

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## **CL210 - Greek Philosophy**

Major writers and schools from the thousand year history of Greek philosophical research in the areas of nature, the gods, the mind, and ways of life: Ionian and Italian Pre-Socratics, Plato and the Academy, Aristotle, Pyrrho, the Cynics, the Stoa, Epicurus and Lucretius, and the revival in Late Antiquity of Pyrronian Scepticism and Platonism. Emphasis on close reading of the texts (including certain Greek terms) and on critical and comparative writing. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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## **CL211 - Reading in Latin**

Various ancient and medieval Latin works. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* Classics 111 or consent of instructor.

1 unit

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## **CL212 - Reading in Latin**

Various ancient and medieval Latin works. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* Classics 111 or consent of instructor.

1 unit

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### **CL213 - Review of Intermediate Latin**

An upper-level maintenance course for students who plan to continue their study of Latin. A systematic review of grammar with reading and translation practice.

Prerequisite: Classics 211 or equivalent. .25 unit.

*Prerequisite:* Classics 211 or equivalent.

.25 unit

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### **CL214 - Review of Intermediate Latin**

An upper-level maintenance course for students who plan to continue their study of Latin. A systematic review of grammar with reading and translation practice.

Prerequisite: Classics 211 or equivalent. .25 unit.

*Prerequisite:* Classics 211 or equivalent.

.25 unit

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### **CL215 - Ancient Greek Sports and the Olympics**

Consideration of the role sport played in ancient Greek society, with an extensive study of the ancient Olympics and other major festivals. The types of events and the evolving role athletics played in Greek education and society are discussed, as is the relationship between ancient athletics and modern sports. The course includes several local field trips either during class time or occasional afternoons, evenings, or weekends.

*Prerequisite:* No Credit if Classics 275 has been taken.

1 unit

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### **CL216 - History of the Roman Republic**

Focus on the development of Rome, from a small city ruled by kings, to a regional power ruled under a Republic. The course will trace Rome's expansion through Italy, its conflict with Carthage and will closely examine the end of the Republic. Individuals discussed will include the Gracchi, generals Marius, Sulla, Pompey, Caesar, and Rome's greatest politician (and author) Cicero. (Also listed as History 216.) Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **CL217 - Roman Sports and Entertainment**

Consideration of various forms of entertainment in the Roman world and the social status of the entertainers. Gladiatorial games, beast hunts, mock naval battles, and chariot racing, as well as theatrical entertainments, such as plays, ballet, and

pantomime are examined. The relationship between ancient athletics and modern sports is also discussed. The course includes several local field trips either during class time or occasional afternoons, evenings, or weekends. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* No Credit if Classics 275 has been taken.

1 unit

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### **CL218 - Homer**

The Iliad and Odyssey as oral traditional poems, preservers of Bronze Age and archaic lore, locus of the creation of classical Greek culture and predecessors of European epic; together with Hesiodic epic and Homeric hymns. Reading in English with attention to the formal Greek diction and the problems of translation, except that students who know Greek will read parts of the original text. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **CL219 - Greek Drama:**

A study of origins, early texts, performance practices and developing theatrical conventions in various cultures, with special emphasis on ancient Greek and Roman theatre. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **CL220 - Myth & Meaning**

Religion and myth of ancient Greece and Rome in relation to that of the ancient Mediterranean (Akkadian, Hittite, Sumerian, Egyptian). Female presence in art, literature and religion compared to treatment of women in their respective cultures. Theoretical approaches to the understanding of myth (Comparative, Jungian, Structuralist) in relation to myths as they are encoded in their specific cultures. Students may trace a myth through Medieval, Renaissance and modern transformations in art, music, poetry and film, or study myth in other cultures (e.g. Norse and Celtic). May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement.

1 unit

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### **CL221 - The Invention of History**

Herodotus, sometimes called the 'father of lies,' and Thucydides, sometimes called the first political scientist, treated as the first historians. Study of the ways of conceiving history and its relation to the peoples and periods explored. No Greek or Latin

required. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **CL222 - Topics:**

Courses vary from year to year, to include offerings in classical and comparative religion and mythology, history, language and literature, anthropology, archaeology and women's studies supplementary to those offered in the catalog. No Greek or Latin required.

1 unit

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### **CL223 - Art of Greece & Rome**

Surveys the art and architecture of Greece and Rome from their origins in Bronze Age Greece to their transformation in the late Roman Empire using methods of art history and archaeology. Ancient Greek cities and sanctuaries with emphasis on Athens and the monuments of the Acropolis. The spread of Hellenism and the formation of an imperial visual language under Alexander the Great and his successors. The influence of Etruscan and Greek art in the Roman Republic. Imperial monuments of the city of Rome and throughout the empire as instruments of power. The class will consider political and social factors in the formation and utilization of Classical forms in both ancient and modern times. (Also listed as AH 207). Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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### **CL224 - Greek Archaeology**

Examination of archaeology of the Greek world from the Bronze age through end of the Hellenistic period using a thematic approach, or focused study of certain periods/cultures (Minoan, Mycenaean, etc.). Exploration of sites such as Troy, Sparta, Knossos, Mycenae, Athens, Olympia, and Delphi. Meets the Critical Learning: AIM requirement.

1 unit

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### **CL226 - Roman History: Literature and Culture of the Augustan Age**

Focus on the development of the Roman state in the late first century B.C. under the emperor Augustus. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, and various social and minority groups will all be discussed. In particular, the course will emphasize important and influential literary figures, such as Horace, Ovid, Propertius, Virgil and Augustus himself. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).



1 unit

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### **CL227 - The Ancient Economy**

A survey of economic life in ancient Greece and Rome, which involved both primitive subsistence agriculture and a complex international marketplace of luxury goods—often tightly regulated by predatory states. Topics will include the essential but diverse role of slavery, why debt crises plagued rich and poor alike, the degree to which banking facilitated international trade, and how governments manipulated the silver content of coinage to cover budget shortfalls or finance armies. Also considered are the reasons behind the invention and spread of coinage as a medium of exchange. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **CL236 - History of the Roman Empire**

Focus on how conservative Roman republican ideals were reconciled with an increasingly Hellenized empire dominated by an imperial dynasty. Following a brief survey of prior Roman history, the course will examine the development of the Roman state in the first century AD under the Julio-Claudian emperors. The course will proceed to consider the Empire's evolution and management under subsequent Flavian and Antonine dynasties. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the growth of Christianity will all be discussed. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **CL250 - History of Classical Greece**

A survey of the development and expansion of Greek city states (known as "poleis") from their emergence in the eighth century BC to Greece's conquest by Philip II of Macedonia, father of Alexander the Great. Particular attention will be paid to Athens and Sparta, the two great powers of this period. The class will examine Greece's political institutions (How direct was direct democracy?), social relations (What were the lived realities of women, foreigners and slaves?) and intellectual history (especially the rise of rhetoric to better persuade mass audiences in a democracy). Readings will draw on ancient historians (Herodotus, Thucydides), political theorists (Plato, Aristotle), satirists (Aristophanes) and statesmen (Demosthenes, Lysias, Xenophon). (Not offered 2024-25).

1 unit

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### **CL252 - Age of Alexander the Great**

An examination of the life of Alexander the Great and the ancient Mediterranean world in which he lived. Also considered are the impact he had on the historical development of that world after his death, the political use of his legacy from antiquity to the 21st century, and the fascination he continues to inspire. Meets the Critical Learning: HP requirement.

1 unit

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### **CL255 - The Life of the Soul**

Since the beginning of time, humans have been searching into the nature of the soul, its life and its meanings. Starting from the Greeks, this course seeks to discover how the concept of "soul" is understood, and how its life is conceived. We will explore the roots of these questions in ancient Greek epic, drama and philosophy, how these answers transform in medieval and renaissance literature, and how modernity offers strikingly new answers to them. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **CL260 - Gender and Sexuality in the Ancient World**

An introductory survey of issues relating to gender and sexuality in Greece and Rome. The focus will be on the role of women in ancient society and their characterization in literature. Though our sources are dominated by male perspectives, the class will attempt a balanced and accurate picture of ancient society. The course will also place these literary depictions in the broader context of art, political and societal structure, religious belief and family relations. Authors examined will include Hesiod, Homer, Aristophanes, Virgil, the female poets Sappho and Sulpicia, Ovid, and many more. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **CL275 - Ancient Sports and Entertainment**

The course considers the role sport and entertainment played in ancient society. We begin by examining athletics in the Greek world, specifically the Olympics and other major games. We will discuss the different types of events and then consider the evolving role athletics played in Greek education and society. We will then transition to the Roman world, examining gladiatorial games, chariot racing, the theatre, and the Olympics in the Roman period. We will trace the development of the status of athletes from amateurs to the professionalization of sport, and pause to consider the place of musicians and actors in Greek and Roman society. Throughout the course students

will become familiar with the architecture of related venues and investigate the role of spectators. Students will continually be challenged to relate ancient athletics to the sports of today. Sources will include Homer, Pindar, Virgil, Ovid, Martial and various inscriptions. (Not offered 2024-25).

1 unit

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### **CL299 - Independent Study**

Supervised readings or investigations in areas of interest to the students that are not covered in regular Classics Department offerings. Readings and/or investigations to be followed up with discussions and written reports. Must be approved by the Chair on behalf of the Department, in addition to the supervising professor.

*Prerequisite:* consent of department.

.5 to 1 unit

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### **CL301 - Advanced Reading in Greek:**

Further exploration of ancient, medieval or modern Greek literature, done as independent reading. Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* Classics 202 or consent of instructor.

.5 to 1 unit

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### **CL302 - Advanced Reading in Greek**

Further exploration of ancient, medieval or modern Greek literature, done as independent reading. Meets the Language Requirement requirement.

*Prerequisite:* Classics 202 or consent of instructor.

1 unit

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### **CL303 - Review of Greek with Emphasis on Rhetorical and Poetic Reading Skills**

*Prerequisite:* Classics 301. .25 Unit.

*Prerequisite:* Classics 301.

.25 unit

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### **CL304 - Review of Greek with Emphasis on Rhetorical and Poetic Reading Skills**

*Prerequisite:* Classics 301.

*Prerequisite:* Classics 301.

.25 unit

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### **CL311 - Advanced Reading in Latin**

Further exploration of ancient or medieval Latin literature. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* Classics 212 or consent of instructor.

1 unit

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### **CL312 - Advanced Reading in Latin**

Further exploration of ancient or medieval Latin literature. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* Classics 212.

1 unit

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### **CL313 - Review of Latin with Emphasis on Rhetorical and Poetic Reading Skills**

Prerequisite: Classics 311. .25 unit.

*Prerequisite:* Classics 311.

.25 unit

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### **CL314 - Review of Latin with Emphasis on Rhetorical and Poetic Reading Skills**

Prerequisite: Classics 311.

*Prerequisite:* Classics 311.

.25 unit

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### **CL322 - Advanced Topics:**

Study for advanced students in the languages, arts, drama and literature. (Not offered 2024-25).

.5 to 1.5 units

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### **CL401 - Directed Readings in Greek:**

Independent study of various authors and special topics. Meets the Language Requirement requirement.

*Prerequisite:* 301, 302.

.5 to 1 unit

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### **CL402 - Directed Readings in Greek**

Independent study of various authors and special topics. Meets the Language Requirement requirement.

*Prerequisite:* 301, 302.

1 unit

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### **CL411 - Directed Readings in Latin**

Independent study of various authors and special topics. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* 311, 312 or consent of instructor.

1 unit

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### **CL412 - Directed Readings in Latin**

Independent study of various authors and special topics. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* 311, 312.

1 unit

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### **CL431 - Thesis**

Thesis subjects chosen by student and approved by department. Senior Classics, Classics-History-Politics and Classics - English majors.

*Prerequisite:* Senior Majors Only.

1 unit

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### **CN101 - Elementary Chinese**

Introduction to Mandarin Chinese; emphasis on basic grammar, speaking, and listening comprehension, as well as mastery of some 500 characters for reading and writing. Language laboratory required. Meets the Language Requirement requirement.

2 units

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### **CN103 - Chinese Skill Maintenance**

Conversation and limited reading and writing practice in Chinese language.

*Prerequisite:* Chinese Language 101.

.25 unit

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### **CN104 - Chinese Skill Maintenance**

Conversation and limited reading and writing practice in Chinese language.

*Prerequisite:* Chinese Language 101.

.25 unit

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### **CN106 - Chinese Basic Prep/Review**

Is an oral language functional review and extension class. The class is an intensive immersion with systematic reviews of modern standard Chinese. It is designed for students who have had two blocks of beginning Chinese or have taken Chinese previously. (Not offered 2024-25).

*Prerequisite:* Chinese Language 101.

.5 unit

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### **CN107 - Chinese in China**

Meets the Language Requirement requirement. (Summer only 2024-25).

2 units

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### **CN201 - Intermediate Chinese I**

Emphasis on continued development of speaking and listening skills and the use of basic structures through reading, writing and films with a view to building proficiency in using the language. Meets the Language Requirement requirement.

*Prerequisite:* Chinese Language 101.

1 unit

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### **CN202 - Advanced Intermediate Chinese II**

The course builds on the language progress made in Chinese 201. Extensive use of films and increased application of the written and spoken language in order to build proficiency. Meets the Language Requirement requirement.

*Prerequisite:* Chinese Language 201.

1 unit

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### **CN205 - Chinese Skill Maintenance**

Advanced conversation, reading and writing practice in Chinese language. This course will be offered once a week, three times per block through blocks 1 to 4 in the fall semester and will be offered again from blocks 5 to 8 in the spring semester.

*Prerequisite:* Chinese Language 201.

.25 unit

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### **CN206 - Chinese Skill Maintenance (Upper Level)**

Advanced conversation, reading and writing practice in Chinese language. This course will be offered once a week, three times per block through blocks 1 to 4 in the fall semester and will be offered again from blocks 5 to 8 in the spring semester.

*Prerequisite:* Chinese Language 201.

.25 unit

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### **CN207 - Chinese in China**

Meets the Language Requirement requirement. (Summer only 2024-25).

2 units

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### **CN212 - Masterpieces of Chinese Literature in Translation**

The course will acquaint students with Chinese poetry and major forms of Chinese fiction - pi-chi, ch'uan-ch'i, pien-wen, hua-pen, kung-an, and the novel, as well as modern Chinese vernacular literature. Students are expected to develop a critical interest in placing literary works in broader social, political and cultural contexts. No prerequisite. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **CN221 - Chinese Women Writers and Their Works**

This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of 'feminism' as a term in the West and the East. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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## **CN250 - Topics:**

.25 unit

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## **CN255 - Chinese Language and Culture**

Meets the Critical Perspectives: Diverse Cultures and Critiques requirement. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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## **CN259 - Chinese Cinema and Society**

This course is to help students evaluate, both politically and aesthetically, the way contemporary Chinese films convey their social and cultural values and commitments. Given the belief in film's historical and social significance, it is the particular purpose of this course to look at Chinese films since the 1980s and 1990s to the present and analyze how they perceived and conjured up the social and cultural landscape. It will also look at some of the major political events and social and cultural trends that dominated a decade and left a mark on its films. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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## **CN300 - Conversational Chinese**

(Summer only 2024-25).

1 to 2 units

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## **CN301 - Advanced Chinese Language I**

Intensive practice in reading, writing, speaking, and comprehending modern Chinese. Taught as an extended format course over the Fall semester or as one block. Meets the Language Requirement requirement.

*Prerequisite:* Chinese Language 202 or consent of instructor.

1 unit

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## **CN302 - Advanced Chinese Language II**

Intensive practice in reading, writing, speaking and comprehending modern Chinese. Taught as an extended format course over the Spring semester. Meets the Language Requirement requirement.



*Prerequisite:* Chinese Language 301 or consent of instructor.

1 unit

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### **CN307 - Chinese in China**

Meets the Critical Perspectives: Global Cultures requirement. Meets the Language Requirement requirement. (Summer only 2024-25).

2 units

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### **CN308 - Conversational Chinese**

(Summer only 2024-25).

1 unit

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### **CN311 - Independent Study in Chinese:**

Supervised projects in Chinese language, literature and culture for advanced students. Consent of department required. Offered as a block course (1 unit) or semester extended format (1/2 unit).

*Prerequisite:* consent of department.

1 unit

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### **CN350 - Advanced Topics in Chinese Literature and Culture**

Study of a selected topic in Chinese literature and culture. The course will cover subjects not listed in the regular curriculum and may vary from year to year.

1 unit

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### **CN401 - Chinese Culture and Language**

Application of Chinese language skills in the study of Chinese culture, including literature, history, or business. Taught as an extended format course over the full academic year.

*Prerequisite:* Chinese Language 302 or consent of instructor.

1 unit

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### **CO120 - Literature, Power and Identities:**

An examination of literature as a venue for explorations of power and identities, particularly of how identities are constructed as well as of how literary texts (re)present

and can work to deconstruct identities. Emphasis on close reading of texts as well as on critical analysis and writing. 1 unit. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **CO121 - Literature, Place, and the World:**

An examination of literature as a venue for understanding the rich diversity of global humanity and perspectives, with special attention to how “place” informs literary settings as well as sites of composition and sites of consumption. Emphasis on close reading of texts as well as on critical analysis and writing. 1 unit. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **CO130 - Literature and Contemporary Issues:**

An examination of the intersections of contemporary issues and the aesthetics and production of literature in the world today. Emphasis on close reading of texts as well as on critical analysis and writing. 1 unit. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **CO131 - Literature, Texts, and Media:**

An examination of the intersections between literary texts and other forms of media and textuality, in an international context. Emphasis on close reading of texts as well as on critical analysis and writing. 1 unit. Meets the Critical Learning: AIM requirement.

1 unit

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### **CO200 - Topics in Comparative Literature:**

Consideration of literature in a comparative context. Comparisons may take place across languages, cultures, periods, genres, or disciplines.

1 unit

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### **CO250 - Introduction to Literary Theory**

Introductory examination of significant trends and movements in literary theory including such approaches as formalism and structuralism, post-structuralism, psychoanalytic approaches, theories of gender and sexuality, historical and materialist approaches, posthuman, and digital theories. Study of theoretical texts as well as literary works from

a variety of cultural and linguistic traditions, exploring the ways in which theory informs possibilities of interpretation.

1 unit

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### **CO255 - World Literature/Comparative Literature**

Focus on the ethics of comparison of literatures, peoples, cultures, and languages. Exploration of the conceptual tensions between the “world” and the “comparative” to think about identity and difference in relation to the history, methods, conceptual frameworks, canonical thinkers, critics, current issues, and debates in these fields and how they shape our reading of literature. Emphasis on close reading of both theoretical and literary texts, critical analysis, and writing in a comparative context. Course meets the General Education requirements of Analysis and Interpretation of Meaning and Equity and Power: Global. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **CO300 - Topics in Comparative Literature:**

Consideration of literature in a comparative context. Comparisons may take place across languages, cultures, periods, genres, or disciplines

1 unit

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### **CO390 - Translation: Theory and Practice**

Practical experience translating literary texts paired with reading and discussion of critical texts from translation studies. Exploration of the questions that translation raises about language, literature, authority, and power. Translation workshops and discussion of practical issues. Discussion of translations as a cultural force. Individual research projects on translation.

*Prerequisite:* Comparative Literature 250 or English 250 or Anthropology 258 & a 300 level Language course (or equivalent) or consent of instructor.

1 unit

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### **CO391 - Advanced Literary Theory**

Close examination of specific topics or issues in literary and cultural theory. Includes in-depth work with theoretical ideas and movements as well as practice with the application of theory to the analysis of literary and other cultural texts. (Not offered 2024-25).

*Prerequisite:* Comparative Literature 250 (or English 250) or consent of instructor.

1 unit

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### **CO400 - Independent Readings in Comparative Literature**

Opportunity for advanced students to do guided research, specialized topics or thesis preparation.

*Prerequisite:* consent of instructor or Comparative Literature 300, May be arranged any block.

.5 to 2 units

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### **CO410 - Research Topics in Comparative Literature:**

Opportunity for students, either individually or as a group, to engage in research in collaboration with and under the supervision of a faculty member.

*Prerequisite:* consent of instructor.

1 unit

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### **CO430 - Thesis Preparation**

Preliminary work on the senior thesis: identification of a compelling research question; training in how to conduct research; creation of an outline; creation of a preliminary bibliography; creation of a timeline for completion; and beginning of the writing of the thesis. Opportunity for students to discuss their work, the work of their colleagues, and theoretical texts of common interest in a workshop setting. 1 unit.

*Prerequisite:* Junior or Senior standing, Required of All Majors.

1 unit

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### **CO431 - Senior Thesis**

Thesis subject chosen by student and approved by Comparative Literature Program Director. Choice of subject, research, outline and writing completed in this course.

*Prerequisite:* Comparative Literature 255 & Comparative Literature 430, Required for Majors.

1 unit

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### **CP110 - Explorations in Computer Science:**

(Summer only 2024-25).

1 unit

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## **CP115 - Computational Thinking**

Introduction to the encoding of information as data and the automation of quantitative reasoning with computer programs. This course covers the basics of the Python programming language with examples drawn from many fields (e.g. chemistry, biology, linguistics, art, music). This is the first course for those interested in computer science. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

1 unit

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## **CP116 - Applied Python**

In-depth exploration of the Python programming language and its applications, with emphasis on object-oriented Python, data visualization, and data analysis. A brief review of Python will be provided for students entering with prior programming experience that does not include Python.

*Prerequisite:* Computer Science 115 or prior programming experience (Consent of Instructor).

1 unit

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## **CP122 - Computer Science I**

Introduction to algorithms and data structures, and the design of computer programs using the programming language Java. This course requires some experience in programming. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Computer Science 116 or consent of instructor.

1 unit

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## **CP222 - Computer Science II**

Study of the design and implementation of computer programs in Java at the intermediate level with a focus on object-oriented programming. Foundational concepts that lead towards formal discussion of software design (e.g. design patterns), analysis of algorithms (e.g. asymptotic complexity), and computer architecture (e.g. stack/heap memory) are introduced in this course. Students will use data structures and other tools to build robust, efficient, extensible programs that utilize Graphical User Interfaces (GUIs). The concepts behind multi-threaded programming are also introduced. Students will also deepen their understanding of how computers manipulate memory and execute programs. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Computer Science 122.

1 unit

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**CP228 - Computer Science Seminar**

Students will meet regularly during the semester in order to learn about topics in computer science. Students may take the course more than once, but at most two times for credit (in different years). Pass/Fail grade only. .5 units (Not offered 2024-25).

*Prerequisite:* oCP222 or consent of instructor. Offered as P/F only.

.5 unit

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**CP241 - Topics in Computer Science:**

Special topics in computer science not offered on a regular basis (Not offered 2024-25).

1 unit

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**CP248 - Introduction to Robotics**

Construction and programming of a small robot over the course of a semester. Introduction to algorithms and techniques for navigation, planning, and error correction. (Not offered 2024-25).

*Prerequisite:* Computer Science 122.

.5 to 1 unit

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**CP255 - Independent Study:**

*Prerequisite:* consent of instructor.

.5 to 1 unit

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**CP274 - Software Design**

Fundamentals of design and implementation of 'real world' software. Topics include testing, databases, user interface design, collaborative development practices, and software specifications.

*Prerequisite:* Computer Science 222 and (Declared Computer Science Major or Minor or consent of department).

1 unit

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**CP275 - Computer Organization**

Exploration of the design and organization of computer processors, memory, and operating systems. Topics include processor architecture, digital circuits, memory

management, scheduling, file systems, assembly language, and peripheral device control.

*Prerequisite:* Computer Science 222 and (Declared Computer Science Major or Minor or consent of department).

1 unit

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### **CP307 - Data Structures and Algorithms**

Study of fundamental data structure and algorithm concepts, and analysis techniques thereof. Examination of hash function and tree based data structures. Analysis techniques including asymptotic analysis and proof of algorithm correctness and performance. Exploration of reduction and algorithmic categories (e.g., NP-completeness). 1 unit.

*Prerequisite:* Computer Science 222 and either Mathematics 201 or Mathematics 251.

1 unit

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### **CP341 - Topics in Computer Science**

Special topics in computer science not offered on a regular basis.

*Prerequisite:* Computer Science 222, Computer Science 274, Computer Science 275.

1 unit

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### **CP342 - Distributed Systems**

Fundamentals of network design and interaction of computing systems. Topics include network protocols, security, synchronization, transactions, and network programming. Bredin. (Not offered 2024-25).

*Prerequisite:* Computer Science 274 and Computer Science 275.

1 unit

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### **CP344 - Database Systems**

Introduction to data base management systems including the design, implementation, and analysis of data bases. Topics include relational models, concurrent access, data mining, and SQL programming. (Not offered 2024-25).

*Prerequisite:* Computer Science 274 and Computer Science 275.

1 unit

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### **CP355 - Independent Study:**

*Prerequisite:* Computer Science 222, Computer Science 274, Computer Science 275.  
.5 to 1 unit

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### **CP360 - Computer Graphics**

Introduction to the algorithms and theory necessary for producing graphic images with the computer. Topics include perspective, projection, hidden line removal, curve design, fractal images, shading, and some animation. (Not offered 2024-25).

*Prerequisite:* Computer Science 274 and Computer Science 275.

1 unit

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### **CP365 - Artificial Intelligence**

An introduction to the theories and methods of artificial intelligence. Topics include problem solving, game playing, knowledge representation, natural language understanding, and expert systems. (Not offered 2024-25).

*Prerequisite:* Computer Science 274 and Computer Science 275.

1 unit

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### **CP398 - Seminar in Computer Science**

A semester-long study based on journal articles in computer science or on problems selected by the instructor. Topics will be chosen based on interest and accessibility, and there will be some writing and presentation of material. May be repeated for a total of 1 unit. (Not offered 2024-25).

*Prerequisite:* Computer Science 275 & consent of instructor.

.5 unit

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### **CP405 - Theory of Computation**

Examination of the logical basis of computation. Topics include automata theory, Turing machines, time complexity, and space complexity theory.

*Prerequisite:* Computer Science 274, Computer Science 275 and Computer Science 307.

1 unit

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### **CP407 - Analysis of Algorithms**

Investigation of the efficiency and design of algorithms including order estimates, complexity, and NP problems. (Not offered 2024-25).



*Prerequisite:* Computer Science 274, Computer Science 275, and Computer Science 307.

1 unit

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### **CP498 - Senior Research Thesis in Computer Science**

Research on an on-going project with a Computer Science faculty member. Students will read discipline-specific literature and contribute to research design. Students will produce a written thesis along with any supporting software. Students will present their projects during Block 7. This course does not count towards major or minor requirements.

*Prerequisite:* consent of instructor & Senior Standing.

1 unit

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### **CP499 - Team Software Project**

Students work in teams to design, document, implement, and test a software project. Required for majors in computer science.

*Prerequisite:* consent of instructor & Computer Science Major, Computer Science 274, Computer Science 275, and Computer Science 307, and one additional 300-400 level computer science class.

1 unit

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### **DA101 - Stagecraft Practicum**

A basic technical theatre adjunct course connected to a main stage production. Covers the vocabulary, theory, skills and application within the technical areas of sets, stage management, and production crew. Emphasizes the collaborative nature of technical theatre in production. (Not offered 2024-25).

.5 unit

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### **DA103 - Stage 1: The Performer Prepares**

An introduction to practices fundamental to live performance through an exploration of movement, gesture, voice, imagination, and awareness as they serve the actor, dancer, and human being. Meets the Critical Learning: CP requirement.

1 unit

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### **DA107 - Art, Spectacle, and Society**

Examines the rise of spectacle culture in social events, popular culture, and mass media in the United States, such as Burning Man, Mardi Gras, Las Vegas, Halloween, carnivals, freak shows, professional wrestling, historical reenactments, fantasy cons, zombie walks, flash mobs, cult films, and mega-churches. Uses readings by Richard Schechner and Victor Turner to introduce fundamental concepts from the field of performance studies, including ritual, theatre, and play. Additional texts by scholars such as Joseph Roach, Umberto Eco, and Guy Debord are used to critique the role of race and gender in late capitalism and to identify the potential for performance as a form of political resistance. Students may expect frequent short field trips and participatory assignments.

1 unit

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### **DA110 - Fundamentals of Performance Design**

Emphasizes the collaborative nature of 3-dimensional live performance design, its vocabulary, theory and application with a focus on aesthetic integration. Combines artistic practice with critical inquiry to engage simultaneously in creative development and analysis. Class projects introduce students to research, visual analysis, sketching, model making, and presentation skills. Historical and current performance design trends. No prior experience in theatrical productions expected

1 unit

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### **DA125 - The Body in Motion**

An introductory dance course taught through explorations based in the body. Employing basic kinesiology and anatomy, somatic practices, dance composition, and movement improvisation, it broadly investigates the interconnection between body and mind. How might our bodies be a source of knowing? How does movement communicate? Both experiential and theoretical, students will explore their movement potential, move extemporaneously, analyze movement and arrange movement using choreographic procedures. No previous dance experience is necessary to enjoy this course. Meets the Critical Learning: CP requirement.

1 unit

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### **DA200 - Topics in Dance**

Courses offered by resident and visiting faculty on specialized topics.

1 unit

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## **DA204 - Feminist & Queer Performance**

Examines how performances since 1960 by women and queer artists have challenged ideas about the body, sexuality, and selfhood. Uses theorists such as Judith Butler, E. Patrick Johnson, and José Esteban Muñoz to analyze the gender politics and strategic positions adopted by artists in drama, musical theatre, dance, and performance art.

1 unit

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## **DA211 - Historical Perspectives in Dance**

Introduction to dance history as drawn from ballet, modern, social dance, and contemporary performance. Examines critical methodologies, key authors, and current research in the field of Dance Studies. Topics may address interdisciplinary concerns, social issues, or representations of gender, race, nationality and class. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement.

1 unit

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## **DA212 - Dance Mainstage Production:**

Student dancers develop rehearsal, collaboration, and performance skills in a faculty choreographed and designed dance performance. Technical theatre students develop skills and experience as stage managers, design assistants, technical crew, etc. in a fully produced production. Subheading indicates title of the production.

.25 or .5 or 1 unit

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## **DA221 - Choreography**

A theoretical and practical investigation of contemporary dance composition. 1 unit. Meets the Critical Learning: CP requirement.

*Prerequisite:* Dance Studio 105, 106 or 107, or one 200-400 level Studio adjunct course or consent of instructor.

1 unit

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## **DA224 - Contemporary Performance 1950- Present**

Contemporary performance is an interdisciplinary genre that crosses theatre, dance, music, and the visual arts. This course introduces artists working in this boundary-breaking field while exploring how performance catalyzes our individual creativity by engaging with play, including tricks, jokes, and improvisation. The course in turn examines how such artistic play intersects with ritual performances, which help participants to slow down and reorient their perceptions to new rhythms, trajectories, and affects. In doing so, we will also study how play in contemporary performance

resists social imperatives on productivity, achievement, and competition. Students can expect to keep a detailed research journal and participate in creative experiments involving play and ritual. These experiments with performance require no skill, previous experience, or specific knowledge—only a willingness to take risks and try out new ideas. Students will delve into their personal inspirations and be asked to reimagine themselves as creative agents in their own lives, regardless of whether they are in the arts or not. Meets the Critical Learning: CP requirement.

1 unit

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### **DA228 - Experimental and Expanded Cinema**

Experimental and Expanded Cinema Examines alternative approaches to cinema developed after 1960 by independent filmmakers and interdisciplinary artists working with animation, puppetry, video, performance, and installation. Uses readings by scholars such as P. Adams Sitney, Steven Shaviro, and Laura Marks to explore the visual and tactile qualities of film, the relationship between mainstream and experimental cinema, and social attitudes towards new technologies. (Not offered 2024-25).

1 unit

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### **DA230 - Video Dance**

Introduction to creating dance specifically for the video medium, also known as video dance. Investigates ways that choreographers might use video technology as a creative tool. Aspects include production of video, audio, and choreography with the aim of fusing these elements. Meets the Critical Learning: CP requirement.

1 unit

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### **DA232 - Performance Away**

The class takes place in a selected city and sees and analyzes a wide range of performances including drama, dance, opera, puppetry, solo performance, circus, site-specific work, foreign language performance and experimental work in all genres. Explores the social, historical and national parameters of the performances and the past and present performance history and significance of the city. 1 unit.

1 unit

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### **DA233 - The Nakedness of Being**

The Nakedness of Being is an experiential and experimental performance course taught by distinguished guest artist, Eiko Otake, a New York-based movement artist. This course combines Eiko's embodied creative practice with the study of postwar Japanese arts. Through the study of movement, readings, videos, and films students

learn that space/time is not a white canvas that stands alone and empty. Here and now are continuous parts of a larger geography (space) and history (time) and as such are dense with memories, shadows, and possibilities. Viewings of art works and films from postwar Japan serve as examples of artistic representations of despair and perseverance. What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions the class explores. This is not a dance class, nor is it geared only toward performers. The course encourages students to think about movement as a method of accessing human experiences and building knowledge, a way to explore sensations, thoughts, and reactions to a particular space.

1 unit

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### **DA235 - Philosophies of the Body: Bodies and Power**

Comparative (and connected) exploration of philosophies of the body and questions of power. In the west, we have inherited a model of the body as object, opposite to the mind - reinforced by a variety of everyday discourses including medical and health discourses as well as those around beauty, capability, and culpability. This course historicizes continental European theories of mind-body duality, and dives into several global traditions – embodied as well as textual – which offer different models for the thinking-feeling-subjective body. By addressing bodies (in motion), perception/cognition, and epistemology we ask the following: 1) How are our bodies navigating but also subverting or intervening in multiple matrices of power dynamics or knowledge systems through the ways in which we move through the world and 2) what radical possibilities open in the process. Ultimately, these various approaches force us to question what it means to even talk about “a body”. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **DA237 - The Art of Insurgency: Performance and Political Order**

Investigates the arts' relation to narratives of power--those stories that justify why certain structures dominate, and why alternatives do not. An examination into those arts that expose these narratives, reveal silenced alternatives, and present challenger stories that aspire to power themselves. Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed.

1 unit

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### **DA300 - Advanced Topics in Dance:**

Courses offered by resident and visiting faculty on specialized topics. (Not offered 2024-25).

1 unit

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### **DA303 - Creative Research Seminar**

Prepares junior and senior majors for their thesis projects by investigating methods for creative research and collaborative practices. Includes immersion in the research and generative artistic practices of established artists. Students will collectively and individually explore elements of performance (visual, kinesthetic, audio, textual, temporal, and spatial) to formulate their intentions, investigations, questions, and creative processes for their theses.

*Prerequisite:* consent of instructor.

1 unit

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### **DA304 - Advanced Performance:**

Investigation of choreographic theories and practices with an emphasis on interdisciplinary inquiry. Topics include: Advanced Choreography, Site-specific Performance, Installation and Performance, Choreographies of Editing, Community and Performance. Can be repeated for credit to fulfill one elective requirement within the major. (Not offered 2024-25).

*Prerequisite:* Dance Theory 221 or consent of instructor.

1 unit

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### **DA311 - Encountering Global Dance**

In this course, we will be watching dance works by a number of artists, both from the US and international contexts working with a range of forms, aesthetics, and questions. Alongside watching these works, we will be reading key theorists from social theory, dance/performance studies and postcolonial studies alongside poetry and literary texts. These offer different frameworks or sets of questions, allowing us to think through dance works as kaleidoscopes - situated and shifting in significance given our perspective. Questions will include those around narrative, realism, abstraction, space, and utopia. We will focus on the elements of bodies, time, and space. 1 unit. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Any 100 or 200 level DA, MU, or TH 1-unit course or consent of instructor.

1 unit

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**DA325 - Projects in Dance:**

Work in dance appropriate to the needs or interests of qualified students.

*Prerequisite:* consent of instructor.

1 unit

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**DA350 - Dance Minor Capstone Project**

A creative or research project to fulfill the dance minor. A proposal must be submitted to and approved by the dance faculty.

1 unit

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**DA404 - Senior Thesis**

Advanced work in theatre and/or dance culminating in performance, written thesis, major creative or choreographic work, scenic or lighting design, or other work appropriate to the discipline. Proposal must be approved at the end of the Junior year by the department faculty. Offered in blocks 1-7 of the senior year.

*Prerequisite:* Consent of Department.

1 unit

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**DS102 - Introduction to Latin Dance**

.25 unit

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**DS103 - Introduction to Ballet**

This course provides students at all levels with an overview of fundamental principles of ballet technique. The technical training will be supplemented with key historical and theoretical premises. No prior experience in dance is required.

.25 unit

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**DS104 - Introduction to Ballet**

This course provides students at all levels with an overview of fundamental principles of ballet technique. The technical training will be supplemented with key historical and theoretical premises. No prior experience in dance is required. (Not offered 2024-25).

*Prerequisite:* Dance Studio 103 or consent of instructor.

.25 unit

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### **DS105 - Dance Fundamentals**

An introductory dance class that focuses on artistic and creative fundamentals that cross diverse dance genres and cultural practices. Both for students new to dance and for experienced students interested in exploring the different ways that diverse dance practices configure time, space, and movement. Students engage dance through embodied creative explorations and collaborative problem-solving exercises. Meets the Critical Learning: CP requirement.

.5 unit

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### **DS106 - Dance Fundamentals**

An introductory dance class that focuses on artistic and creative fundamentals that cross diverse dance genres and cultural practices. Both for students new to dance and for experienced students interested in exploring the different ways that diverse dance practices configure time, space, and movement. Students engage dance through embodied creative explorations and collaborative problem-solving exercises. Meets the Critical Learning: CP requirement.

.5 unit

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### **DS107 - Introduction to Contemporary Dance**

Provides students at all levels with an overview of fundamental principles of contemporary dance technique. The technical training will be supplemented with key historical and theoretical premises. No prior dance experience is necessary.

.25 unit

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### **DS108 - Introduction to Contemporary Dance**

Provides students at all levels with an overview of fundamental principles of contemporary dance technique. The technical training will be supplemented with key historical and theoretical premises. No prior dance experience is necessary. (Not offered 2024-25).

.25 unit

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### **DS109 - Introduction to Samba**

An introduction to the basic moves of this popular Brazilian dance genre, its stylistic variations and its roots via the West African slave trade and African religious traditions, particularly of Angola and the Congo.

.25 unit

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### **DS200 - Topics in Dance Studio:**

Courses offered by resident and visiting faculty on specialized topics.

.25 or .5 units

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### **DS204 - Ballroom Dance**

(Not offered 2024-25).

.25 unit

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### **DS205 - Contemporary Dance**

Draws on a variety of physical practices and dance techniques to develop skills in inversions, floorwork, spatial relationships, rhythm, and balance. Builds on capacities developed in Introduction to Contemporary Dance. (Not offered 2024-25).

.25 unit

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### **DS206 - Contemporary Dance**

Draws on a variety of physical practices and dance techniques to develop skills in inversions, floorwork, spatial relationships, rhythm, and balance. Builds on capacities developed in Introduction to Contemporary Dance.

.25 unit

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### **DS207 - Contemporary Dance**

Draws on a variety of physical practices and dance techniques to develop skills in inversions, floorwork, spatial relationships, rhythm, and balance. Builds on capacities developed in Introduction to Contemporary Dance. (Not offered 2024-25).

.25 unit

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### **DS208 - Contemporary Dance**

Draws on a variety of physical practices and dance techniques to develop skills in inversions, floorwork, spatial relationships, rhythm, and balance. Builds on capacities developed in Introduction to Contemporary Dance.

.25 unit

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### **DS209 - Dance Studio**

(Not offered 2024-25).

.25 unit

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**DS213 - Ballet**

*Prerequisite:* Dance Studio 103 Introduction to Ballet or consent of instructor.

.25 unit

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**DS214 - Ballet**

*Prerequisite:* Dance Studio 103 Introduction to Ballet or consent of instructor.

.25 unit

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**DS215 - Ballet**

*Prerequisite:* Dance Studio 103 Introduction to Ballet or consent of instructor.

.25 unit

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**DS216 - Ballet**

*Prerequisite:* Dance Studio 103 Introduction to Ballet or consent of instructor.

.25 unit

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**DS218 - West African Dance and Drumming**

.25 unit

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**DS219 - West African Dance and Drumming**

(Not offered 2024-25).

.25 unit

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**DS223 - Improvisation**

(Not offered 2024-25).

.25 unit

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**DS224 - Improvisation**

.25 unit

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**DS229 - Balinese Dance**

.25 unit

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**DS230 - Balinese Dance**

(Not offered 2024-25).

.25 unit

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**DS231 - Hip Hop Dance**

.25 unit

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**DS232 - Hip Hop Dance**

(Not offered 2024-25).

.25 unit

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**DS241 - Somatic Practices:**

Two-block adjunct course. .25 units. A variable topic practice course that explores the mind-body connection and therapeutic dimensions through embodied practices. Includes Yoga, Pilates, Gyrotonics, Feldenkrais, Tai Chi, Qigong. (Not offered 2024-25).

.25 unit

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**DS242 - Somatic Practices**

Two-block adjunct course. .25 units. A variable topic practice course that explores the mind-body connection and therapeutic dimensions through embodied practices. Includes Yoga, Pilates, Gyrotonics, Feldenkrais, Tai Chi, Qigong.

.25 unit

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**DS243 - Somatic Practices**

Two-block adjunct course. .25 units. A variable topic practice course that explores the mind-body connection and therapeutic dimensions through embodied practices. Includes Yoga, Pilates, Gyrotonics, Feldenkrais, Tai Chi, Qigong.

.25 unit

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**DS244 - Somatic Practices**

Two-block adjunct course. .25 units. A variable topic practice course that explores the mind-body connection and therapeutic dimensions through embodied practices. Includes Yoga, Pilates, Gyrotonics, Feldenkrais, Tai Chi, Qigong. (Not offered 2024-25).

.25 unit

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**DS245 - Somatic Practices:**

Two-block adjunct course. .25 units. A variable topic practice course that explores the mind-body connection and therapeutic dimensions through embodied practices. Includes Yoga, Pilates, Gyrotonics, Feldenkrais, Tai Chi, Qigong. (Not offered 2024-25).

.25 unit

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**DS300 - Topics in Dance Studio:**

This course is for special topics in dance to be taught at an advanced level. (Not offered 2024-25).

.5 unit

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**DS315 - Intermediate/ Advanced Ballet**

(Not offered 2024-25).

.25 unit

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**DS320 - HipHop Dance II**

(Not offered 2024-25).

.25 unit

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**DS406 - Advanced Contemporary Dance**

(Not offered 2024-25).

.25 unit

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**DS407 - Advanced Contemporary Dance**

(Not offered 2024-25).

.25 unit

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**DS408 - Advanced Contemporary Dance**

(Not offered 2024-25).

.25 unit

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**DS413 - Advanced Ballet**

(Not offered 2024-25).

.25 unit

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**DS414 - Advanced Ballet**

(Not offered 2024-25).

.25 unit

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**DS415 - Advanced Ballet**

(Not offered 2024-25).

.25 unit

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**DS416 - Advanced Ballet**

(Not offered 2024-25).

.25 unit

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**EC100 - Principles of Economics**

An introduction to the principles of economics (both microeconomics and macroeconomics) with emphasis on decision-making by households and firms, the way in which individual markets work, the distribution of income, governmental impact on specific markets, the behavior of economic aggregates such as total output, total employment, the price level, the rate of economic growth; and government policies which affect them. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. (Not offered 2024-25).

2 units

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**EC101 - Principles of Microeconomics**

An introduction to the principles of microeconomics with emphasis on decision-making by households and firms, the way in which individual markets work, the distribution of

income, and governmental impact on specific markets. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

1 unit

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### **EC102 - Principles of Macroeconomics**

An introduction to the principles of macroeconomics with emphasis on the behavior of economic aggregates such as total output, total employment, the price level, and the rate of economic growth; and government policies which affect them Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

1 unit

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### **EC110 - Introductory Topics in Economics and Business**

Selected introductory topics in economics and business. Specific content and emphasis to be determined by the instructor. Exposes students to problems and trends in society which can be illuminated through application of basic tools and concepts drawn from economics and business fields. May be taught with Emphasis on Writing and Speaking.

1 unit

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### **EC122 - Social Entrepreneurship: Leadership & Impact**

Social entrepreneurship is the practice of identifying, starting, and growing successful mission-driven businesses, nonprofits, and social ventures - that is, organizations that strive to advance social change through innovative solutions. This course is an introduction to social entrepreneurship, an emerging field that lies at the intersection of entrepreneurship and social change. The course will review innovative leaders who are attempting to mitigate problems facing humanity and our planet today. Course materials and activities will introduce students to characteristics of the social impact leader, philanthropy skills and knowledge, scaling of social impact, and impact measurement for social ventures. Students will discuss philanthropy and giving and the ways you might contribute your time, energy, and skills to promote health, equity, peace – whatever it is you care most about – in your life beyond this course. The class will learn the complex web of individuals and organizations that make up the social impact sector before each student works to create their own social impact plan. (Summer only 2024-25).

.75 units

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### **EC141 - Sustainable Development**

Investigates the concept of sustainable development by first introducing students to necessary economic terms and concepts. It next explores traditional economic

models of production and distribution. Finally it introduces the concept of sustainable development (meeting the needs of the present without compromising the ability of future generations to meet their own needs). The course includes fieldwork to explore the behavior of traditional economic models and examples of sustainable development. May involve additional expense \$\$\$\$. Students can choose to take this course for credit either in Economics (EC 141) or Environmental Science (EV 141) (Fulfills one unit of the divisional requirement in the Social Sciences, but not in the Natural Sciences.) (Also listed as EV 141.) (Not offered 2024-25).

1 unit

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### **EC142 - Water Resource Management**

Examines current problems in water resource management on various scales — from local to international (transboundary) supply and quality issues. Aims to demonstrate on an introductory level the value of economic analysis in the context of other approaches for thinking about water resources issues. (Not offered 2024-25).

1 unit

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### **EC241 - The Economics of Sports**

The course will examine sports economics models. Students will apply theory to various aspects of both collegiate and professional sports. Topics include (but are not limited to) wage discrimination in sports, the economics of stadiums, alumni giving and collegiate athletics, academics and collegiate athletics, sports rights and broadcasting, and sports and gambling. Field trips may be included.

*Prerequisite:* -EC100 or -EC101 and -EC102; -MA117 or -MA217.

1 unit

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### **EC243 - Environmental Economics**

This course develops: 1.) the tools necessary for the economic analysis of environmental and natural resource problems; 2.) the ability to apply those tools in the investigation of a real world environmental resource problem and; 3.) the insight to form policy recommendations on the basis of such analysis and investigation. Particular emphasis on problems of market failure, such as externalities, public goods, non-market goods, uncertainty, income distribution, inter-temporal resource allocation and policies to correct for imperfect markets. (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **EC245 - Public Economics and Policy**

The economic aspects of public revenues, expenditures and debt; the different types of taxes; the interrelationship between the activity of the private and public economy. (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **EC255 - Intermediate Topics in Microeconomics**

Selected topics, with content and emphasis developed by the instructor.

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **EC275 - Introduction to International Political Economy**

Examination of classic and modern conceptions of political economy. Emphasis on understanding theory and applying it to explain political and economic outcomes within states and among states in the international arena. Meets the Equity and Power: EPG requirement.

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **EC285 - Intermediate Topics in Macroeconomics**

Selected topics, with content and emphasis developed by the instructor. 1.0 units (Not offered 2024-25).

*Prerequisite:* -EC100 or -EC101 and -EC102.

1 unit

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### **EC290 - Economics of Inequality**

This course surveys the causes and manifestations of income and wealth inequality. We begin by studying the measurement and definition of inequality and mobility and their changes over time. We then examine how skill, education, and health map onto income and wealth over a person's lifetime and transmit from generation to generation. While we review inequality in a global context, most discussion is grounded in the historical and current social and institutional conditions of the United States, focusing on race, gender, and class. Lastly, we look at the driving forces behind the large rise in inequality in recent decades: changes in technology, globalization, demographic shift, and migration. We will hone our skills in handling large datasets, extracting information from data, and visualizing it. Meets the Equity and Power: EPUS requirement.



*Prerequisite:* Economics 100; or Economics 101 and Economics 102 (must take Economics 100 or both Economics 101 and Economics 102).

1 unit

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### **EC301 - Microeconomic Theory**

An advanced theory of pricing for both the product and factor markets with an emphasis on the economic behavior of: 1.) the individual; 2.) the household; 3.) the firm; and 4.) the industry.

*Prerequisite:* -MA125 or -MA126 and either -EC100 or -EC101 and -EC102.

1 unit

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### **EC302 - Macroeconomic Theory**

An advanced study of business cycles and economic growth models.

*Prerequisite:* -MA125 or -MA126 and either -EC100 or -EC101 and -EC102.

1 unit

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### **EC303 - Econometrics**

The use of statistical and mathematical techniques in the applied analysis of economic models. Macro- and micro-economic applications.

*Prerequisite:* -EC100 or -EC101 and -EC102; -EC301 or -EC302; and -MA117 or -MA217. Alternatively, by consent of instructor.

1 unit

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### **EC343 - Environmental Economics and Policy**

Application of economic concepts to analysis of environmental problems. Development of approaches to dealing with the special problems of non-market goods. Discussion of the role of economics in policy analysis. Particular emphasis on problems of market failure, i.e., externalities, public goods, non-market goods, uncertainty, income distribution, inter-temporal resource allocation and policies to correct for imperfect markets.

*Prerequisite:* -EC301 and -EC302 or consent of instructor for non-majors.

1 unit

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### **EC344 - The Economics of Strategy: Industrial Organization, Structure, and Public Policy**

This course adds real-world complexity and analysis to the perfectly competitive model, including transaction costs, imperfect information, and barriers to entry. The course will focus on determinants of firm and market organization and behavior, and practices such as advertising, innovation, price discrimination, and strategic behavior.

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC346 - Economics of Labor**

Problems of employment of labor from the standpoint of employees, employers and society including the following: economic analysis of trade unions; union types, theories, policies, methods and weapons; company and union public relations, Junior standing. (Not offered 2024-25).

*Prerequisite:* -EC301, -EC302, and -EC303.

1 unit

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### **EC347 - Economics of International Trade**

Historical and economic analysis of foreign trade; theories of international trade; commercial policies and economic integration; changing patterns of trade; regional and world trade organizations.

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC348 - Economics of Innovation**

Exploration of the field of technological change: how technologies develop and evolve; and how technologies subsequently affect our economy and society. Using case studies and journal articles as a springboard for discussion, we will apply economic concepts to events ranging from the Industrial Revolution to the present. Topics may include patent law, copyright infringement, the Green Revolution, e-commerce, health and agricultural biotechnology, and energy-related innovation. Required field study during the block, Additional expense \$\$\$ for students. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC350 - Economics of Higher Education**

This course applies economic theory and data analysis in an investigation of important issues in higher education. Issues of prestige, admissions, financial aid, access, student and faculty quality, alumni giving and endowments, and externalities will be addressed

*Prerequisite:* -EC301 and -EC303.

1 unit

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### **EC351 - The Economics of Immigration**

An examination of consequences for home and host countries of the individual/family decision to migrate. (Not offered 2024-25).

*Prerequisite:* Consent of instructor or -EC301, -EC302, and -EC303.

1 unit

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### **EC355 - Topics in Microeconomics**

Selected topics, with content and emphasis developed by the instructor.

*Prerequisite:* -EC301.

1 unit

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### **EC371 - Money, Banking, and Financial Markets**

Examines the economic theory and institutions of banking and other forms of financial intermediation and markets that channel savings into investment as well as the economics of financial crises, monetary policy and the government's interaction with the financial system. Limit to be 15 when taught off campus.

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC372 - Economic Development**

What explains the current pattern of inequality of incomes between and within countries? What are the historical and contemporaneous causes of the distribution of the wealth of nations? This course gives an introduction to growth and development, focusing on the use of real-world data and theoretical and empirical research as the basis of development policies. The course aims to understand how low- and middle-income countries are institutionally, historically, or structurally different from high income countries, to learn and deploy theories and models of economic development and to understand policies that have been effective in dealing with particular problems affecting developing countries. Meets the Critical Perspectives: Global Cultures requirement.

*Prerequisite:* -EC302.

1 unit

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### **EC374 - Economic Development of Latin America**

This course utilizes economic theory to enable students to both understand and analyze the role of economic policy in the national arenas of Latin America. The course begins with an introduction to the global economic environment, the historical background of Latin America and the economic emergence of the region. The course focuses on several aspects of trade policy and regional agreements, monetary policy, fiscal policy, and their impact on the international policy environment, framing the analysis of these microeconomic and macroeconomic issues in the context of Latin America. The course will also address current events, both domestic and international, which are particularly relevant for the economic viability of the region. The purpose of the course is to understand the economic context and environment of policymaking in Latin America, as well as the impact on the different actors: workers, firms, the environment, political institutions. (Not offered 2024-25).

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC377 - Economics of International Finance**

Historical and economic analysis of international financial arrangements; theories of foreign exchange, balance of payments and adjustment mechanisms; alternative world monetary systems in theory and practice; proposals for monetary reform; regional and world financial organization.

*Prerequisite:* -EC301 and -EC302.

1 unit

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### **EC385 - Adv Topics in Macroeconomics**

Selected topics, with content and emphasis developed by the instructor (Not offered 2024-25).

*Prerequisite:* -EC301 and -EC302, and at least one 300-level Economics elective.

1 unit

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### **EC403 - Econometric Theory**

The use of advanced statistical and mathematical techniques in the analysis of economic models Meets the Critical Perspectives: Quantitative Reasoning requirement.

*Prerequisite:* -EC301, -EC302, -MA217, and -MA220.

1 unit

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### **EC404 - Advanced Topics in Mathematical Economics**

Selected topics in the study of Mathematical Economics. Specific content and emphasis are developed by the instructor(s). Topics will meet the ME elective requirement for the Mathematical Economics major. (Not offered 2024-25).

*Prerequisite:* -EC403 and -MA220 or Consent of Instructor.

1 unit

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### **EC405 - Mathematical Economics of Addiction**

This course provides the student with the mathematical tools to explore the economic models of addiction. The course begins by exploring static demand-side models of addiction before proceeding to their dynamic counterparts. The course will rely on journal articles that explore the demand for addictive substances such as alcohol, tobacco, marijuana, and cocaine. Also explored are models that treat gambling and sports spectatorship as addictive behaviors. A limited discussion of supply-side models is also included.

1 unit

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### **EC406 - Mathematical Economics of Game Theory**

Game Theory offers a framework for studying strategic interactions in a wide variety of circumstances. Most economics and business courses explore the nature of choice by individuals -- be those consumers or firms or even countries. The interdependence among decision-makers is usually captured as a constraint on the activities of the individual. Game theory broadens that perspective by allowing the agent to be aware of and to interact with other agents in dynamic and complex ways. We will set up and solve strategic and sequential form games and evaluate the quality of those outcomes. We will also consider multi-player interactions under conditions of uncertainty.

*Prerequisite:* -EC301, -MA117 or -MA217, -MA129, -MA220.

1 unit

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### **EC407 - Mathematical Economics of Growth**

Exogenous and endogenous growth models and the effect of policy variables (functions) such as education, technical progress, and taxes on economic growth. Analysis of steady state equilibrium and convergence in levels and growth rates. Cross-sectional and panel data models of economic growth. (Not offered 2024-25).

*Prerequisite:* -EC301, -EC302, -EC303 or -EC403, or Consent of instructor. - MA315 strongly suggested. May also count as a course within the Macroeconomics/ International Theme.

1 unit

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### **EC427 - Directed Readings in Economics:**

Student readings of works selected by a faculty member on a common problem not covered directly by regular courses. Intensive research, writing, discussion, and oral reporting of ideas related to the assigned readings. Independent student work and initiative. May be taught as an extended year-long course.

*Prerequisite:* Consent of instructor and -EC301, -EC302, and at least one 300-level or 400-level Economics elective.

1 unit

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### **EC429 - Independent Study in Economics**

A project normally organized around preparation of a substantial paper or project. Proposed and carried out at student initiative, under supervision of a department faculty member, in an area in which the student has already completed basic coursework and an elective and that extends the student's knowledge beyond regularly offered courses.

*Prerequisite:* Consent of department and -EC301, -EC302, and at least one 300-level or 400-level Economics elective.

1 unit

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### **EC455 - Advanced Topics in Microeconomics**

Selected topics, with content and emphasis developed by the instructor.

*Prerequisite:* consent of instructor & -EC301, -EC302, and at least one 300-level Economics elective.

1 unit

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### **EC470 - Seminar in International Political Economy**

Students produce original research under the personal supervision of an assigned faculty member. (Not offered 2024-25).

*Prerequisite:* -EC301, -EC302, -EC375 or -PS275, and any 300-level International Political Economy elective.

1 unit

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### **EC485 - Advanced Topics in Macroeconomics**

Selected topics, with content and emphasis developed by the instructor. (Not offered 2024-25).

*Prerequisite:* Consent of instructor and -EC301, -EC302, and at least one 300-level Economics elective.

1 unit

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### **EC492 - Joint Faculty/Student Research in Economics and Business**

Cooperation between advanced students and faculty on an individual basis to jointly pursue research on a selected topic. The student will be responsible for a share of the research, discussion of the findings and significance, and preparation of a paper reflecting the procedures and findings of the investigation. May be taught as an extended year-long course.

*Prerequisite:* Consent of Instructor and at least one 300-level elective in the department.

1 unit

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### **EC493 - Tutorial in International Political Economy**

Focuses on the economic interactions among countries as nation states to pursue their interests as well as the role of international institutions and multilateral treaties in establishing an international economic regime. Students write a substantial paper exploring some aspect of this interaction, and have considerable freedom in defining their research agenda. (Also listed as PS 470.) (Not offered 2024-25).

*Prerequisite:* Consent of Instructor and -EC301, -EC302, and -EC347 or -EC377.

1 unit

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### **EC494 - Field Seminar**

A travel and research opportunity on selected economics, business or political economy topics intended to provide a learning experience in an off-campus setting. Additional prerequisites determined by the instructor relevant to the selected topic. May involve additional expense \$\$\$\$. Enrollment limit based on resources available for the selected topic. (Not offered 2024-25).

1.5 units

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### **EC496 - Senior Thesis in Mathematical Economics**

Students produce original research under the personal supervision of an assigned faculty member, who normally advises no more than six thesis students.

*Prerequisite:* -EC301; -EC302; -EC403; -MA217; 1 elective at 300 or 400 level; Mathematical Economics major; senior standing. .

2 units

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### **EC498 - Senior Thesis in International Political Economy**

Students produce original research under the personal supervision of an assigned faculty member, who normally advises no more than six thesis students.

*Prerequisite:* consent of instructor & -EC301, & -EC302; -EC275 or -PS375, -EC347 or -EC377; International Political Economy major; senior standing.

2 units

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### **EC499 - Senior Thesis in Economics**

Students produce original research under the personal supervision of an assigned faculty member, who normally advises no more than six thesis students.

*Prerequisite:* -EC301, -EC302, -EC303, and one 300-level or 400-level Economics elective; senior standing.

2 units

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### **ECE1011 - Intro to ECE**

(Not offered 2024-25).

.75 units

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### **ED101 - Introduction to K-12 Classroom Culture**

This course introduces students to the norms, values, routines, policies and relationships that form the classroom culture in a public school classroom. Students complete at least 30 hours of practicum experiences in cooperation with local school personnel in the Colorado Springs area. Responsibilities vary according to the needs of the school, but emphasis is on individualized help to K-12 students. Coursework explores educational theories and learning environment design and compares and contrasts instructional strategies. Practicum experiences converge with course content to examine the influence of classroom culture on student learning. Meets the Critical Learning: SHB requirement.

1 unit

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## **ED102 - Introduction to Early Childhood (Birth-8) Education**

Introduces the profession of Early Childhood Education (ECE). Course content includes eight key areas of professional knowledge related to working with young children and their families in early care and education settings: child growth and development; health, nutrition, and safety; developmentally appropriate practices; guidance; family and community relationships; diversity and inclusion; professionalism; and administration and supervision. This course addresses children ages birth through 8 years.

*Prerequisite:* Education 101 or Education 120 or consent of instructor.

.75 units

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## **ED110 - Linking Literacy, Language and Linguistics**

In this one-block introductory course, our goal is to explore the science of literacy, language and linguistics and current policy and trends impacting literacy across the U.S. The course is designed to investigate the underlying linguistic structure and historical components of the English language and the need for more effective policy to close the gaps in literacy outcomes. This course is especially beneficial for those working with English Language Learners at home or abroad and for teachers of beginning readers and writers or struggling readers who require targeted or intensive intervention. Topics covered include oral language, structural linguistics, history of the language, dyslexia, assessment, and policy impacting literacy outcomes today. Students will participate in field assignments to observe Certified Academic Language Therapists working in both public and private settings, including ALLIES, the only Colorado public school for students with dyslexia. Meets the Critical Learning: SHB requirement.

1 unit

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## **ED120 - Practicum in Environmental Education**

This course introduces students to the norms, values, routines, policies and relationships that form the school culture of public school students. Students complete at least 60 hours of indoor and outdoor practicum experiences in cooperation with Catamount Center staff and local school personnel. Responsibilities include assisting with outdoor teaching at the Catamount Mountain Campus, and visiting and learning from other experienced environmental educators at their sites. Coursework applies environmental education and learning theories, and compares and contrasts instructional strategies. Practicum experiences converge with course content to examine the influence of school culture on student learning.

*Prerequisite:* (enrollment in TREE Semester).

1 unit

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### **ED131 - Youth Organizing and Social Change**

This is a community based half-block/extended format introductory course. Our goal over half block is to understand the theory of youth organizing and critical pedagogy. Colorado College students will then apply their learning via a partnership with local high school students. Colorado College students will mentor the high school students two afternoons per week throughout the spring semester with the goals of developing critical consciousness, facilitating critical pedagogies, and engaging the students in youth led community-based projects. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **ED155 - Teaching and Learning Across Communities**

In this two-block introductory course, our goal is to understand how teaching and learning are defined and conceptualized differently in different spaces with different people. During the first block, we explore the sociopolitical forces that influence teacher quality, development, selection, demographics, and agency as we consider what it means to be a teacher and engage in the process of teaching. In the second block, we interrogate the process of learning by examining the learning brain, influences on the brain, and the nature of knowledge itself. Students will spend time observing multiple classrooms in diverse settings. Prerequisite: None. 2 units. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

2 units

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### **ED200 - Teaching Culturally and Linguistically Diverse Learners**

This course introduces students to theories, applications, and issues related to teaching English as a Second Language (ESL) and English Language Learners (ELL). Students read second language acquisition theory and learn strategies for working with diverse populations and for making content area lessons accessible to ESL/ELL students. The course includes a field observation practicum component. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **ED203 - Guidance Strategies for Early Childhood Education**

Provides an exploration of guidance theories, techniques, and practices used to support young children's ability to learn and engage in prosocial interactions with peers and adults. This course covers factors that influence children's behaviors, as well as aspects of early childhood educator professionalism related to ethical, inclusive, and equitable guidance practice. This course addresses children ages birth through 8 years.

*Prerequisite:* Education 102.

.75 units

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### **ED205 - Disability and Society**

This introductory course provides a general overview of a range of disabilities and special education, applicable to both education and non-education majors; analyzing personal, historical, legislative, and societal perspectives on individuals with disabilities in United States society. This course is designed to help students develop a critical awareness of the complexity and diversity of the lives of people with disabilities, their differences and similarities with individuals without disabilities, and the impact of race, ethnicity, gender, and socioeconomic status on the treatment of individuals with disabilities in current society. Students will gain an understanding of the definitions, characteristics, and sociological considerations of various forms of disabilities including cognitive, communicative, physical, social/behavioral, and sensory impairments. Additionally, the historical and legislative aspects of special education and how legal mandates impact educational services for individuals with disabilities in the United States will be explored. Students will be challenged to investigate a current issue related to disability in U.S. society specific to the student's major course of study. Each research investigation will use a small scale qualitative research design to evaluate current approaches and/or advocacy efforts and will propose research-based solutions for overcoming barriers experienced by individuals with disabilities. (Not offered 2024-25).

1 unit

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### **ED206 - Independent Study Practicum**

Independent practicum experience that takes place during half-block, semester (extended format), or a single block. The practicum must take place in an institution with an educational focus (e.g., non-school based, informal education program at a museum). Activity varies according to the needs of the placement, but the emphasis is on gaining a deeper understanding of lesson planning and teaching a lesson with the focus on differentiation under the guidance of the placement personnel.

*Prerequisite:* Education 110 and consent of instructor.

1 unit

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### **ED207 - Environmental Education:**

(Summer only 2024-25).

.5 to 1 unit

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### **ED208 - Outdoor Leadership Institute: Environmental Education**

(Summer only 2024-25).

1 unit

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### **ED210 - Power of the Arts in Education**

Examines teaching and learning in formal (public school) and informal (museum) contexts to explore teaching and learning core curriculum through the arts. Students apply learning theories to investigate ways of transferring knowledge from one context to the other. Focus on inclusive pedagogy as it relates to existing power structures and on creativity as a framework to explore identity development, placing value on lived experiences as prior knowledge needed in both contexts. Students can accrue 15 K-12 classroom practicum hours towards the education minor or major. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **ED211 - Critical Perspectives on the US Education System: 19th Century - Present**

An introduction to the theories foundational to the practice of educating youth from 1800 U.S. to present. The course explores cognitive, metacognitive, dispositional, pedagogical and mastery learning theories. Attention is given to challenges in contemporary education including culturally relevant education. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **ED213 - Engaging the Learner**

This advanced practicum analyzes pedagogies for involving diverse students in the learning process. By studying theories of knowledge acquisition and positioning them in the context of a local school setting, theoretical justifications will be examined through a socio-cultural lens. Approaches to curriculum design that facilitate active learning will also be explored. (Not offered 2024-25).

*Prerequisite:* Education 101.

1 unit

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### **ED217 - Music Learning Theories for Teaching K-12 Band and Orchestra Instruments**

This course introduces music learning theories foundational to teaching others how to play an instrument in the context of school, private lessons, and informal settings. The course considers how sound is produced, which motor and aural skills enhance instrumental performance, and what teaching methods improve instruction and learning. Students acquire intermediate performance skills on two band instruments and one orchestral instrument. Group practice labs, much like rehearsals, provide opportunities

for students to conduct, plan, and present lessons, as well as to experience the complexity of working with multiple instruments in a heterogeneous setting. The course culminates with solo and small ensemble performances. This course is required for K-12 music teaching licensure candidates. Prerequisite: Basic music reading and consent of instructor. 1 unit - Hanagan. (Not offered 2024-25).

*Prerequisite:* pre-theory music reading and consent of instructor.

1 unit

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### **ED218 - Globalization in Education**

Examination of the intersection of globalization and education in light of the processes and forces that impact schooling here and abroad. Consideration of the challenges and opportunities resulting from mass migration, economic realities, technology, and the growing cultural and ethnic diversity of communities throughout the world. Comparative and interdisciplinary materials explore the implications of globalization for education and the effect of education on globalization. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **ED225 - Critical Foundations of Environmental and Sustainability Education**

Class discussion, literature analysis, and a praxis paper allow for critical analysis of the narratives underlying the characteristics and goals of environmental and sustainability education, the evolution of the field, and structures that may serve to disconnect environmental thinking from the purposes of just and equitable education. 1 unit Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Education 120.

1 unit

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### **ED235 - Critical Multicultural Education**

This course provides an introduction to critical multicultural education in the context of the sociopolitical issues surrounding U.S. schools today. The course begins with the examination of culture as a framework through which our identities are shaped. Students will analyze how oppression and power operate in the context of race, ethnicity, socio-economic status, language, dis/ability, gender, gender identity, and sexual orientation in the public school system. Students will examine critical multicultural education as a platform for civil rights and social justice through coursework and weekly observations at a local urban high school. Students will critique the current structure of public education that perpetuates inequalities while also celebrating practices that disrupt inequities and foster critical hope. As a culminating experience, students will participate in a community based "Project for Change" proposal to advance critical multicultural education in our local community. Meets the

Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **ED250 - Topics in Education**

Selected topics in the study of education. Courses will cover topics not listed in the regular education curriculum and may vary from year to year. This course may be offered as a 0.5 unit extended format or 0.5 unit half-block course or as a 1.00 unit block course.

1 unit

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### **ED255 - Urban Education**

In this course, we will explore the context of urban education through narrative. We will investigate dominant narratives of urban schooling, and surface the counter narratives that challenge oppressive policies, structures, and patterns in urban schools. This course is inquiry-focused: that is, this course is not a “how-to” or a survey course on issues facing urban education, nor it is a history of public or urban education. Instead, in this course we will focus on the systemic culture of public schooling, and how dominant/master narratives shape and influence educational administration, as well as students’ lives within urban schools. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **ED256 - Rural Education**

This course critically studies rural education. The course focuses on rural geographies, culture, political economy, and communities that construct a sense of place. Students will also examine pedagogies and learning environments unique to rural contexts. Students will use expressive language to represent their experiences and understanding of rural spaces. The course includes a one-week field experience in a rural school setting.

1 unit

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### **ED260 - Educational Research Design**

The goal of this course is to provide students with the knowledge and skills necessary to critically evaluate educational research. The primary goals of the course are for students to be able to formulate appropriate research questions, consider alternative mixed methods designs including action research and case studies, and address methodological issues associated with working with qualitative and quantitative data. A significant portion of the course is devoted to learning statistical analyses methods

using SPSS. Meets the Critical Perspectives: Quantitative Reasoning requirement.  
Meets the Critical Learning: FRL requirement.

*Prerequisite:* Education 101, Education 210, Education 211, Education 218, Education 222, or Education 255.

2 units

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### **ED270 - Elementary Music Practicum**

Study of the methods and practices for teaching elementary music by learning about elementary general music education in school settings, planning lessons, delivering instruction, and designing assessments guided by the national and Colorado music standards. Practicum portion includes observations and participation in several elementary schools. (Not offered 2024-25).

1 unit

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### **ED280 - Sociology of Education**

Functions of the school in modern society. The school as a social system and as a formal organization. Development and allocation of resources to public education. Impact of social and technological change on the school. The school as an agent of social control and of innovation and change. Problems of education in the urban setting, including the desegregation issue.

1 unit

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### **ED310 - Integrative STEM Education: Promoting Inclusion, Equity, and Social Transformation**

Learning scientists use a sociopolitical lens to examine the powered and relational aspects of science, technology, engineering, and mathematic (STEM) learning environments. This course attends to the ways that power and privilege shape how interactions unfold, knowledge is produced, and identities are constructed in the STEM disciplines. We critically examine our own interactions and identities in STEM disciplinary spaces to develop a sociopolitical consciousness of STEM learning and to encourage each other to learn and teach STEM for inclusion, equity, and social transformation. Students in this class have an opportunity to critique and revise existing STEM curricula and pedagogies. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Education 101.

1 unit

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### **ED311 - Educational Psychology**

Explores the intersection of developmental psychology and learning theories from early childhood through adolescence. Across the course, the focus is on understanding how development milestones facilitate learning and what teachers can do to cultivate students' skills and identities as learners. Drawing from contemporary works in cognitive and social development, special education, and the learning sciences, this course connects theory to educational practice both in and out of formal classrooms. It is strongly recommended students take this course after ED260 or equivalent research methods course. General Education: Society and Human Behavior. Meets the Critical Learning: SHB requirement.

*Prerequisite:* Education 101 and one of the following: Education 210, Education 211, Education 218, Education 222, Education 225, Education 235, or Education 255.

1 unit

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### **ED320 - Diversity and Equity in Education**

This course is devoted to the critical examination of educational theory, practice, and policy within and across socioeconomic, cultural, and linguistic groups. We will analyze and discuss issues related to educational access and opportunity, curricula, pedagogical methods, and learning outcomes. In discovering the difference between 'equal education' and 'equitable education', we will identify the unique needs of students, structural challenges facing educators, and possible solutions to the inequities of early education, school resources, tracking, and teacher quality, among other variables. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* CC First Year Foundations 100 (Teaching Across Communities) & CC First Year Foundations 120 (Learning Across Communities) or Education 101.

1 unit

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### **ED333 - Landmark Supreme Court Decisions in Public School Edu**

(Summer only 2024-25).

1 unit

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### **ED340 - Introduction to Teaching English as a Second Language**

(Summer only 2024-25).

*Prerequisite:* Open to Undergrads & Grads.

1 unit

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### **ED341 - Teaching Linguistically Diverse Students**

(Summer only 2024-25).

1 unit

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### **ED342 - Music Education in the Elementary Grades**

Basic principles. Aims, activities, methods and materials in the first five grades. Regular observations included. Taught as an alternative format course and must be taken for a full year. (Not offered 2024-25).

1 unit

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### **ED344 - Language and Literacy Acquisition and Assessment for Limited**

(Summer only 2024-25).

1 unit

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### **ED350 - Advanced Topics in Education:**

Varies. The Advanced Topics in Education will serve as an opportunity pilot new upper-level course.

*Prerequisite:* Education 101 and two 200-level education courses from this list: Education 200, Education 205, Education 206, Education 207, Education 208, Education 210, Education 211, Education 213, Education 217, Education 218, Education 228, Education 235, Education 250. Education 255, Education 260, Education 270, or Education 280.

1 unit

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### **ED351 - The Tradition of African American Education**

This interdisciplinary course explores the intersections of race, power, and the myth of meritocracy through an examination of African American's relationship to education as a civic institution in the United States. We engage with seminal texts written by W.E.B. Du Bois and Carter Woodson to learn how, historically, African American communities subverted white supremacist efforts to deny Black Americans access to what is often considered the key to upward social mobility. We trace the emergence of African American education as an activist praxis from pre-Civil War to present day. A special emphasis is placed on the importance of the Black church, Black educators, and Historically Black Colleges and Universities (HBCUs) to Black thrival. (Not offered 2024-25).

1 unit

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### **ED360 - Classroom Management**

This course will examine traditional classroom management procedures with a focus on local K-12 public general education classrooms. Students will conduct classroom observations, design a classroom support intervention, collect and analyze data, and understand the impact of behavioral principles to make data-based decisions to positively address challenging student behaviors. (Not offered 2024-25).

*Prerequisite:* Education 101 and one of the following: Education 210, Education 211, Education 218, Education 222, Education 225, Education 235 or Education 255.

1 unit

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### **ED370 - Arts Integration: Creating Critical Thinkers and Connected Communities**

Using teaching methods that involve visual arts, creative dramatics, movement and music allows students to create connections within their communities, cultures and classrooms. This course demonstrates that playing with process and ambiguity leads to more engagement and critical thinking. Students without formal arts experience are encouraged to take the class, as are the artistically inclined who want to learn about interdisciplinary learning. Class includes several afternoons a week in various arts media process-exploration labs as well as teaching in public school classrooms. (Not offered 2024-25).

*Prerequisite:* Education 101 and one of the following: Education 210, Education 211, Education 218, Education 222, Education 225, Education 235, or Education 255 or consent of instructor.

1 unit

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### **ED376 - Practicum in early Childhood Education**

Building from ED 102 and/or ED 203 coursework, this practicum is designed for students to spend fifteen-thirty hours in a local Early Childhood Education (birth-age 8) classroom placement. Students will observe classroom practices, work with small groups of students and collaborate with their host teachers to co-teach whole group and small group lessons. Students will keep a log of observations and reflections.

*Prerequisite:* Education 102 or Education 203.

.25 unit

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### **ED380 - Curriculum Theories**

This advanced curriculum course is designed to familiarize students with various concepts, principles, methods, and theories of curriculum as enacted in formal and informal spaces of learning. Through the course, students will critically analyze different conceptions and approaches to curriculum across diverse social and cultural contexts and schooling practices. Students have opportunities to design, develop, evaluate,

and/or critique different examples of curriculum. Meets the Critical Learning: CP requirement.

*Prerequisite:* Education 101, Education 260.

1 unit

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### **ED385 - Developing Environmental and Sustainability Education Curriculum**

Students build upon foundational environmental education principles in this advanced curriculum, instruction, and assessment course by developing and teaching lesson plans supporting curricula to develop environmental literacy through transdisciplinary environmental inquiry. A practicum that spans the course emphasizes supervised teaching methods specific to environmental and outdoor education.

*Prerequisite:* Education 120 and Education 225.

1 unit

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### **ED386 - Educational Assessment in a Political Context**

This course unpacks the many ways administrators, teachers, and students are held accountable for educational outcomes. Grounded in contemporary discourse of high-stakes testing, this course addresses the intersection of educational policies, assessments, and instructional practices. This course is intended for anyone interested in educational policy as well as students interested in becoming classroom teachers. As such, we will examine assessment at multiple levels including school, programmatic, classroom, teacher and student.

*Prerequisite:* Education 101 and Education 260 or consent of instructor.

1 unit

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### **ED391 - Environmental Education Portfolio Writing**

Students build upon their work in prior TREE Semester classes through additional writing related to the field of environmental education and compiling their evidence for environmental literacy to assemble a professional portfolio suitable for submission for certification to the Colorado Alliance for Environmental Education.

*Prerequisite:* Education 385 or Environmental Program 365.

.5 unit

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### **ED403 - Advanced Independent Study**

May be taken in specified blocks. Content arranged and consent of instructor.

1 unit

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### **ED415 - Educational Interventions**

An advanced course for students interested in understanding pedagogical interventions of alternative school programs implemented to mitigate learning in the classroom. The course focuses on the critical examination of in-school and after-school programs that help build the aspirational, navigational, social, cognitive, and linguistic capital critical to the success of the learner. Includes daily fieldwork where students will experience first-hand local programs. (Not offered 2024-25).

*Prerequisite:* Education 370, Education 380, or Education 385.

1 unit

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### **ED418 - Colloquium:**

(Not offered 2024-25).

.25 unit

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### **ED425 - Innovations & Social Justice in Public Education**

This course is designed for Education majors and minors interested in exploring the sociopolitical landscape of the Denver Public Schools (DPS). Students will live in Denver and intern for 2 weeks in select district schools that are granted autonomy in governance and/or curriculum. Building on the internship experience, students will unpack 21st century education innovations through a lens of social justice. Additionally, students will explore the DPS school choice system and engage with an array of stakeholders including youth, teachers, parents/caregivers, community members, activists, school leaders, and district and state representatives. Students will synthesize their learning through a culminating team project that will involve sharing research-based recommendations with hosting schools and guest speakers. This is a community-based learning (CBL) course. (Not offered 2024-25).

*Prerequisite:* Education 370 or Education 380 or Education 385.

1 unit

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### **ED430 - Policy and Politics in American Education**

This course examines political issues in American education, past and present, at the local, state, and national levels. Students will analyze policy-driven 'hot topics' and seemingly institutionalized issues in schools including zero tolerance, funding, testing, and teacher quality. Time will be spent dissecting major educational policies including No Child Left Behind, Individuals with Disabilities Education Act, and the Dream Act. Particular attention will be given to the ways in which educational policies are formulated and to the constituencies and actors involved in the policy process. Emphasis will be placed on how educational policies affect classroom practices and learning outcomes.

*Prerequisite:* Education 370, Education 380 or Education 385.

1 unit

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### **ED450 - Philosophy of Education**

This course engages students at the intersection of philosophy and education as an applied area of humanistic inquiry. In doing so, it examines education as a concept and set of concerns central to the discipline of philosophy. It also illuminates how and why philosophy is a robust tool to critically evaluate the policies and methods of teaching, learning, and schooling. The focus of the course is on exposing, excavating, and examining the assumptions made about human nature, knowledge, and society within the context of educational practice. (Not offered 2024-25).

1 unit

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### **ED455 - Education Reform in the 21st Century**

This course investigates recent efforts to reform schools in the age of accountability. With advances in technology, changes in educational leadership, and the United States' declining position in global education, our public school system has adopted dozens of methods to close the racial, economic, and subject-based achievement gaps. We will review popular reformists and their methods including Teach for America, KIPP Academies, and Harlem Children's Zone. In all instances, we will pay close attention to if, how, and for whom these reform efforts are (in)effective. (Not offered 2024-25).

*Prerequisite:* Education 370, Education 375, Education 380 or Education 385.

1 unit

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### **ED466 - Data Driven Instruction for Diverse Learners in the 21st Century**

This course will examine a range of K-12 student assessments from formative to summative assessments as well as interpreting information provided by standardized tests. Monitoring student progress and adjusting instruction based on a variety of well-designed assessments are essential skills for all teachers. Additionally, this course will provide an overview of the laws and protections for students eligible for special education services in public school settings. Topics include special education law, eligibility, ensuring an appropriate IEP, least restrictive environment, discipline, and fostering positive family-school relationships. Then, we will explore a variety of instructional technology tools (e.g., SMART Board; interactive whiteboard; iPad; Kahoot; PollEverywhere; Quizlet; Brain Pop, etc.) to increase student motivation, decrease off-task challenging behaviors, and collect student data (e.g., screen capture; Class DoJo, etc.).

*Prerequisite:* Education 478 and Teacher Licensure Only.

1 unit

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## **ED476 - Practicum in Classroom Management**

Building off prior theoretical coursework, this practicum embedded class is designed for teacher candidates to learn how to establish effective inclusive classroom procedures, routines, and management. Students will spend twenty hours in a local classroom placement and collaborate with their host teacher to prepare for the school year and welcome K-12 students over their first two weeks of the fall semester. To ensure students have plenty of time in their practicum, course readings, assignments and discussions will occur virtually. (Not offered 2024-25).

*Prerequisite:* 9th Semester Teacher Candidates Only.

.25 unit

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## **ED477 - Culturally Sustaining Teaching and Disciplinary Literacy Methods**

This course builds on educational psychology applied to teaching. Students will analyze culturally sustaining teachers' dispositions, knowledge, and skills. Centered on the educational needs of K-12 Culturally and Linguistically Diverse (CLD) learners, students will understand learners as cultural, ethnic, and linguistic beings with unique personal histories. We will analyze how knowledge of student biographies, English Language Acquisition, and the Science of Reading intersect to foster equitable, inclusive, and liberatory learning environments. We will explore disciplinary methods to build an understanding of content area practices that can promote K-12 student language, literacy, knowledge, and skills. Finally, students will apply course content in a K-12 practicum where they plan and deliver culturally sustaining and disciplinary literacy strategies to teach to and through learners' cultural and linguistic frameworks. This course requires a 30-hour practicum.

*Prerequisite:* consent of instructor & Education 101 or Education 120, Education 260, Education 311 or Master of Arts in Teaching Candidate.

1 unit

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## **ED478 - Advanced Methods: Inclusive Pedagogies in Literacy, Curriculum and Instruction**

Building upon prior theoretical and practical coursework, this practicum-embedded class focuses on creating inclusive classroom environments, curriculum, and literacy instruction. Students explore the intersections between Classroom Management, Universal Design, Differentiation, Backward Design, The Science of Reading, and Disciplinary Literacy. Elementary candidates will focus on how students learn to read and write. They will apply the Science of Reading in differentiated lesson design and delivery. Secondary candidates will explore inclusive methods specific to their discipline and how students read and write to learn. All candidates will use knowledge of Universal Design and the Science of Reading as a foundation to ensure that struggling readers have inclusive access to content. Finally, teacher candidates will develop the

praxis and agency to equitably educate and advocate for the diverse learners they serve. This course requires a 70-hour practicum.

*Prerequisite:* Education 477 or Education 577 and MAT or 9th Semester candidates only.

2 units

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### **ED479 - Teacher Candidate Practicum**

Students complete the required teacher candidate practicum under the supervision of department staff and certified Colorado educators in the public schools of Colorado Springs and vicinity. Teaching assignments are adapted to needs and plans of individual students. Each teacher candidate attends arranged meetings with his or her college supervisor to discuss teaching experiences.

*Prerequisite:* Enrollment in the education licensure program and completion of EDUCATION: ELEMENTARY TEACHING, EDUCATION: SECONDARY TEACHING, or EDUCATION: K-12 TEACHING major.

3.5 units

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### **ED490 - Thesis Writing**

Advanced study of a topic chosen by the student, approved by the department, with student research and writing directed by an individual faculty member. Required of all senior Education majors.

*Prerequisite:* Education 260, Education 311.

1 unit

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### **ED495 - Internship in Education**

The internship is an opportunity for education students to deeply explore a subfield of education by working full time at a pre-approved site for the entirety of a block. Students will translate theory to practice by applying their knowledge and skills in a professional setting where they will deepen their examination of educational policies and/or practices under the guidance of a site supervisor. While the primary goal of this experience is for students to learn what it means to work in the field of education, the internship should also help students gain a clearer sense of what they still need to learn, while also providing an opportunity to build professional networks.

*Prerequisite:* consent of instructor & Declared Education Major or Minor.

1 unit

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### **ED500 - Teacher Scholars**

This is a variable title/credit course offered by college faculty. (Not offered 2024-25).

.25 to .5 units

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### **ED504 - Let's Dance**

(Summer only 2024-25).

.25 to 1 unit

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### **ED505 - Education Theory into Practice**

(Summer only 2024-25).

.5 to 1.25 units

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### **ED508 - Internship in International Teaching**

Each intern-teacher teaches in either international schools or host-country schools after completing approximately one-half of an internship in Colorado Springs and vicinity. International teaching assignments are adapted to the needs and plans of individual students. Advising, on-going assignments, and debriefing occur at Colorado College. Placements and supervision are arranged in cooperation with established international teaching programs. (Not offered 2024-25).

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### **ED510 - Topics in Education:**

This is a variable title/credit course offered by college faculty.

*Prerequisite:* Master of Arts in Teaching Candidate or consent of instructor.

1 unit

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### **ED511 - Independent Study in Education**

This is a variable title/credit course. Graduate students propose an independent reading or project and select an advisor based on the topic.

.5 to 1 unit

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### **ED517 - The Heart in Education: Reducing Stress and Holistic**

(Summer only 2024-25).

*Prerequisite:* Teachers Only.

1 unit

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### **ED519 - Secondary Arts Education Issues**

(Summer only 2024-25).

.25 unit

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### **ED522 - Education Theory into Practice**

(Summer only 2024-25).

1 unit

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### **ED523 - Teaching East Asia**

(Summer only 2024-25).

.25 unit

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### **ED532 - Latin Teaching Methods**

(Summer only 2024-25).

*Prerequisite:* Experienced Teachers.

1 unit

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### **ED540 - Introduction to Dyslexia Therapy**

This course is an introduction to the science of reading and dyslexia therapy. The course is designed to enhance teaching abilities of those working with struggling readers and writers who require targeted or intensive intervention. Topics covered include oral language, phonemic awareness, systematic phonics, spelling, fluency, comprehension, history of the language, dyslexia, assessment, and components of effective instruction. Students will gain an understanding of the underlying pedagogy of multimodal reading instruction, hands on use of curricular materials, lesson design and implementation, student assessment, and instructional decision making. (Not offered 2024-25).

*Prerequisite:* consent of department or Enrolled in Dyslexia Specialist Program.

1 unit

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### **ED542 - Literacy Seminar 1**

This extended format course consists of three day-long seminars. Students learn more advanced strategies for reading and spelling instruction. Additional curricular demonstrations and sharing of practicum work is part of each seminar.

*Prerequisite:* Education 541.

.5 unit

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### **ED543 - Literacy Seminar 2**

This extended format course consists of three day-long seminars. Students continue work from Literacy Seminar 1. Additional curricular and sharing of practicum work is part of each seminar.

*Prerequisite:* Education 542.

.5 unit

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### **ED544 - Advanced Literacy Intervention**

This course advances teaching abilities of learners who struggle with literacy, including dyslexia. The course includes advanced research-based reading instruction and continued training in specific research-based programs for intervention use. (Not offered 2024-25).

*Prerequisite:* consent of instructor & Education 543 and Education 563.

.5 unit

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### **ED545 - Administering and Interpreting Academic Assessments**

This course provides a comprehensive research-based view of academic assessments. Students become familiar with the characteristics of learning disabilities and coexisting disorders, gain an overview of statistical concepts, and learn the basic theories of assessment. The course includes a practicum experience administering academic assessments. (Not offered 2024-25).

*Prerequisite:* Education 544.

.5 unit

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### **ED546 - Advanced Literacy Seminar 1**

This extended format course consists of three day-long seminars covering advanced topics and focuses on the most advanced layers of the English language, including Latin roots. Additional curricular demonstrations and sharing of practicum work is part of each seminar. Additional relevant topics are presented.

*Prerequisite:* Education 545.

.5 unit

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### **ED547 - Advanced Literacy Seminar 2**

This extended format course consists of three day-long seminars that continue to focus on the Latin layer of language while introducing the Greek layer of language. Additional curricular demonstrations and sharing of practicum work is part of each seminar. Teachers are expected to make presentations on various reading intervention programs.

*Prerequisite:* Education 546.

.5 unit

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### **ED550 - Conducting Literary Research**

This class provides graduate students with a logical roadmap, from exploring a topic of interest through literary research methods to developing a research question and organizing and synthesizing gathered information into a defensible argument. Students complete a research prospectus by the end of the course. (Not offered 2024-25).

.5 to 1 unit

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### **ED552 - Masters Research Paper for Experienced Teacher MAT's**

(Summer only 2024-25).

.5 to 1 unit

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### **ED553 - Classroom Research Methods for Effective Teaching**

This course explores action research methods within school contexts in order to develop the investigative mindset. Students use qualitative and quantitative data to explore school, community, and family cultural frameworks in order to link the relevance of research to effective teaching. This course establishes the foundation for the Master's Research project.

*Prerequisite:* Education 477 or Master of Arts in Teaching Candidate.

1 unit

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### **ED554 - Master's Research**

Preliminary and continued work on the candidate's master's research in consultation with the candidate's research advisor. The course may be repeated in subsequent terms

*Prerequisite:* Master of Arts Teaching Candidate.

.25 unit

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### **ED560 - Educational Psychology for New Teachers**

(Summer only 2024-25).

*Prerequisite:* MAT.

.25 to 1 unit

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### **ED561 - Overcoming Barriers to Literacy**

(Summer only 2024-25).

1 to 2 units

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### **ED562 - Numeracy through the Fission and Fusion of Math and Science**

This course will explore concepts of numeracy and inquiry-based learning in the teaching profession. Students will explore the relationships between classroom management, interactive lesson structures and expectations of 21st century math and science. Prerequisite MAT. .5 unit, extended format (Not offered 2024-25).

*Prerequisite:* MAT.

.5 unit

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### **ED563 - Literacy Practicum I**

Teachers receive clinical supervision for 4 months during the fall to include a minimum of 50 hours of instruction in the program and responses to two to three observations (submitted by video or in person observation by a certified supervisor).

*Prerequisite:* Education 541.

1 unit

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### **ED564 - Literacy Practicum 2**

Teachers receive continued clinical supervision for 4 months during the fall to include a minimum of 50 hours of instruction in the program and responses to two to three observations (submitted by video or in person observation by a certified supervisor).

*Prerequisite:* Education 563.

1 unit

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### **ED565 - K-12 Applications of Educational Psychology**

(Summer only 2024-25).

*Prerequisite:* MAT.

.25 to 1 unit

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### **ED566 - Data Driven Instruction for Diverse Learners in the 21st Century**

This course will examine a range of K-12 student assessments from formative to summative assessments as well as interpreting information provided by standardized tests. Monitoring student progress and adjusting instruction based on a variety of well-designed assessments are essential skills for all teachers. Additionally, this course will provide an overview of the laws and protections for students eligible for special education services in public school settings. Topics include special education law, eligibility, ensuring an appropriate IEP, least restrictive environment, discipline, and fostering positive family-school relationships. Then, we will explore a variety of instructional technology tools (e.g., SMART Board; interactive whiteboard; iPad; Kahoot; PollEverywhere; Quizlet; Brain Pop, etc.) to increase student motivation, decrease off-task challenging behaviors, and collect student data (e.g., screen capture; Class DoJo, etc.). Prerequisite MAT. 1 unit

*Prerequisite:* MAT.

1 unit

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### **ED570 - Classroom Management**

This course will examine traditional classroom management organizational procedures as well Multi-tiered Systems of Support (MTSS), Response to Intervention (Rtl), and Positive Behavior Intervention Supports (PBIS). Specific focus will explore and utilize principles of Applied Behavior Analysis (ABA) within applied settings in general education classrooms to address common off-task and challenging behaviors teachers face. Students will observe, design classroom support interventions, collect and analyze data, and understand the impact of behavioral principles to make data-based decisions to positively address student behavior. Students will spend time observing multiple classrooms in diverse settings. Prerequisite: MAT enrollment. 1 unit. (Not offered 2024-25).

*Prerequisite:* MAT Enrollment.

1 unit

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### **ED572 - Teacher and Teaching Identities**

This course is designed to ensure teacher candidates understand why culturally responsive pedagogy is necessary in U.S. public schools. By taking an intersectional approach to identity development, we will examine how many aspects of students' identities combine to create learners with unique needs. Though we will discuss identity development in relation to common demographic markers (e.g., economic, racial, linguistic, etc.), the lens will not be on students, but on ourselves. The primary goal of this course is for teacher candidates to recognize their own cultural identity and identify how it affects pedagogical choices and practices, both implicitly and explicitly.

*Prerequisite:* Open to M.A.T. candidates only.

1 unit

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### **ED573 - Advanced Literacy Practicum I**

Teachers will receive clinical supervision for 4 months to include a minimum of 100 hours of instruction in program and two to three observations (submitted by video or in person observation by a certified supervisor). Supervision of all clinical teaching hours is included.

*Prerequisite:* Education 545.

1 unit

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### **ED574 - Advanced Literacy Practicum 2**

Teachers receive continued clinical supervision for 4 months to include a minimum of 100 hours of instruction in program and two to three observations. Supervision of all clinical teaching hours is included.

*Prerequisite:* Education 573.

1 unit

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### **ED576 - Practicum in Classroom Management**

Building off prior theoretical coursework, this practicum embedded class is designed for teacher candidates to learn how to establish effective inclusive classroom procedures, routines, and management. Students will spend twenty hours in a local classroom placement and collaborate with their host teacher to prepare for the school year and welcome K-12 students over their first two weeks of the fall semester. To ensure students have plenty of time in their practicum, course readings, assignments and discussions will occur virtually. (Not offered 2024-25).

*Prerequisite:* MAT Teacher Candidates Only.

.25 unit

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### **ED577 - Culturally Sustaining Teaching and Disciplinary Literacy Methods**

This course builds on educational psychology applied to teaching. Students will analyze culturally sustaining teachers' dispositions, knowledge, and skills. Centered on the educational needs of K-12 Culturally and Linguistically Diverse (CLD) learners, students will understand learners as cultural, ethnic, and linguistic beings with unique personal histories. We will analyze how knowledge of student biographies, English Language Acquisition, and the Science of Reading intersect to foster equitable, inclusive, and liberatory learning environments. We will explore disciplinary methods to build an understanding of content area practices that can promote K-12 student language,

literacy, knowledge, and skills. Finally, students will apply course content in a K-12 practicum where they plan and deliver culturally sustaining and disciplinary literacy strategies to teach to and through learners' cultural and linguistic frameworks. This course requires a 30-hour practicum.

*Prerequisite:* consent of instructor & Education 101 or Education 120, Education 260, Education 311 or Master of Arts in Teaching Candidate.

1 unit

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### **ED578 - Advanced Methods: Inclusive Pedagogies in Literacy Curriculum, and Instruction**

Building upon prior theoretical and practical coursework, this practicum-embedded class focuses on creating inclusive classroom environments, curriculum, and literacy instruction. Students explore the intersections between Classroom Management, Universal Design, Differentiation, Backward Design, The Science of Reading, and Disciplinary Literacy. Elementary candidates will focus on how students learn to read and write. They will apply the Science of Reading in differentiated lesson design and delivery. Secondary candidates will explore inclusive methods specific to their discipline and how students read and write to learn. All candidates will use knowledge of Universal Design and the Science of Reading as a foundation to ensure that struggling readers have inclusive access to content. Finally, teacher candidates will develop the praxis and agency to equitably educate and advocate for the diverse learners they serve. This course requires a 70-hour practicum.

*Prerequisite:* Education 477 or Education 577, MAT or 9th Semester candidates only.

2 units

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### **ED579 - Teacher Candidate Practicum for MATs**

Master of Arts in Teaching candidates complete the required teacher candidate practicum under the supervision of department staff and certified Colorado educators in the public schools of Colorado Springs and vicinity. Teaching assignments are adapted to needs and plans of individual students. Each teacher candidate attends arranged meetings with his or her college supervisor to discuss teaching experiences. Masters Research is conducted in context of the practicum.

*Prerequisite:* MAT candidates only enrolled in the licensure program for completion of elementary, secondary, or k-12 teaching licensure requirements.

3.5 units

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### **ED580 - School Teaching Fellowship**

Full-time teaching in an elementary, secondary or K-12 classroom in Colorado Springs and vicinity. Master of Arts in Teaching Candidates only. (Not offered 2024-25).

*Prerequisite:* Education 579. 1 to 4 units. Pass/Fail Only.

1 to 4 units

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### **ED585 - Specialized Internship in a Community Setting**

Internship in a specialized placement with a community partner that matches an MAT candidate's research or teaching interest. MAT candidates engage in discussions with the community partner throughout the program, and then spend at least four weeks in an internship, applying their education skills in a project-based learning approach.

*Prerequisite:* MAT Candidates Only.

1 unit

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### **ED590 - Masters Research Project**

Advanced work on completing the Master's thesis. Candidates publicly defend their research as part of the overall grade for the class.

*Prerequisite:* Master of Arts in Teaching Candidates.

.5 unit

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### **ED595 - International Student Teaching**

Student teaching abroad, either in international schools or in host country schools. International student teaching assignments are adapted to needs and plans of individual students. Advising, ongoing assignments, and debriefing occur at Colorado College. Placements and supervision are arranged in cooperation with established international student teaching programs. (Not offered 2024-25).

*Prerequisite:* Education 579.

2 units

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### **ED599 - Master's Research Defense**

This is an extended format class. In seminar style, MAT candidates prepare their action research papers for defense in front of faculty in order to meet requirements for the degree Master of Arts in Teaching. (Not offered 2024-25).

*Prerequisite:* MAT Candidates Only.

.25 unit

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### **EN100 - Introduction to Literature:**

An introduction to literary analysis, close reading, and form across an array of historical periods, genres, and traditions. Meets the Critical Learning: AIM requirement.

1 unit



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### **EN104 - Cross-Genre Writing Workshop**

This high-energy workshop allows creative writers to try their hands at a range of styles. From prose to spoken word to plays, we will explore across genres, building a tool box of literary adventure. (Summer only 2024-25).

*Prerequisite:* Pre college course.

.25 to 1 unit

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### **EN202 - History of the English Language: Identity, Culture, Power**

History of the English Language provides an overview of the origins, development, and global reach of the English language. Class discussions will focus on the social and political events that have influenced linguistic changes in English. Students will consider the impact of invasion, conquest, and colonization on the development of the English language. Students will also explore how changes in the English language's sound systems, grammar, and vocabulary (from Old English to Middle English to Early Modern English to contemporary English) reflect changing cultural power dynamics. Literary examples will provide context for these explorations. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **EN203 - Tradition and Change in Literature**

The study of a single theme or subject as it emerges in selected periods of literature, chiefly English and American, from the Renaissance to the 20th century. Attention will be directed toward the Classical and Medieval origins of texts and traditions. The historical periods and the subjects will vary from section to section and from year to year. The focus will be upon such themes and subjects as nature, cities, love, oppression, satire, the epic, narrative, and critical tradition and revolt. (Not offered 2024-25).

1 to 2 units

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### **EN205 - Study of a Genre**

Examines a single literary genre or mode such as pastoral, epistle, romance, tragedy, or satire within and across a range of historical periods and cultural and national contexts. May include related theoretical and critical readings. (Not offered 2024-25).

1 unit

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### **EN211 - Reading Fiction**

An introduction to reading (or interpreting) narrative fiction. (Offered in some years as Writing Intensive.) (Not offered 2024-25).

1 unit

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### **EN215 - Creativity: Theory and Practice**

Examines creativity from both a theoretical and a practical standpoint. The course is divided into three sections. The first explores theoretical material on creativity as an individual process and practical exercises on generating creative material. The second examines creativity as a product of social groups, especially as this relates to the issue of 'craft'. The third focuses on creativity as it is tied to particular times and places and practical issues of making creative products public. (Not offered 2024-25).

1 unit

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### **EN220 - Book History and Materiality**

Provides an introductory vocabulary and structure regarding the history of books, bibliography, textual materiality, and printing. Topics explored will include the rise of writing, the scroll, manuscript codices, the growth of literate culture, the invention of movable type and the impact of printing on scholarship, science, and religion, the distribution and marketing of books, the rise of a reading public, the shift from hand- to machine-powered printing, and the move from printed to electronic formats. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **EN221 - Introduction to Poetry**

Introduction to close reading of poetry through a wide range of poems. Students will learn the terminology and techniques used to analyze poetry and employ these in readings of poems, and will become familiar with a variety of poetic forms and traditions. Meets the Critical Learning: AIM requirement.

1 unit

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### **EN223 - The Bible as Literature**

The Bible considered as one of the great literary works of the Western world and, in the King James translation, a masterpiece of English prose. Emphasis on its narrative structure, its characterization, and the beauty and power of its language, with some attention to its influence on later works of literature. (Not offered 2024-25).

1 unit

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### **EN225 - Introduction to Shakespeare**

An introduction to Shakespeare's dramatic works through four to seven representative plays Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **EN230 - Introduction to Literature and Environment**

An introduction to environmental literature, through genres such as nature writing, memoir, climate fiction (cli-fi), and topics such as wilderness, apocalypticism, climate change, and environmental justice.

1 unit

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### **EN240 - Disability, Literature and Culture**

The early modern era introduced and heightened critical debates on identity, medicine, and the human body that resonate in contemporary society. This course will focus on the discussions around the notion of disability and its representation, purpose, and function in literature and film by looking specifically at the theoretical writings of prominent scholars of the new Critical Disability Studies paradigm. Taking these approaches, the course will then apply such critical frames to texts and films produced over the last 3 centuries. (Not offered 2024-25).

.5 or 1 unit

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### **EN250 - Introduction to Literary Theory**

An introduction to literary theory and criticism. Students will study selected poetry, plays and fiction through leading methods such as New Criticism, Structuralism, Deconstruction, and New Historicism, with attention to such topics as Psychoanalytic, Marxist, Feminist, and Post-Colonial approaches. Students will have the opportunity to develop their own critical approaches. Meets the Critical Learning: AIM requirement.

1 unit

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### **EN251 - Literature by Native American Writers**

Provides a broad overview of literature by Native American writers through a range of genres, modes, and media. Builds an indigenous-centered understanding of the literary terrain and evaluates former and current expectations set upon texts by Native American writers by studying the social, cultural, historical, and literary contexts of which each generation of writers/artists have engaged in subtle, sweeping, restorative, and/or even problematic ways. Identifies and studies key concepts, terms, and methods by tracing chronologically themes such as settler colonialism and genocidal trauma;

tribal sovereignty and current social issues; and, stereotypes, tropes and modern Native American identity and conflicts of authenticity, as well as survival models of resistance and recovery for Indigenous peoples in literature. 1 unit. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **EN252 - Topics in Literature by Native American Writers:**

Examines literature by Native American writers through cultural, social, historical, generic, and/or aesthetic lenses. Students will focus on a curated selection of texts by Native American writers in order to identify and study key concepts, terms, methods, and techniques through a concentrated scope. Topics may include, for example, works by Native American writers and artists within specific literary genres or alongside another medium (art, film, etc.). 1 unit. (Not offered 2024-25).

1 unit

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### **EN253 - The Literature of the American Southwest**

The literature of the Native Americans, the Spanish, and the Anglos. Readings in transcribed poetry and song, diaries, folk literature, and modern authors such as D. H. Lawrence, Willa Cather, Edward Abbey, Rudolfo Anaya, and Leslie Silko. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **EN254 - Western American Literature**

Examines literature dealing with the American West, its reflection of imperialism and settler colonialism, the idea of the frontier, the influence of the land and landscape, and the history around which the literature revolves. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **EN259 - Lesbian, Gay, Bisexual, Transgender, Queer Literature**

Introduces features of what might be called a lesbian, gay, bisexual, transgender, and/or queer literary and theoretical tradition. Uses classical, Renaissance, modern postmodern, and contemporary literature, criticism, and film to examine the complicated status and experience of non-majority sexualities. Considers writers, theorists and activists who have explored the relationships among sexuality, knowledge, and literature, including Plato, Michel Foucault, Oscar Wilde, Shakespeare, Nella Larsen, James Baldwin and Alison Bechdel. (Not offered 2024-25).

1 unit

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## **EN270 - Introduction to Postcolonial Studies**

Introduces students to the history, theory, and study of postcolonial literature. We will read literary and theoretical texts from and about the Caribbean, Ireland, Britain, Africa, and India in order to see how postcolonial writers appropriate and retool the English language and its literary forms. We will examine how this writing expresses the dynamics of decolonization and the complexities of postcolonial societies, while also allowing us to consider whether the world we live today is truly postcolonial. Meets the Equity and Power: EPG requirement.

1 unit

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## **EN272 - Afropean Women Writers**

What does it mean to be a black or mixed-race European woman today? This class explores the way some of the preeminent writers in Europe negotiated black European identities and issues of citizenship in France, the United Kingdom, Germany, and other European countries. Topics include: different approaches to artistically theorizing and expressing the emotional, social, and political effects of transnational migrations; cultural hybridity; struggles for citizenship rights; and the intersectional perplexities of gender. Writers and artists explored in this course include: Maud Sulter, Jamika Ajalon, Gisèle Pineau, May Opitz, the Algerian, and Nina Bouraoui. Students will have the option to read French texts in the original language and to focus on issues of translation. (Not offered 2024-25).

1 unit

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## **EN275 - Comics and Graphic Narrative**

Explores the history and craft of graphic narrative from the eighteenth century to the contemporary moment. Students will consider how the medium of comics negotiates both visuality and textuality by tracing the role of typography and iconography in the development of graphic narrative from its designation as pop cultural ephemera to high literary and artistic form. Considers writers and theorists such as Roland Barthes, Scott McCloud, W.J.T. Mitchell, Marshall McLuhan, Lynd Ward, Will Eisner, Art Spiegelman, Marjane Satrapi, Daniel Clowes, Chris Ware, Alan Moore, and Alison Bechdel. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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## **EN277 - Jewish Comics and Graphic Narrative**

Traces the historical and aesthetic development of comics as a cultural form as deployed by Jewish writers and artists. Looks at the early days of the comics industry, Jewish oppression and racialization, the creation of the superhero, and the Jewish immigrant experience to examine how Jewish artists have utilized the narrative

possibilities of comics as a hybrid medium with particular focus on the Holocaust, global diaspora, and Jewish-American identity. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **EN280 - Topics in Literature:**

Studies in a wide array of cultural, social, historical, generic, and aesthetic topics in British and American literature. Designed for first-year students, sophomores, non-majors, as well as majors.

1 unit

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### **EN281 - Introduction to Creative Writing**

An introduction to creative writing through various forms and genres including poetry, fiction, creative non-fiction.

1 unit

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### **EN282 - Beginning Poetry Writing**

Practice in writing poetry. Meets the Critical Learning: CP requirement.

1 unit

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### **EN283 - Beginning Fiction Writing**

Practice in writing prose fiction. Meets the Critical Learning: CP requirement.

1 unit

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### **EN285 - Beginning Creative Nonfiction Writing**

Practice writing nonfiction prose with literary, artistic intention. Typical uses include personal essays, biographical profiles, and prose essays dealing with issues in history, science, nature, travel, and culture which employ the narrative tools commonly used by writers of fiction. May be taken instead of EN 280 Literary Journalism, for credit for the thematic minor in Journalism. Meets the Critical Learning: CP requirement.

1 unit

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### **EN286 - Topics in Creative Writing:**

Practice in writing specific genres, both fiction and non-fiction. Topics may include travel writing, autobiography, nature writing, science fiction, detective fiction, and others.

1 unit

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### **EN288 - Writing for Performance**

Identifies techniques utilized by writers of performance, ranging from slam poets to monologists to playwrights. Script and poem excerpts as well as video and audio samples will serve as the basis for in-class conversations around craft. Students will embark on a series of short solo and group writing exercises, trying their hand at a myriad of performance writing forms. Selected student work of merit will be presented in a final public staged reading. (Not offered 2024-25).

1 unit

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### **EN290 - The Birth of the American Novel**

Origins in the New Republic (Charlotte Temple, Wieland, the Last of the Mohicans, Hope Leslie), 19th-century young adulthood (The Blithedale Romance, Adventures of Huckleberry Finn, The American). Historical conditions that nurtured or stymied the development of the novel. Practice in close textual reading. (Not offered 2024-25).

1 unit

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### **EN294 - Topics in Asian American Literatures:**

Examines focused topics regarding literary works by Asian American writers through cultural, social, historical, generic, and/or aesthetic lenses. (Not offered 2024-25).

1 unit

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### **EN295 - Introduction to Multi-Ethnic American Literatures**

Explores major themes and texts in a variety of American ethnic writings including but not limited to African American, Asian American, Native American, and Latinx literatures. Provides an overview of the foundations and the possible futures of literary approaches to race and ethnicity in the United States. Introduces the role literature plays in creating and maintaining a racial and ethnic identities.

1 unit

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### **EN296 - Introduction to Asian American Literature**

Explores major themes and texts in Asian American Literature and provides an overview of the foundations and the possible futures of the field. Introduces the role literature plays in creating and maintaining a pan-Asian political label. Presents the Vietnam War as a watershed moment to discuss the many shifts within the field, such

as the emergence of Southeast Asian American writers and the rise of Gender Studies. Meets the Equity and Power: EPUS requirement.

1 unit

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### **EN297 - Introduction to Chicana/Latina Literature**

This course offers an introduction to Chicana/Latina literature in the United States. Examines the relationship between place and identity for Chicana/Latina peoples of the Southwest, West, and Midwest and considers how written texts reflect social, political, and historical contexts by addressing issues of colonialism, race, class, gender, and sexuality.

1 unit

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### **EN298 - Representing Identities in Contemporary Fiction**

As contemporary writers work towards inventing characters that better represent our diverse world in their fiction, they often must wrestle with constructing identity through and against stereotypes, privilege, overt and indirect racism, objectification, and bias. Even the most valiant attempts for racial, gendered, LGBTQ\*, and able-bodied inclusion in fiction come with concerns and unintended pitfalls, particularly when writers represent bodies that are radically different than their own. Students will read multiple texts, participate in discussions and research, and write responses, essays, and creative experiments in order to begin a discussion on body and identity representation in contemporary fiction. This literature course focuses on craft writing with a heavy writing component; however, there is no creative writing prerequisite. With an emphasis upon close reading, we will begin with a study of character construction and review trends of body representation in literature starting with the early novel before delving into current and ongoing articles and arguments. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **EN299 - Creative or Literary Practicum**

Extended format adjunct (.25 unit per semester or .5 unit per full year). Studies in a wide array of creative writing practice, publishing, or cultural, social, historical, generic, and aesthetic topics in British and American literature. Designed for declared English majors (any track).

*Prerequisite:* Declared English major or consent of instructor.

.5 unit

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### **EN305 - Advanced Study of a Genre:**

In-depth examination of a single literary genre or mode (such as pastoral, epistle, romance, horror, tragedy, or satire) within and across a range of historical periods and cultural and national contexts. Includes theoretical and critical readings. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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### **EN306 - Problems in Literary Theory**

Key issues in literary interpretation. Cultural criticism, Marxism, structuralism and deconstruction, feminist theory, ethnic criticism, psychoanalysis, hermeneutics, rhetorical criticism, etc. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN307 - Advanced Creative Nonfiction Workshop**

This course is a continuation of Beginning Creative Nonfiction Writing and is intended for students who are experienced in reading, writing, and experimenting across the genre, as well as in sharing and discussing their work and encouraging and supporting the work of their classmates. Students will work in both short and longer forms, while developing and cultivating specific projects, and methods of both creative research and revision.

*Prerequisite:* English 285 or consent of instructor.

1 unit

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### **EN308 - Advanced Poetry Workshop**

Writing workshop for experienced writers, with focus on issues of craft in poetry.

*Prerequisite:* consent of instructor & English 282.

1 unit

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### **EN309 - Advanced Fiction Workshop**

Writing workshop for experienced writers, with focus on issues of craft in fiction.

*Prerequisite:* consent of instructor & English 283.

1 unit

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**EN310 - Issues in Medieval Literature:**

Selected English and/or Continental literature of the period 400-1500, organized around a specific topic or theme.

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**EN311 - Chaucer's 'Canterbury Tales'**

Introduction to Middle English and close reading of selections from The Canterbury Tales Meets the Critical Learning: AIM requirement.

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**EN312 - The Other Chaucer:**

Introduction to Middle English and close reading of selections from Chaucer's minor poems, including The Book of the Duchess, Troilus and Criseyde, The Legend of Good Women, and Parlement of Fowles. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**EN313 - Dante's 'Divine Comedy'**

Intensive study (in translation) of Dante and his intertexts as context for readings and/or further coursework in later English literature (Chaucer, Shakespeare, Milton, Shelley, Joyce, T. S. Eliot, etc.). (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**EN320 - Issues in Renaissance Literature:**

Selected literature of the period 1500-1660, organized around a specific topic or theme. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN321 - Renaissance Poetry**

Selected poetry of the period 1500-1660 focusing on a single poet (such as Donne or Spenser), a group of poets (such as Donne and the Metaphysicals or Ben Jonson and the Tribe of Ben), or a particular genre of poetry (such as narrative verse, the lyric, pastoral poetry, the sonnet sequence, or satire.) (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN326 - Studies in Shakespeare:**

Detailed study of one of the following groups: 1) histories, 2) comedies and romances, 3) major tragedies, 4) a number of the works grouped according to a thematic principle. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN328 - Renaissance Drama**

Tragedies, comedies, and tragi-comedies by Shakespeare's contemporaries. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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### **EN329 - Milton**

Major poetry and selected prose of John Milton, with particular emphasis on Paradise Lost. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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### **EN330 - Advanced Topics in Literature and Environment**

Key issues in ecocriticism and/or the environmental humanities through the sustained study of a particular genre or mode, or in a particular historical period. Includes theoretical and critical readings.

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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**EN350 - Eighteenth-Century Literature:**

Selected British (and occasionally some American) literature of the period 1660-1830, organized around a specific topic or theme. (Not offered 2024-25).

*Prerequisite:* English 100 or English 221 or English 250 or consent of instructor.

1 unit

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**EN352 - Origins of the Novel**

Examines the origins of the British novel as literary and cultural form from the late 17th century through the early 19th century. Emphasis on one or several of the following critical issues: the epistolarity, satire, spiritual narrative, representations of disability, race, class, and gender, imperialism and colonialism, and narrative theory. Authors may include Haywood, Behn, Defoe, Fielding, Richardson, Burney, Smollett, Sterne, Mackenzie, Smith, Edgeworth, and Austen. (Not offered 2024-25).

*Prerequisite:* English 100 or English 221 or English 250 or consent of instructor.

1 unit

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**EN360 - Issues in British Romanticism:**

Selected literature of the period 1780-1830, organized around a specific Romantic-era topic or theme.

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**EN362 - British Romantic Fiction**

Examines the novel from 1780 to 1830. Authors may include Godwin, Smith, Radcliffe, Lewis, Wollstonecraft, Edgeworth, Austen, Shelley, Hogg, and Scott. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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**EN365 - British Romantic Poetry**

Principal works of selected Romantic-era poets, such as Wordsworth, Coleridge, Blake, Smith, Barbauld, Burns, Robinson, Byron, Keats, the Shelleys, Hemans, and Clare, with attention to formal, critical, and historical issues. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN370 - Issues in 19th-Century Literature**

Selected fiction, poetry, and non-fiction prose which looks at a problem or theme in 19th-century British and/or American literature such as narratives of identity, archetypes of city and nature, the politics of genre, comparisons of British and American culture, and the nature of literary periods themselves. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

.5 to 2 units

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### **EN371 - 19th Century British Poetry**

Selected works by poets writing after 1830, such as Tennyson, Browning, Arnold, the Rossettis, Hopkins, with attention to formal and historical issues. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

.5 to 1 unit

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### **EN372 - 19th-Century British Novel**

The novel in Britain 1815-1914, with emphasis on such authors as Thackeray, the Brontes, Dickens, George Eliot, Trollope, Hardy, and Conrad. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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### **EN373 - Advanced Studies in Postcolonial Literature:**

Advanced topics course exploring the theoretical and literary issues, questions, and themes raised in the rich literature, culture and theory that emerge as a response to and in contestation of the experiences of the colonial and postcolonial worlds.

1 unit

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### **EN375 - Caribbean Voices**

Built on the histories of colonialism, slavery, and indentureship, the Caribbean region has been at the heart of global movements of people and commodities for centuries. This course introduces students to the history of the region through close engagement with literary and cultural productions. It focuses on authors from African, Indian, and Chinese heritages that call these islands home. Discussions are organized around themes of empire, labor migration, racial intimacies, and modes of narrativizing collective histories developed by Caribbean authors. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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### **EN379 - Irish Literature**

Study of Irish writing through a range of writers such as Swift, Edgeworth, Joyce, Yeats, O'Brien and Heaney. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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### **EN380 - Advanced Topics in Literary and Cultural Studies**

Studies in a wide array of topics in American and British literature and media. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 to 2 units

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### **EN381 - Major Authors:**

In-depth study of one major author, either contemporary or from an earlier period.

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN382 - Studies in 20th-Century Fiction**

Selected fiction exploring some aspect of the century's literary and cultural concerns or some particular literary movement. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN383 - Studies in 20th-Century Poetry:**

Selected poetry exploring some aspect of the century's literary and cultural concerns or some particular poetic movement. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN385 - 20th-Century African-American Literature**

Readings in black American writers such as W. E. B. Dubois, Ralph Ellison, Nella Larsen, and Rita Dove. Organized around aesthetic and cultural issues such as feminism, the 'anxiety of influence,' pressures of the marketplace, identity politics, and post-modern theory. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN386 - James Joyce's 'Ulysses'**

A concentrated study of Joyce's masterpiece, using extensive historical, biographical, critical, and theoretical materials. (Not offered 2024-25).

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN387 - African-American Women Writers and Literary Tradition**

Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen.

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN391 - Early American Literature**

Major and minor works of the colonial period and the early republic by such writers as Edwards, Franklin, Rowlandson, Charles Brockden Brown, Cooper, and Irving.

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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### **EN394 - 19th-Century American Literature**

Examines major American authors of the 19th century. Authors may include Sedgwick, Poe, Hawthorne, Melville, Stowe, Twain, Emerson, Dickinson, Thoreau and Whitman.

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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### **EN395 - American Literature: American Realism 1870-1914**

Major works of such authors as Dickinson, Mark Twain, Henry James, Crane, Robinson, Dreiser, Wharton and Henry Adams.

*Prerequisite:* 221 or 250 or consent of instructor.

1 unit

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**EN396 - Advanced Topics in Ethnic American Literatures:**

Explores advanced theoretical and literary issues, questions, and themes raised in the literature, culture and theory of various American ethnic writings including but not limited to African American, Asian American, Native American, and Latinx literatures. Provides in depth examination of the foundations and the possible futures of literary approaches to race and ethnicity in the United States by highlighting the role literature plays in creating and maintaining racial and ethnic identities.

*Prerequisite:* English 100, English 250, or consent of instructor.

1 unit

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**EN397 - American Literary Modernism, 1914-45**

The rise of Modernist literature in the U.S. in relation to its discontents. Writers may include Eliot, Pound, W.C. Williams, Cather, Toomer, Stein, Hemingway, Faulkner, Fitzgerald, Hurston, and O'Neill. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 to 2 units

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**EN398 - Contemporary American Fiction**

Major works of such authors as O'Connor, Pynchon, Delillo, Carver, Morrison, Wallace and others. (Not offered 2024-25).

*Prerequisite:* English 221 or English 250 or consent of instructor.

1 unit

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**EN399 - Junior Seminar**

Methodological preparation for advanced work in the literature track. Focus on secondary critical texts in the study of a literary topic or period. Required of junior English literature track majors.

*Prerequisite:* English 221, English 250, junior standing, a declared major in English. May be taken more than once for credit.

1 unit

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**EN401 - Independent Reading**

*Prerequisite:* 221 or 250 & Jr/Sr English Major & consent of department.

.5 to 2 units

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### **EN404 - Advanced Summer Independent Reading:**

.5 to 2 units

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### **EN405 - Shakespeare in London**

(Summer only 2024-25).

1 unit

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### **EN480 - Senior Seminar: Literature**

Advanced study of a topic of literary significance. Required of all senior Literature Track English majors and of all senior Film Track English majors. Students taking this course for 1 unit must complete EN499 as well. Students taking this course for 2 units complete their senior theses within the course.

*Prerequisite:* English 399.

1 unit

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### **EN481 - Senior Seminar: Creative Writing Workshop**

Two-block advanced study of creative writing culminating in a creative capstone project such as a collection of short stories, a novella or novel, a collection of poems, a long essay or a collection of essays, or hybrid writing project. Required of all senior Creative Writing Track English majors.

*Prerequisite:* Either English 307, English 308, or English 309.

2 units

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### **EN490 - English Major Capstone**

Advanced study of a topic chosen by a student completing the English minor in the Literature or Creative Writing track and in consultation with department faculty. Assignments, project outcome, research, etc. must be approved by the department. Student work is directed by individual faculty member(s).

1 unit

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### **EN499 - Senior Project:**

Advanced study of a topic chosen by the student and approved by the department, with student research, writing, and planning directed by individual faculty member(s). One unit of EN499 Senior Project is required; students may take a maximum of two EN499 blocks.

*Prerequisite:* English 250.

1 unit

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### **EV100 - From Grasslands to Glaciers**

(Summer only 2024-25).

*Prerequisite:* Pre college course.

.25 to 1 unit

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### **EV109 - Winter Ecology**

An introduction to winter-specific processes on the level of ecosystems, populations, and physiological adaptations of individual organisms. Includes hands-on field investigative projects for each of these three areas in snow-covered montane and high alpine environments. Topics include snow pack dynamics, vegetation-atmosphere-snowpack coupling, habitat use by non-hibernating animals via animal tracking, winter-specific plant adaptations, and aquatic ecosystem ecology under ice. Emphasis on how winter-specific processes constrain dynamics during the growing season. (Not offered 2024-25).

.5 unit

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### **EV110 - Introduction to Environmental Chemistry**

An introduction to principles of chemistry focusing on anthropogenic impacts from energy and agriculture to Earth's atmosphere and hydrosphere. Topics include: atomic structure, periodic properties; molecular structure; redox, acid-base, and solubility reactions; enthalpy of phase changes and combustion reactions; and stoichiometry. Includes laboratory focused on field sampling, statistics, and environmental analysis. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Prior High School Chemistry class is highly recommended.

1 unit

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### **EV120 - Introductory Topics in Environmental Science:**

Selected topics in environmental science that are not offered as part of the regular course listings. Require no previous environmental science courses. 1 unit. (Not offered 2024-25).

.5 to 2 units

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### **EV121 - Energy: Environmental**

This course provides an overview of this interdisciplinary field at a level appropriate even for non-science majors, applying concepts, methods, and models from many disciplines to the major problems facing a sustainable management of the environment. The complex interactions of the 'biosphere,' the human systems that make up the 'sociosphere,' and the physical Earth systems that support them are considered. (Does not meet the field/lab credit.) (Not offered 2024-25).

1 to 2 units

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### **EV123 - Environmental Issues and Solutions**

(Summer only 2024-25).

1 unit

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### **EV125 - Environmental Science: From Mountains to Microbes**

(Summer only 2024-25).

2 units

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### **EV126 - Aquatic and Terrestrial Ecosystems**

Through field-based inquiry over the semester, students learn about biotic and abiotic factors controlling aquatic and terrestrial ecosystems, and demonstrate their understanding by creating lessons and inquiry projects for their K-12 students. Includes portfolio sections demonstrating mastery of questioning, analysis, and data interpretation skills related to environmental processes and systems. Meets the Critical Learning: SA requirement.

*Prerequisite:* Education 120 - Environmental Education Practicum.

1 unit

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### **EV127 - Introduction to Geographic Information Systems (GIS)**

This course explores the basic fundamentals of spatial data creation, manipulation and analysis. Students will learn to use software to create data-driven insights through in class labs and projects. Students will demonstrate knowledge through daily computer lab exercises, writing assignments, and presentation of their own research project. Tools learned in the class will provide valuable skills students can later employ for research and employment.

.5 unit

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### **EV128 - Introduction to Global Climate Change**

Introduction to the contemporary Earth climate system that focuses on the roles of the atmosphere, oceans, cryosphere, and land surface, and an overview of how this system has changed in the past and is predicted to change in the future. Includes the use of mathematical models to describe complex systems and the role of policy, economics, and ethics in mitigating human impact. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement.

1 unit

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### **EV135 - Meteorology**

Basic physics principles introduced and used to study dynamic processes in the atmosphere: atmospheric energy flow, solar radiation, green house effect, large-scale circulation of the atmosphere, small scale processes including clouds and storms, weather forecasting, humanity's impact on weather and climate. Laboratory and field experiments and trips will be utilized. (Not offered 2024-25).

1 unit

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### **EV145 - Environment and Society**

Introduction to humanistic and social science perspectives on global environmental change, engaging with a wide variety of explanatory frameworks and disciplinary lenses. Students will examine the socioeconomic, political, cultural, historical, and philosophical drivers of current environmental conditions. Includes perspectives emphasizing potential responses to climate change and other environmental challenges. Meets the Critical Learning: SHB requirement.

1 unit

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### **EV155 - Introductory Earth Systems Science**

An overview of the Earth's surface systems including lithosphere, hydrosphere, and atmosphere. Course will also examine fluxes among these systems such as soil-forming processes, hydrologic processes, and biogeochemical cycles. (Meets the laboratory/field requirement for natural sciences.) Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

1 unit

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### **EV209 - Ecology and the Environment**

The analysis of distributions, abundances, and interrelationships of organisms, populations, communities, and ecosystems with an emphasis on environmental

applications. (No credit if taken after BY 208). Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Environmental Program 128; No credit if taken after Biology 208.

1 unit

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### **EV210 - Environmental Chemistry**

An introduction to chemical pollutants in the 'compartments' of air, water, and soil, and calculation and measurement of their levels using the principles of general chemistry. Chemical perspectives on problems such as toxicology, global warming, the ozone hole, food shortages, and waste disposal are also discussed. Includes a significant laboratory component involving the statistical and instrumental analysis of samples collected in the field. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 108 or 250 & Biology 208 or Geology 130 or 140.

1 unit

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### **EV211 - Human Impacts on Biogeochemical Cycles**

An introduction to the chemical, physical, geological, and biological processes and reactions that govern the composition of the natural environment and the cycles of matter and energy that transport the Earth's chemical components in time and space. Course includes a significant emphasis on mathematical modeling of radiative transfer, the global hydrologic, carbon and nitrogen cycles, and the implications of human effects on these processes to (No credit for this course for students who have completed Chemistry 108). May meet either the Critical Perspectives: Scientific Investigation of the Natural World or Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

*Prerequisite:* Environmental Program 128 and Mathematics 126.

1 unit

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### **EV212 - Energy: Environmental Thermodynamics and Energetics**

Environmental Thermodynamics and Energetics. Study of the generation and use of energy in an industrial society, environmental problems created by our energy use, and the physical and chemical principles underlying these issues. Scientific principles include: energy and the laws of thermodynamics, and the chemical equilibrium and kinetics needed to understand chemical systems as a means of energy storage. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.

*Prerequisite:* Environmental Program 128 and one of Environmental Program 110, Chemistry & Biochemistry 107 or Chemistry & Biochemistry 117; and either Mathematics 126 or MA125..

1 unit

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### **EV220 - Topics in Environmental Humanities:**

Selected topics in environmental science that are not offered as part of the regular course listings. May require at least one 100 level Environmental Science course as prerequisite. 1 unit.

1 unit

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### **EV221 - Environmental Inquiry**

This class focuses on developing a holistic understanding of transdisciplinary environmental issues through study of an integral meta-theoretical framework. Student learn to design and propose potential thesis projects by evaluating transdisciplinary environmental issues through phenomenological, empirical, and systems-based inquiry, and assess the relative merits of post-positivist, constructivist, and critical perspectives.

*Prerequisite:* ED225/EV265: Foundations of Environmental Education.

1 unit

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### **EV227 - Environment and Sound**

This course is designed to explore the relationship between sound, music, and place, as well as various aspects of how we experience and engage with our sonic environment. The course is first and foremost experiential. Students will learn through making field recordings in multiple locations, creating sound art from their soundscape documentation, collaborating on site-specific group performances, mapping sounds, engaging in soundwalks, and deep listening. This work will be informed by an interdisciplinary discussion of the intersections between sound and the environment, as well as the role of listening within the context of environmental change. In addition, students will critically explore and discuss musical works that interact with sonic landscapes and the environment. No previous experience, musical or otherwise, required. Meets the Critical Learning: CP requirement.

1 unit

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### **EV228 - Analysis of Environmental Data**

Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Mathematics 126 or 125 or 127 or HS equivalent (Calculus I).

1 unit

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### **EV255 - Nature & Society**

The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **EV260 - Topics in Environmental Social Sciences**

Selected topics in the environmental social sciences that are not offered as part of the regular course listings.

1 unit

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### **EV261 - Topics in Environmental Humanities**

Selected topics in environmental humanities that are not offered as part of the regular course listings. 1 unit.

1 unit

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### **EV265 - Critical Foundations of Environmental and Sustainability Education**

Environmental and sustainability education focuses on the ecological, economic and social aspects of our interdependence with the natural world. Class discussion and literature analysis address the characteristics and goals of environmental and sustainability education, the evolution of the field of environmental and sustainability education, and fundamental aspects of cognitive and developmental theories as they relate to education. Students begin a course project portfolio that, when completed, meets expectations for environmental education certification from the Colorado Alliance for Environmental Education.

*Prerequisite:* consent of instructor.

1 unit

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### **EV271 - US Environmental Law and Policy**

This course surveys key domestic actors, institutions, and policy/legal regimes that have shaped historical and contemporary regulation of environmental issues in the United States. Students will collaboratively interrogate law/policy dimensions of environmental equity and justice, explore structural deficits and opportunities, apply these insights to specific environmental regimes, and cultivate environmental legal and academic

research and communication skills. Environmental Studies majors and minors can count this course or EV/PS274 toward the major, but not both. 1 unit.

*Prerequisite:* Environmental Program 145 or consent of instructor.

1 unit

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### **EV272 - Cities, Sustainability and Environmental Justice**

This course examines the relationship between urban development and environmental justice in the United States, with a particular emphasis on the role of urban planning practices in creating and maintaining the disproportionate exposure to pollution and the unequal access to environmental amenities faced by communities of color. It also investigates the political processes through which municipal sustainability efforts are being used by activists and city officials to create solutions to environmental and social injustices in urban areas. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **EV273 - American Environmental History**

A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. 1 unit. Meets the Critical Learning: HP requirement.

1 unit

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### **EV274 - U.S.Environmental Politics and Policy**

Considers contemporary and historical environmental politics in the United States and how politics is translated into policy. Examines federal policies and their effectiveness in protecting the environment and furthering environmental justice and investigates the role of actors including social movements, environmental organizations, industry, and state and local governments in shaping environmental governance. Environmental Studies majors and minors may count this course or EV271 toward the major, but not both. Recommended prerequisites: EV145 or PS200. 1 unit. (Not offered 2024-25).

1 unit

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### **EV276 - Environmental Sociology**

This course examines the political and institutional conditions that produce and organize environmental degradation and disruption, give shape to patterns of environmental inequality, and foment conflict. It concludes by examining the conditions and strategic



actions that improve the chances for positive environmental outcomes and ecological sustainability. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **EV277 - Ecofeminism**

The interconnections between feminism and ecology. Ecofeminism explores the links between systems of domination such as sexism, racism, economic exploitation and the ecological crisis. We will assess criticism of ecofeminism and evaluate the potential of this philosophy for political practice. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **EV281 - Environmental Ethics**

Study of values underlying human relations to the natural environment. Conflicts between values. Preservation, conservation, and exploitation of natural resources. Problems in developing and applying a consistent land ethic. Some social, political, economic, and ecological aspects of current environmental crises. Counts as one unit of humanities credit.

1 unit

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### **EV282 - Contesting Climate Justice**

An examination of multiple conceptions of fairness, equity, and justice in relation to climate change, and how calls for justice and fairness are used both to reinforce and to challenge existing power relations, within and among nations. Prerequisites: None. 1 unit. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **EV285 - Introduction to Literature and Environment**

An introduction to environmental literature, through genres such as nature writing, memoir, climate fiction (cli-fi), and topics such as wilderness, apocalypticism, climate change, and environmental justice.

1 unit

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### **EV293 - Independent Research**

Faculty-supervised independent research in environmental natural science, social science, or humanities for students with limited coursework in environmental studies or science. 1 unit.

.5 to 1 unit

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### **EV301 - Political Ecology of the Southwest**

Focuses on political ecology in a seminar setting for understanding political economy and ecological concerns. Highlights the struggles and genius of Southwest cultures under changing conditions. May have a multi-day-off-campus field trip. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Any 100 or 200-level Southwest Studies course or Environmental Program 145: Environment and Society, and Junior or Senior standing.

1 unit

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### **EV307 - Stream Ecology**

An introduction to physical processes, biogeochemical cycles, and dynamics of freshwater biota in inland waters. Taking a process-oriented and comparative approach, the course focuses on how the function of river systems impacted due to effects from human interactions with aquatic ecosystems. Field and laboratory exercises integrate material across disciplines. Additional recommended prerequisites: GY140 or GY150; EV351. 1 unit. (Not offered 2024-25).

*Prerequisite:* Either Environmental Program 110 or Chemistry & Biochemistry 107 or Chemistry & Biochemistry 117, and Mathematics 126 or Mathematics 125, and either Environmental Program 209 or Organismal Biology and Ecology 208.

1 unit

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### **EV309 - Population dynamics of wild, harvested, and endangered species**

Why do some fisheries collapse? Will the African elephants go extinct? This course examines environmental questions in population ecology using differential and difference equation modeling in R. Course topics include population dynamics of single and multiple interacting species through time and space, the analysis of equilibria and stability, bifurcation, chaos, sensitivity, and parameterization. 1 unit. (Not offered 2024-25).

*Prerequisite:* Mathematics 126 and Environmental Program 209 or Organismal Biology and Ecology 208.

1 unit

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### **EV310 - Fate and Transport of Chemicals in the Environment**

This course builds upon the skills developed in environmental chemistry or physical chemistry, making use of kinetic and thermodynamic models to examine how chemical pollutants are transported in the environment. Either significant computer simulations or laboratory investigations based on recent journal articles from areas such as the kinetics of metal adsorption on model soils, equilibrium concentrations of pesticide residues in biota based on octanol-water partitioning, and transport modeling of air particulates from an urban environment are included. (Available on a tutorial basis with instructor's consent.) (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 342 or 366; or 210 & consent of instructor.

.5 to 1 unit

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### **EV315 - Atmosphere-Biosphere Interactions:**

The course examines transport and transformation of energy and matter through ecosystems, and how humans impact these. It focuses on solar energy, carbon, and water through the lens of atmosphere-biosphere interactions. The course develops all concepts through hands on data acquisition, analysis, and interpretation. Key concepts include fluxes, gradients, and budgets. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Mathematics 126, and Environmental Program 209 or Organismal Biology and Ecology 208, or consent of instructor.

1 unit

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### **EV316 - Environmental Geographic Information Systems (GIS)**

Introduction to the fundamental principles and techniques of Geographic Information Systems and the applications of GIS to environmental studies and science. Through hands-on lab and independent exercises, students will explore geospatial data collection, geospatial data manipulation, database creation and management, spatial analysis, and cartographic mapping. Students will also be exposed to common open-source GIS tools, and basic concepts of remote sensing and Global Positioning Systems (GPS).

*Prerequisite:* Environmental Program 128 and Environmental Program 145, or consent of instructor.

1 unit

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### **EV320 - Advanced Topics in Environmental Science**

Selected environmental science topics that require a more advanced science background than those offered through EV 120. Offered when interest and opportunity

arise. Counts as one unit of natural science credit, a few of which may meet the lab or field requirement. Usually at least one sophomore level science course is expected.)

1 unit

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### **EV321 - Environmental Management**

Environmental management efforts are scientifically, ecologically, and politically contentious, yet necessary given the heightened awareness of our impacts on the environment. Students will learn about principles underlying conservation and management approaches, explore how these principles are applied in practice, and identify potential solutions to the multiple challenges environmental managers face. Case studies may focus on public lands management, restoration and conservation, forestry, and/or water resources, private lands conservation strategies, and the role of environmental non-profits. May involve day or overnight trips. (Not offered 2024-25).

*Prerequisite:* Environmental Program 128 and Environmental Program 145.

1 unit

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### **EV323 - Subnational Climate Governance**

Examines the role of subnational governments such as states, cities, and provinces in climate change politics, with a particular focus on the role of cities in mitigating and adapting to a changing climate. Investigates how local political actors ranging from business interests to social justice activists shape climate initiatives as well as the relationship between subnational climate policies and higher levels of government. (Not offered 2024-25).

*Prerequisite:* EV/PS 272 or consent of instructor.

1 unit

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### **EV331 - Introduction to Ecology and Conservation in Tanzania**

(Not offered 2024-25).

.5 unit

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### **EV333 - Atmospheric Science**

This course explores the fundamental atmospheric thermodynamics and dynamics needed to understand weather and climate. Using theoretical frameworks, observations, and numerical models, the course covers the physical mechanisms that explain the atmosphere's behavior across different spatial and temporal scales. Topics include the properties of the atmosphere, electromagnetic radiation and energy balance, stability, atmospheric forces and wind, the atmospheric general circulation, mid-latitude cyclones,

weather forecasting, and climate variability and change. A central theme is humanity's impact on weather and climate.

*Prerequisite:* Environmental Program 212, or Physics 241.

1 unit

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### **EV334 - The U.S. Environmental Movement**

Uses social movement theory to analyze the environmental movement in the United States as well as its successes and failures. Investigates the growing diversity of perspectives within environmentalism and the challenges and opportunities that mark environmental activism today. Recommended prerequisites: PS200, EV271, or EV274. (Not offered 2024-25).

1 unit

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### **EV335 - Environmental Economics**

This course develops: 1.) the tools necessary for the economic analysis of environmental and natural resource problems; 2.) the ability to apply those tools in the investigation of a real world environmental resource problem and; 3.) the insight to form policy recommendations on the basis of such analysis and investigation. Particular emphasis on problems of market failure, such as externalities, public goods, non-market goods, uncertainty, income distribution, inter-temporal resource allocation and policies to correct for imperfect markets. (Not offered 2024-25).

*Prerequisite:* Economics 201.

1 unit

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### **EV341 - Ecological Economics**

Ecological economists adopt a transdisciplinary framework that draws from a diverse web of knowledge across the natural sciences, social sciences, and humanities. Students will critique neoclassical economic thought and use a systems approach to analyze the interdependencies among social, economic, and ecological issues. May include overnight field trips. 1 unit.

1 unit

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### **EV342 - Sustainable Development and Global Inequality**

Focuses on the rhetoric and practices of "sustainable development" and its attempts to reconcile economic growth, social equity, and environmental protection. Students will investigate the histories of colonialism and social struggle. Students will develop sophisticated analyses of the intersections of global socioeconomic inequality and the challenges of ecological sustainability. 1 unit. May meet either the Critical Perspectives:

Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **EV343 - Landscape Ecology**

This course explores the principles of landscape ecology and their application to contemporary issues in conservation and management. Students will examine methods for detecting and characterizing landscape patterns and processes; explore how landscape patterns emerge and change over time; discuss implications for populations, communities, and ecosystems; and develop strategies for landscape scale conservation and management. 1 unit.

*Prerequisite:* Mathematics 117 or Organismal Biology and Ecology 220 or Environmental Program 228; Environmental Program 209 or Organismal Biology and Ecology 208.

1 unit

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### **EV348 - Economics of the Environment**

(Not offered 2024-25).

.5 unit

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### **EV351 - Hydrology**

An introduction to hydrology in the context of watersheds, focusing on the major components of the hydrologic cycle; precipitation, canopy interception, infiltration, soil water storage, runoff, streamflow, and groundwater flow. Management of Water resources and the response of water quantity and quality to anthropogenic activity will also be discussed. 1 unit.

*Prerequisite:* Geology 140 or Geology 150; Environmental Program 212.

1 unit

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### **EV352 - Waters of the West**

An introduction to western water laws, water management policies, and the legacy of water federalism. Particular attention is given to instream flow programs, Native waters, community ditches, water justice, and water conservation efforts in the Southwest. 1 unit. (Not offered 2024-25).

*Prerequisite:* Southwest Studies 102 or Environmental Program 128 or Environmental Program 145 or consent of instructor.

1 unit

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### **EV353 - Oceanography and Climate**

physical oceanography course that highlights the role of the ocean in the global climate system. Topics include ocean-atmosphere interactions, large-scale climate dynamics, wind-driven and thermohaline circulations, the global ocean's mean state, natural climate variability such as the El Niño-Southern Oscillation, sea level changes, and the ocean's role in and response to past, present, and future climate change. This quantitative course combines theory, observations, and global climate models to emphasize the interconnectedness of the ocean with the Earth's other systems. The course will culminate in an overview of how the ocean influences humans and ecosystems.

*Prerequisite:* Environmental Program 333; or Mathematics 126 and Physics 241.

1 unit

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### **EV356 - Global Environmental Policy**

This course studies the actors, institutions, and mechanisms that structure global environmental regimes. Students will examine the theoretical and regulatory foundations that have shaped contemporary study and practice; explore emergent and innovative responses in policy/law to interlinked environmental issues; and interrogate connections between formal global regulation and subnational, private, and nonstate governance mechanisms. Recommended prerequisites: EV271 or PS209. 1 unit.

1 unit

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### **EV360 - Advanced Topics in Environmental Social Science**

Selected environmental social science topics that require an intermediate background. Offered when interest and opportunity arise. May require at least one 200 level Environmental Science course as prerequisite. 1 unit.

1 unit

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### **EV361 - Advanced Topics in Environmental Humanities:**

Selected advanced topics in the environmental humanities that are not offered as part of the regular course listings.

1 unit

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### **EV365 - Developing Environmental and Sustainability Education Curriculum**

This advanced course in curriculum, instruction, and assessment builds on foundational knowledge in environmental and sustainability education by focusing on the development and assessment of curriculum that builds environmental literacy through

transdisciplinary environmental inquiry. Class discussion, lesson planning, and reflective teaching focus on developing a comprehensive framework that facilitates a broad approach for inquiring about environmental issues and detecting narrowness and bias in the arguments made by others concerning environmental challenges, issues, and problems. Teaching methods specific to environmental and outdoor education are emphasized through a practicum that spans the course. Students complete a course project portfolio that meets expectations for environmental education certification from the Colorado Alliance for Environmental Education

*Prerequisite:* Education 120 and Education 225.

1 unit

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### **EV373 - Public Policymaking**

Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. (Counts as one unit of Social Science credit, but not as a natural science credit.)

1 unit

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### **EV375 - Community Forestry**

Focuses on the role of forest ecosystems in social, political, and economic systems and how definitions and management of forests are contested. Students will gain and apply skills and tools from multiple social science disciplines to understand the short and long-term ramifications of forest management policies. Includes service-learning field trips. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

1 unit

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### **EV385 - Environmental Education**

This course centers on curriculum, instruction, and assessment in environmental education. Class discussion and lesson planning develop a comprehensive framework that facilitates a broad approach to environmental issues. Teaching methods specific to environmental and outdoor education are emphasized through a practicum that spans the course. Prerequisites (Not offered 2024-25).

*Prerequisite:* Education 120 and Education 225.

1 unit

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### **EV391 - Junior Research Seminar**

A seminar required for third-year Environmental Studies majors planning to write a senior thesis. The course takes students through steps of the research process including establishing a research question, writing a research proposal, examining primary/secondary sources, research approaches and theory, and methodological questions within interdisciplinary examinations of environmental issues.

*Prerequisite:* Open to third year Environmental Studies track majors or consent of instructor.

1 unit

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### **EV392 - Research Workshop**

This workshop supports faculty-student collaborative research on a specified theme or topic. The class may focus on discussion of literature, workshopping manuscripts for publication/conference presentations, theoretical discussions, and/or project-based learning projects. The class is intended for Junior and Senior EV Science and Studies majors. The class will not count towards an elective requirement in EV. The class may be offered as an adjunct or as a half block class. It is offered on a P/F basis only.

*Prerequisite:* When offered as an adjunct class will meet 3-4 times per block and on a P/F basis only.

.25 unit

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### **EV393 - Independent Research**

Faculty-supervised independent research project in environmental natural science, social science, or humanities for students with substantial coursework in environmental studies or sciences. 1 unit.

1 unit

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### **EV421 - Environmental Synthesis**

This is the required capstone course for all Environmental Science and Environmental Studies majors. It is optional for Environmental Studies minors and will not count toward the 6-unit requirement of the minor. The course provides a platform for interdisciplinary integration of environmental studies and sciences by examining diverse approaches to understanding and addressing local and regional environmental issues. It also emphasizes professional development considerations as they relate to building on the skills and knowledge gained through the Environmental Studies and Environmental Science majors and minor. This is a semester-long extended format course and must be taken Pass/No Credit only.

*Prerequisite:* Offered as Pass/Fail Only. Senior standing in Environmental Science, Senior major, Environment Science Chemistry Emphasis major, Environmental Studies major, or Environmental Studies minor; or consent of instructor.

.5 unit

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### **EV431 - Atmospheric Chemistry**

Course focuses on the chemical composition of Earth's atmosphere, including the governing chemical mechanisms and their associated kinetics. The generation, transport, and transformation of criteria pollutants in the troposphere and stratosphere will be explored. Course has significant field and laboratory components as well as a student-designed research project. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Environmental Program 333 or consent of instructor.

1 unit

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### **EV490 - Senior Seminar Pass/Fail Only**

An adjunct course spread out over the academic year in which guest lecturers and juniors and seniors orally present their independent research (either literature or laboratory) to the program students and faculty in an open forum for discussion. Required for an environmental science major. (Must be taken on a P/NC basis.) (Not offered 2024-25).

*Prerequisite:* Required for majors.

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### **EV491 - Environmental Science Practicum**

Students are placed in organizations working on environmental issues where they work about five hours per week. Students meet in seminar twice a block. In the seminars and written work for the course, students explore the connection between environmental theory and environmental practice, the connections between academic environmental studies and work on behalf of the environment in the community. (Semester-long, extended-format course; to count for major course must be taken for an entire semester for credit with semester-long meetings). (Must be taken on a P/NC basis.) (Not offered 2024-25).

*Prerequisite:* Environmental Program 322 or consent of instructor.

.25 to .5 units

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### **EV493 - Independent Research**

Advanced faculty-supervised independent research in environmental natural science, social science, or humanities. Usually done as thesis research before EV499: Senior Thesis. 1 unit.

1 unit

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### **EV499 - Senior Thesis:**

A thesis topic chosen by a student with advice from a member of the Environmental Studies Program. Environmental Science majors must have a topic grounded in the natural sciences and Environmental Studies majors may have a topic grounded in the natural sciences, social sciences, or humanities.

*Prerequisite:* Environmental Studies majors must complete Environmental Program 391; Junior Research Seminar to write a thesis.

1 unit

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### **EV520 - Topics in Environmental Science: Sustainable Systems**

(Summer only 2024-25).

1 unit

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### **FG103 - Asian Perspectives on Feminism**

An examination of feminism in Asia. Emphasis will be placed on the diversity of goals and strategies adopted by Asian women for liberating themselves from oppressive attitudes and customs as well as for empowering them. Traditional philosophical works, contemporary literature, film, and journal articles by Asian women will be consulted. (Not offered 2024-25).

1 unit

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### **FG106 - #AllLivesMatter?: Historical and Contemporary Protest in the U.S.**

According to its creators, the #BlackLivesMatter hashtag was created after the murder of 17-year-old Trayvon Martin “as a response to the anti-Black racism that permeates our society” and as “an affirmation of Black folks’ contributions to this society, our humanity, and our resilience in the face of deadly oppression.” In response, #AllLivesMatter was created more informally to counter what many felt was an exclusionary focus on Black lives at the expense of others, gaining popularity after utterances from Canadian singing group The Tenors, Senator Tim Scott (R-SC), Seattle Seahawks cornerback Richard Sherman, 2016 Democratic presidential nominee Hillary Clinton, and author Terry McMillan, and many others. This, however, is just one example of the debates that ensue regarding the causes and consequences of

various forms of protest, especially that which is entrenched in discourses about race, gender, sexuality, and other social, cultural, and political markers. Focusing primarily on Feminist and Critical Media Studies, this course allows students to examine mediated constructions of and debates about protests as early as Nat Turner's revolt in 1831 and as recently as the anti-fascism protests at the University of California-Berkeley in August 2017. (Summer only 2024-25).

.75 units

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### **FG107 - Critical Race Theory & the Law**

Students considering majors in history, political science, pre-law, or the humanities will need to hone their critical thinking and analytical skills while simultaneously developing a broad understanding of the complexities of the American government, history, and society. Designed for pre-college students, this course examines the deeply rooted interconnectedness between race and the law. Students will study the origins of Critical Race Theory (CRT), its major themes, such as liberalism, counter-storytelling, and intersectionality, and critiques of CRT, with a particular focus on political, legal, scholarly, and popular discourses. (Summer only 2024-25).

.75 units

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### **FG110 - Introduction to Feminist and Gender Studies**

Introduces theories and methodologies that examine the relationships between power and markers of identity, such as gender, sexuality, race, class, nation, and dis/ability. Informed by the civil rights, student, labor, LGBTQ, and women's movements, this course encourages student reflection on their participation in institutions of power and in effecting change. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **FG112 - Gender Inequality**

How sex roles shape our experiences. Sources and consequences of the differences between males and females. Biological processes, participation in the economy and the family. Possibilities for and consequences of changing sex roles. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **FG114 - Introduction to Queer Studies**

What are LGBT/Queer Studies? What does it mean to identify as gay, lesbian, bisexual or transgender? Who gets to create knowledge about LGBTQ people? This course

takes an interdisciplinary approach to studying these questions by wrestling with the changing nature of LGBT and Queer as categories across time and space/location. Studies a critical consciousness on LGBTQ issues that recognizes the ways gender and sexuality are complicated by intersectional experiences of race, class, and nationality. Interrogates gender, sex, the “body,” erotic pleasure, sexuality, and sexual orientation as social constructions embedded in power structures, analyzing the impact of myriad intellectual and activist approaches to social policy, popular culture, law and governance, science, and public discourse. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **FG118 - Gender & Communications**

This course investigates the differences and similarities between male and female communication in contemporary American society within the framework of communication and feminist theory from a number of contexts, including interpersonal communication in family contexts and the work environment, public communication about gender in the media, and interpersonal and mediated communication in the education system. (Not offered 2024-25).

1 unit

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### **FG138 - Feminist Religious Thought**

An introduction to feminist theology and ethics in the Christian and Judaic tradition, with attention to such issues as God, love, justice, community, sexuality, liberation, and ecofeminism. Readings to include Ruether, Plaskow, McFague, Welch, and Heyward. (Not offered 2024-25).

1 unit

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### **FG143 - Psychology of Gender**

An examination of research and theory on psychological gender differences and similarities. This course will explore the ways in which gender is a system of meanings that operate at the individual, interactional, and cultural level to structure people's lives. Special attention is made to methodological issues, and to feminist critiques of traditional methods of data collection, analysis, and interpretation. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Psychology 100 or 101 or 111 or consent of instructor.

1 unit

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## **FG160 - The Psychology of Women: Women and Madness**

What does it mean to be 'mad'? Is madness in the eyes of the beholder? This course examines the concept of madness as it has been applied to women from historical, psychological, social and feminist perspectives. Our goal will be to critically examine the diagnostic criteria used by the psychiatric community and popular culture to case material and investigate the 'logic' of madness, asking to what extent madness might be a reasonable response to unreasonable conditions. This course will include a careful consideration of the rising use of psychopharmacology, particularly in the treatment of depression in women. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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## **FG182 - Prejudice and Intergroup Relations**

(Not offered 2024-25).

1 unit

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## **FG200 - Feminist Theory**

Surveys and historicizes feminist theories, including, but not limited to, Black feminism, Transnational feminism, Xicanisma, Marxist feminism, Transfeminism, and Ecofeminism. This course encourages students to understand feminist theory as a multivocal intellectual project grounded in shifting geopolitical conjunctures. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Feminist & Gender Studies 110 or Feminist & Gender Studies 114, or consent of instructor.

1 unit

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## **FG203 - Women in Art**

A survey of women artists in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few 'great' women artists? Are there qualities unique to women's art? Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Art History 112 or a Feminist & Gender Studies course.

1 unit

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## **FG206 - Intermediate Topics in Feminist and Gender Studies:**

Cultivates deeper understanding of theories, concepts, and interdisciplinary sub-fields within Feminist & Gender Studies. Emphasizes ways of connecting, synthesizing, and employing theories and concepts, continuing to pay attention to foundational texts and concepts, while recognizing the always shifting landscape of the field. Assignments require intermediate-level independent thinking and research skills. Courses and instructors vary annually. .5 or 1 unit.

1 unit

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## **FG210 - Race, Class & Gender**

We will examine theories of race, class, and gender construction in the United States and other societies, focusing on their intersections in such areas as labor, sexual relations, community, law, and other forms of cultural production. We will analyze 'identity politics' as a standpoint and as vehicle for, or obstacle to, social change. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 or Race, Ethnicity, & Migration 185.

1 unit

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## **FG211 - Critical Feminist Methodologies**

Examines feminist approaches, modes of inquiry, and debates about the politics of knowledge production. In exploring these concerns, this course focuses on how feminist scholars ask methodological and epistemological questions about positionality, objectivity/subjectivity, authority, voice, and (inter)disciplinarity. Meets the Critical Perspectives: Social Inequality requirement.

*Prerequisite:* Feminist & Gender Studies 200.

1 unit

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## **FG212 - Critical Media Studies**

Studies the competencies necessary for analyzing mass media codes and conventions and interpreting the meanings and ideologies generated by texts in TV, film, radio, internet, and other industries, especially regarding how race, gender, sexuality, socioeconomic status, citizenship, and other social, cultural, and political markers are constructed. Examines the impetuses for and implications of these constructions, including the ways in which they are revised, resisted, and reproduced. Meets the Critical Perspectives: Diverse Cultures and Critiques requirement. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **FG214 - Hidden Spaces, Hidden Narratives: Intersectionality Studies in Berlin**

Examines how the identities of marginalized communities in Berlin, such as Black Germans, Jewish Germans, Turkish Germans, migrants, refugees, victims of Neo-Nazi terrorism and police brutality, and LGBTQI communities, are predicated on racism, heterosexism, colonialism, imperialism, and other forms of oppression. Additionally, considers how these communities resist, reject, revise, and reproduce these narratives as they construct their own subjectivities. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor & Taught in Germany.

1 unit

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### **FG215 - Ecofeminism**

The interconnections between feminism and ecology. Ecofeminism explores the links between systems of domination such as sexism, racism, economic exploitation and the ecological crisis. We will assess criticism of ecofeminism and evaluate the potential of this philosophy for political practice. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG216 - Gender & Science**

The course will consider the scientific description of women at various historical periods and its impact on the social experiences of women. We will explore the lives and work on individual women scientists and assess their contribution to science. We will examine the current feminist critiques of science. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **FG218 - The Discourse of the Veil**

Examines dominant discourses about the veil and about Muslim women in order to trace the making, trajectory and effects of the so-called “problem” of the veil. Analyzes how the veiling practices of Muslim women have been an object of scrutiny, commentary, disavowal and incitement to discourse ever since 19th century Western travelers began writing about the Muslim women they encountered and the veils that concealed them from their sight. Readings include works by/about late nineteenth and early twentieth century Western Orientalists and missionaries; early male reformers from the Middle East; contemporary Middle Eastern and Western feminists. We will also examine a number of contemporary debates and controversies about the



veiling practices of Muslim minorities in the US and Europe (in Germany, Belgium, the Netherlands and France). 0.5 unit or 1 unit. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **FG219 - Gendered Controversies**

Introduces students to a transnational feminist approach by critically analyzing gendered controversies from different historical-political conjunctures and parts of the world. Examples might include debates on Sati (widow immolation) in colonial India, so-called honor-killings in the Middle East, foot-binding in China, female circumcision in Sub-Saharan Africa, veiling and the practices of Muslim parents (such as exempting their children from co-ed swimming and/or gym classes) in contemporary Europe, and gender-testing in the Olympics. Among the questions that this course will ask: What gendered practices tend to elicit public outrage? What kinds of power relations does this outrage both depend on and enable? Which bodies tend to become the objects of moral panic? What anxieties are articulated, projected and displaced through these controversies? And what can we learn about modernity, colonialism, multiculturalism, feminism, humanitarianism, and power by analyzing the politics of such gendered controversies from a critical transnational feminist perspective? Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

.5 or 1 unit

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### **FG220 - Myth & Meaning**

Religion and myth of ancient Greece and Rome in relation to that of the ancient Mediterranean (Akkadian, Hittite, Sumerian, Egyptian). Female presence in art, literature and religion compared to treatment of women in their respective cultures. Theoretical approaches to the understanding of myth (Comparative, Jungian, Structuralist) in relation to myths as they are encoded in their specific cultures. Students may trace a myth through Medieval, Renaissance and modern transformations in art, music, poetry and film, or study myth in other cultures (e.g. Norse and Celtic). May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

1 unit

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### **FG221 - Women of the Negritude**

Examines the role of women from French colonies in Africa and Caribbean in the anti-colonial Negritude movement in the first half of the twentieth century. Studies how the ideology and values of the Negritude movement engaged with the major political and aesthetic ideologies of the day. Students have the option of reading the class material in the original French for French or Comparative Literature credit. (Not offered 2024-25).

1 unit

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### **FG222 - Gender & Sexuality in the Modern Middle East and its Diasporas**

An introduction to the anthropological study of the modern Middle East and its diasporas that foregrounds how gender and sexuality are inhabited, embodied and negotiated in everyday life by differently situated individuals and communities. Themes for the course include the modern refashioning of gender and sexuality; agency, power and subjectivity; law and citizenship; piety and secularity; feminism, multiculturalism and the politics of translation. These themes are explored through richly contextualized historical, ethnographic, autobiographical, and fictional accounts in places as diverse as Morocco, Yemen, Iran, Palestine, Israel, Egypt, Lebanon, Saudi Arabia, and Turkey, as well as in various diasporic locations including France and Germany. Considers dominant representations of the region and the normative assumptions about tradition, modernity, religion, secularism, law, gender, family and sexuality underlying them. 0.5 unit or 1 unit. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

.5 to 1 unit

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### **FG224 - Chinese Women Writers and Their Works**

This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of 'feminism' as a term in the West and the East. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **FG225 - Empire and Power: Individual and Family in Ancient Rome**

Focus on how conservative Roman republican ideals were reconciled in an increasingly Hellenized empire dominated by an imperial dynasty. Topics include the changing status of traditional gender types and established class systems, the role of rulers, women and freedmen in Tacitus, Juvenal Martial, Suetonius, Seneca, Apuleius, Lucian, Plutarch, Aristides, Dio Chysostom and Claudian. Attention will also be given to representations of women and imperial families in art and statuary. (Not offered 2024-25).

1 unit

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### **FG226 - Topics in Feminist & Gender Studies: Gender and Politics**

Examines the following questions: Are there politically relevant differences between the sexes, and if so, are they the product of nature and/or convention? What is/ought to be the relation between the political community and private attachments? How has

liberalism answered these questions? How does consideration of gender challenge liberal theories such as contract, individual rights, and human nature? Readings in both political theory and in feminist literature. (Not offered 2024-25).

1 unit

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### **FG228 - Sexualities**

Examines human sexualities, especially personal, social, political, and cultural concepts about sex and sexuality, from a feminist framework that is rooted in intersectionality—a perspective that considers how power, race, class, gender, sex, and ethnicity shape our experiences. Additionally, the course focuses on sex research, sex education, sex behaviors, economies of sex work, and mediated representations of sex, such as erotica, Kink, and pornography Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG229 - Performing Music, Performing Gender**

How do musical experiences help define gender roles and sexuality? These experiences are examined across a wide range of musical genres and cultural contexts. How might gender and sexual identity be shaped, for example, by writing the biography of a homosexual classical composer, joining a community of heavy metal fans, singing as an Italian castrato, or a 19th-century Indian courtesan, impersonating Elvis? Theoretical approaches drawn from feminist studies, gender and sexuality studies, and queer theory. (Not offered 2024-25).

1 unit

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### **FG230 - Women in Music**

This course examines the interaction of women's musical lives with politics, society, and spirituality, and will focus primarily on the twentieth century. We will look at artists like Aretha Franklin and South Africa's Miriam Makeba and their relationship to the Civil Rights struggles in their countries; Joni Mitchell, Holly Near, punk rocker Patti Smith, and performance artist Laurie Anderson and their relationship to the feminist movement; Mary Lou Williams, Billie Holiday, Bessie Smith and the integration of women into jazz; Joan Tower, Marin Alsop, Maria Callas, Marian Anderson and the traditions of Western Classical Music; and the role of the ingenue and character roles in the Broadway musical - from Rodgers and Hammerstein to Stephen Sondheim. In addition to twentieth century women, we will also review the lives of women frame drummers of earliest history, as well as the seminal figures Amy Beach, Clara Schumann, and the mystic visionary Hildegard von Bingen. Women's diaries and oral histories will be a major source for the class, as well as video and extensive listening to recordings. (Not offered 2024-25).

1 unit

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**FG231 - Women in America Before the Civil War**

Women in American society, from colonial times to 1860, including issues of race, class and servitude; transformations in pre-industrial work and family relationships; women and slavery; women and religion; women's efforts to reorder their lives and society. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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**FG232 - American Women in Industrial Society**

Women in American society from 1860 to the present, including Victorian women on the pedestal and in the factory; social and domestic feminism in the progressive era; work in the home; urban women; immigrant and minority women; women in wartime; contemporary feminism. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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**FG233 - Women, Religion, and Society: Hinduism, Islam, and Buddhism**

An exploration of construction of gender and the status of women in Hindu, Islamic, and Buddhist cultures, with attention to both texts and practices. Readings survey a variety of topics including marriage, sexuality, sati, Islamic law, devotion, renunciation, and tatra.) (Not offered 2024-25).

1 unit

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**FG234 - Sociology of Women from a Global Perspective**

Economic agreements, existence of multinational corporations, information technology, and dissemination of popular culture all remind us that globalism is real, diminishing national boundaries and changing people's lives. This course will cover issues women encounter globally. Utilizing comparative historical perspective we will study the role of religion, nationalism, and secularism in shaping women's roles. We will also examine issues such as women's roles in political parties and governments, education, health and the effect of international agreements on women's status. (Not offered 2024-25).

*Prerequisite:* One 100 level SO course.

1 unit

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**FG235 - Sociology of Family**

An exploration of the social history of the American family from its extended kinship form through the development of the nuclear family ideal, to the more valid forms existing in contemporary society. Emphasis is placed on how gender and race structure

relationships within the family as well as the family forms themselves. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **FG236 - LGBTQ Social Movements in the U.S.**

Conducts interdisciplinary examinations of the development of LGBTQ social movements in the U.S. by linking the context, goals, and outcomes of movements to the dynamics of race, class, gender, sexuality, age, ability, immigration status, and geography. Studies how LGBTQ social movements impact and are impacted by cultural and governmental institutions and how these relationships have determined contemporary queer life, politics, and thought, especially the complex social processes that determine the myriad investments and risks of mainstream LGBTQ politics. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

.5 or 1 unit

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### **FG238 - Gendering Latin America**

Explores the role gender plays across diverse sites in South and Central Americas, as well as the Caribbean. Social movements, division of labor, sexualities, power struggles and violence are among areas examined from feminist, ethnographic and comparative perspectives. Emphasis on gender's intersections with ethnic, national, linguistic, class and geographical diversity demands students' strong grasp of empirical information about the region. (Also listed as Anthropology 238). May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG239 - Women, Men, and 'Others.': Gender Cross-culturally.**

A cross-cultural approach to gender, emphasizing variability in the ways gender shapes social interaction and organization. After addressing the relationship between biological sex and culturally constructed gender and diverse sex-gender systems, the course proceeds to closely examine non-binary gender systems, where 'third' (or more) genders emerge: hijras in India, berdaches in diverse Native American peoples, and travestis in Brazil. Diverse anthropological and feminist theoretical frameworks are applied. (Not offered 2024-25).

1 unit

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### **FG240 - Hip Hop and Feminism**

Introduces students to Black, Third Wave, and Transnational feminist studies of hip hop music, fashion, dance, film, and other aspects of the culture. Pays particular attention to ways feminist scholars examine hip hop theories and politics concerning race, gender, sexuality, class, age, and other social, cultural, and political markers, especially the ways power and dominance are reproduced, revised, and resisted within the culture. .25 unit, .5 or 1 unit.

1 unit

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### **FG243 - Philosophy and Politics of Identity**

Considers the meanings, problems, and possibilities of contemporary identity politics. Explores different approaches toward identity and politics, including liberal, existential, and traditionalist understandings. Traces the emergence of a new kind of identity politics out of racial, feminist, and queer movements of the late twentieth and early twenty-first centuries. Assesses contemporary discussions of identity and politics, in relation to both the history of Western thought and contemporary multicultural societies. Authors discussed may include Locke, Sartre, MacIntyre, Fanon, Young, Taylor, Butler, Elshtein, Appiah, and Nicholson. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **FG247 - Women, Children and Men: Families in Historical Perspective**

This course treats gender roles and family life throughout the European past, with comparative attention to families of other historical cultures and to relationships within non-human primate communities. It emphasizes the historical agency of women and children generally elided from traditional master narratives of Western Civilization, demonstrating how feminist and ethnohistorical approaches can reveal their experience. Course materials will include historiographical and anthropological literature as well as primary documents, literary works and visual sources. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **FG248 - Women, Children & Men: Families in Historical Perspective**

This course treats gender roles and family life throughout the European past, with comparative attention to families of other historical cultures and to relationships within non-human primate communities. It emphasizes the historical agency of women and children generally elided from traditional master narratives of Western Civilization, demonstrating how feminist and ethnohistorical approaches can reveal their experience.

Course materials will include historiographical and anthropological literature as well as primary documents, literary works and visual sources. 1 unit Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG249 - Feminism in Religion.**

An introduction to feminist theology and ethics in the Christian and Judaic traditions, with attention to feminist thought in Asian religions as well. Topics include God, love, justice, community, liberation, sexuality, reproduction, and social transformation. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG251 - Japanese Women Writers [writing emphasis]**

Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of 'women's literature' (joryu bungaku) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **FG253 - Women in Hinduism & Islam**

An exploration of constructions of gender and the status of women in Hindu and Islamic cultures, with attention to both texts and practices. Primary and secondary readings survey a variety of topics from classical and modern periods, including marriage, sexuality and reproduction, sati, Islamic law, devotion, renunciation and tantra. (Not offered 2024-25).

*Prerequisite:* Religion 140 or 160 or consent of instructor.

1 unit

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### **FG257 - Women in Hinduism & Buddhism**

An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. (Offered in alternate years.) (Not offered 2024-25).

*Prerequisite:* Religion 160 or 170 or consent of instructor.

1 unit

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### **FG258 - Masculinities**

Conducts transnational, intersectional, and feminist analyses of the construction and embodiment of multiple masculinities engendered by colonialism, race, class, nationality, gender nonconformity, disability and minority subcultures. Centrally engages masculinities' varied entanglements with femininity, effeminacy, female bodiedness, and binary imaginations that undergird gender, relying on interdisciplinary examinations of popular cultural texts, history, ethnographies, creative writing, art, and autobiography to aid our examinations. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Any 100 level SO course or consent of instructor.

.5 or 1 unit

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### **FG259 - Lesbian, Gay, Bisexual, Transgender Literature**

Introduces features of what might be called a lesbian, gay, bisexual, transgender, and/or queer literacy and theoretical tradition. Uses classical, Renaissance, modern postmodern, and contemporary literature, criticism, and film to examine the complicated status and experience of non-majority sexualities. Considers writers, theorists and activists who have explored the relationships among sexuality, knowledge, and literature, including Plato, Michel Foucault, Oscar Wilde, Shakespeare, Nella Larsen, Leslie Feinberg and Jeanette Winterson. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG271 - History of Sex: Traditions**

The course analyzes sexual roles and sexual practices in the world before the concept of 'sexual identity' emerged in the late nineteenth century. It examines how different religious traditions, such as Judaism, Islam, Hinduism, Christianity, and Buddhism, viewed sex, and explores a wide variety of topics, including pornography, prostitution, and same-sex sexual behavior, throughout the pre-modern world. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG272 - History of Sex: Modernity**

The course begins with an examination of the birth of 'sexuality' in late nineteenth-century Europe and then explores the acceptance of and resistance to this new conceptual model throughout the world. Topics include heterosexuality and



homosexuality, intersexuality, and 'perversion'. The course concludes with an analysis of the contemporary cultural wars over sexuality in Africa, Asia, Europe, and North and South America. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG274 - Literature of the 'New Woman' Era**

Variable topics course including selected themes organized along regional, generic, interdisciplinary, and cultural boundaries. Also may address specific treatments of women characters in works by and women during different periods of English and American literary history. (Not offered 2024-25).

1 unit

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### **FG284 - Feminist Philosophies**

(Not offered 2024-25).

*Prerequisite:* Philosophy 100 or Women's Studies 110 or consent of instructor.

1 unit

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### **FG285 - Women & the Body**

The course will explore the philosophical and rhetorical dimensions of women's bodily experiences. We will examine issues of women's identity, subjectivity and embodiment through an investigation of body image, race, reproduction, and sexuality. Readings will focus on theoretical discussion of these issues. We will also rely on film, music, and narrative to understand the relationship(s) between women's bodies, their identities, and their definition in society. Most importantly, we will also draw from our own experiences as women, and/or the experiences of women we know, to help us make sense of the information we read. (Not offered 2024-25).

1 unit

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### **FG302 - Transnational Sexualities**

Studies the multifarious cultural, economic, and political effects of globalization on conceptualizations of "sexuality" and gender in order to situate cultural and historical understandings of gender and sexuality in their geopolitical specificity. Examines the benefits and pitfalls of how social justice is often defined through a global human rights framework through interdisciplinary studies of queer, feminist postcolonial theory, globalization studies, literature, film, and ethnography. Examines globalized sexual identities, sexual practices, queerness, and transnational capital in relation to notions of the local-global, nationhood, diaspora, borders, margins, and the urban-rural, situated in gay and lesbian studies, queer theory, third world and transnational feminism, and

postcolonial studies. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 or Feminist & Gender Studies 114, and junior or senior standing.

.5 or 1 unit

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### **FG303 - Sociology of Sexuality**

An advanced examination of the ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. Addresses a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage 'moral panics.' Offered in some years as a field research and writing course. (Not offered 2024-25).

*Prerequisite:* any 200-level Sociology course and Consent of Instructor.

1 unit

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### **FG304 - Studies in European Social History:**

(Not offered 2024-25).

1 unit

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### **FG306 - History of Sex: Modernity**

After examination of the birth of 'sexuality' in late nineteenth-century Europe, exploration of the acceptance of and resistance to this new conceptual model throughout the world. Attention to heterosexuality and homosexuality, intersexuality, and 'perversion,' concluding with analysis of the contemporary cultural wars over sexuality in Africa, Asia, Europe, and South America. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG307 - History of Sex: Traditions**

Analysis of sexual roles and sexual practices in the world before the concept of 'sexual identity' emerged in the late nineteenth century. Examination of how different religious traditions such as Judaism, Islam, Hinduism, Christianity, and Buddhism have viewed

sex, and exploration of a wide variety of topics including pornography, prostitution, and same-sex sexual behavior throughout the pre-modern world.

1 unit

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### **FG308 - Advanced Topics in Feminist & Gender Studies**

Generates complex understandings of theories of identity and subjectivity within relevant sub-fields of Feminist & Gender Studies, paying attention to intellectual and activist legacies and methodological questions. Building on prior intellectual work, students position themselves within relevant sub-fields in service to their developing critical preoccupations, so these courses emphasize advanced level independent thinking and research, including more engagement with advanced contemporary texts. Courses and instructors vary annually. .5 or 1 unit.

*Prerequisite:* Feminist & Gender Studies 110 & Feminist & Gender Studies 114, and Junior or Senior Standing.

1 unit

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### **FG309 - Unpacking the Invisible Knapsack: Critical Whiteness Studies**

This course introduces students to Critical Whiteness Studies, the scholarly interrogation of the social construction of whiteness: how whiteness converges with gender, socioeconomic status, and other social markers, to create and maintain fundamental sources of societal stratification. The course examines the historical and contemporary social, cultural, and political origins of and resistance to white supremacy and white privilege, particularly in the United States. Students will consider the economic and political forces responsible for the construction and maintenance of whiteness, and will critique the multiple axes of race, gender and class to understand the various mechanisms of privilege. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110, Feminist & Gender Studies 114, Feminist & Gender Studies 200, and junior or senior standing, or consent of instructor.

1 unit

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### **FG310 - Feminist Theory**

An exploration of the many 'feminisms' which pattern the rich and expanding field of feminist theory. Focus will be on feminism's intersection with many of the important theoretical movements of the 20th century, e. g., American pragmatism, French philosophies, Marxism, postmodernism, with special emphasis on postcolonialism, psychoanalysis, black, lesbian and gay studies, etc. Possible theorists are: Butler, Kristeva, Irigaray, Lorde, Hooks, Wittig, de Lauretis, Belsey, Minh-ha. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* 110 or consent of instructor.

1 unit

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### **FG312 - Black Feminist Theory**

Examines Black feminist theory through the lens of key Black feminists, such as bell hooks, Patricia Hill Collins, Audre Lorde, and Alice Walker. Relying primarily on a guiding principle of Black feminism, the idea that racism, sexism, and class oppression are inextricably linked (also known as intersectionality), we will discuss various topics such as Black women's relationships with Black men, motherhood, work inside and outside of the home, and religion and spirituality, among others. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Feminist & Gender Studies 110, Feminist & Gender Studies 114, Feminist & Gender Studies 200, and junior or senior standing, or consent of instructor.

1 unit

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### **FG313 - Social History of Dance: The Birth of Mod Dnc in Am and Abrid**

Explores the social and political issues of the period 1880-1950 in the development of modern dance and studies the people -- mostly women -- who were the innovators of this unique form. Viewing of videotapes, readings about each artist, and interactive projects designed to develop full understanding of each choreographer, innovator, and dancer. Practical dance techniques will also be studied. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG314 - Chinese Women Writers and Their Works**

Builds on Critical Race Theory (CRT), which interrogates the role of race and racism in law and politics, by focusing on the experiences of women of color regarding racism, sexism, and other forms of oppression. Explores major themes in Critical Race Feminism, including, but not limited to, work, parenting, sexual harassment, rape, and domestic violence, female genital cutting, and immigration. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 and Feminist & Gender Studies 200; or consent of instructor.

.5 to 1 unit

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### **FG315 - French Feminist Theory**

An exploration of the writings of several important feminist theorists often labeled collectively as 'French feminism,' including Beauvoir, Irigaray, Cixous and Kristeva.

Focus on the key concepts of the Other, feminist interpretations of Lacanian psychoanalysis, language and gender, difference and the body, and also on critiques of these ways of understanding gender. (Not offered 2024-25).

1 unit

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### **FG316 - Critical Race Feminism**

Critical Race Feminism (CRF) originates from Critical Race Theory (CRT), which examines the role of race and racism in law and politics. CRF focuses on the experiences of women of color regarding racism, sexism, and other forms of oppression. This course explores the major themes in CRF, including, but not limited to, work, parenting, sexual harassment, rape, and domestic violence, female genital cutting, and immigration. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 or Feminist & Gender Studies 114, and junior or senior standing.

.5 to 1 unit

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### **FG318 - The Politics of Transnational Feminism**

Explores the geopolitics, uneven power relations, normative assumptions and exclusions that go into the making of feminist politics transnationally. Examines how the politics of gender and sexuality get enmeshed in imperial, Eurocentric, nationalist, neoliberal, racialized, heteronormative, homonormative, military, elitist and other transnational circuits of power. Explores how feminist politics operate not only as struggles against various forms of power but also as modalities of power. Considers the ethical implications this has for our understanding and practice of feminist politics transnationally. 1 unit. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Feminist & Gender Studies 110, or Feminist & Gender Studies 114, and Junior or Senior Standing.

1 unit

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### **FG320 - Middle Eastern and Islamic Feminist Thought**

Explores key texts and debates in Middle Eastern and Islamic feminist studies in order to think about the politics of feminism, feminist subjectivity, and the relationship between feminism and modernity. Parochializes universalizing assumptions about feminism and women's rights by focusing on the contributions of a non-Western feminist tradition. Asks critical questions about the transnational politics of translation, and the normative assumptions, aporias and exclusions that are constitutive of feminist thought and politics, with a particular attention to questions of tradition and of religion and secularism. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 or Feminist & Gender Studies 114, and junior or senior standing.

.5 to 1 unit

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### **FG321 - Public Policymaking**

Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. (Women's Studies credit available only for appropriate paper topics.) (Not offered 2024-25).

2 units

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### **FG322 - Junior Seminar**

Prepares students to conceptualize and articulate the theoretical frameworks and methodologies that will guide their senior capstone projects. Students will produce an annotated bibliography and senior capstone project proposal.

*Prerequisite:* Feminist & Gender Studies major, junior standing.

1 unit

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### **FG326 - Studies in Shakespeare: Women and Shakespeare**

Detailed study of one of the following groups: 1) histories, 2) comedies and romances, 3) major tragedies, 4) a number of the works grouped according to a thematic principle. (Not offered 2024-25).

1 unit

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### **FG329 - Queer Performance and Body Politics**

Examines how performances since 1960 by queer artists have challenged conventional ideas about the body, sexuality and selfhood. Uses readings by theorists such as Michael Foucault, Michael Warner, and Jose Esteban Munoz to identify strategic positions adopted by artists working in literature, film, drama, musical theatre, dance and performance art. (Not offered 2024-25).

1 unit

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### **FG332 - Animal Behavior**

A comparative study of the diversities of behavioral systems of animals. Lecture, laboratory and field work include ethological theories and methods, emphasizing observation, denotation and analysis of behavior. (Not offered 2024-25).

*Prerequisite:* Biology 208 and either 106 or 109; or consent of instructor.

1 unit

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### **FG335 - Independent Study:**

Library or primary research or a combination thereof in an area of Feminist and Gender Studies in which the student has a personal interest and the background to undertake the project. Must be arranged at least one block in advance.

*Prerequisite:* A Proposal & Arranged at least one block in advance.

1 unit

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### **FG336 - Independent Study:**

Library or primary research or a combination thereof in an area of Women's Studies in which the student has a personal interest and the background to undertake the project. Must be arranged at least one block in advance.

*Prerequisite:* A Proposal & Arranged at least one block in advance.

1 unit

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### **FG338 - Latina/o Literature in the United States**

Comparative study of works of Chicana, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including works by Cherrie Moraga, Gloria Anzaldua, Cristina Garcia, Nicholasa Mohr, and Julia Alvarez. (Not offered 2024-25).

1 unit

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### **FG339 - Chicano Literature**

Critical study of the literary production of authors of Mexican heritage in the United States from 1848 to the present, with emphasis on contemporary Chicano works including Rivera, Anaya, Valdez, El Teatro Campesino, Cisneros, Castillo, and Moraga. (Offered alternate years.) (Not offered 2024-25).

*Prerequisite:* Spanish 306 or consent of instructor.

1 unit

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### **FG348 - Women's Liberation Movement in Communist China**

Traces the development of the women's liberation movement in China, the growth of 'Communist Party Feminism,' the transition of women from 'beasts of burden to second-class citizens.' (Not offered 2024-25).

1 unit

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### **FG351 - Feminist Theology**

Womanist theology is talk about God that concentrates on the religious experience of African-American women. Alice Walker's term, womanist, refers to a black feminist who transmits the wisdom of black women's cultural heritage and is concerned with issues of both racism and sexism. As theologian Karen Baker-Fletcher describes the problem, 'little attention has been given to women's nature in Euro-centric ontologies, and black women have been excluded most of all. ' If humankind has been conceived as 'man' to the exclusion of women, 'woman' has been conceived as white women to the exclusion of women of African descent. What it means to be black and female is an ontological questions: what does it mean to be human in relation to God and the world when one is black and female? This course will explore the question from historical, contemporary, ministerial, and personal perspectives as a way of understanding black women and their religious development. (Not offered 2024-25).

1 unit

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### **FG352 - Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia**

Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient vedic literature, or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints -- the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or Religion 170 or consent of instructor.

1 unit

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### **FG357 - Women in Hinduism & Buddhism**

May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG360 - Women and Public Policy in 20th Century America**

This course will focus on gender issues and public policy. The course will encourage you to look for the structural influences that condition individual options and choices



and provide some new tools for analyzing women's lives. Looking at gender justice from a public policy perspective should alert you to the importance of political battles over policy in shaping the context in which women operate as social actors. Our focus will not be on the technical aspects of policy making, but rather on the implicit and often explicit assumptions about gender incorporated into policy and on examining the context and causes of policy shifts over time. We will also be attentive to women as political claimants seeking to influence policies that affect their lives, and to the different ways that women experience politics. One of the primary goals of this course is to address the problem of agreeing on a definition of gender justice and the consequent challenges involved in developing gender-justice policies. Topics may include: reproductive technology and control; sexual violence; workplace problems (discrimination, pay equity, childcare); welfare; women's health; military obligation. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **FG363 - Devi: Goddesses of India**

A study of various Hindu goddesses, including their iconography and particular powers, as well as the ritualistic ways in which they are worshipped in diverse regions of India, with a glimpse of feminist appropriations of Kali in the West as well. Primary and secondary readings include poetry, theology, and historical-critical studies, and films depicting various rituals. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or consent of instructor.

1 unit

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### **FG370 - Nineteenth Century American Women Writers**

We'll study prose works - ranging from previously neglected texts such as Hope Leslie to familiar texts such as Little Women - by American women of the nineteenth century. We'll look at some fundamental issues that creative women have faced during this time: the social construction of womanhood, the urgent moral and political issues of the day, the emergence of an American literary culture, and how each writer situated herself in relation to the power of the written word. We'll be looking at how literature of this period both reflects and shapes the lives of middle-class women, affluent women, women of color, immigrant women, working women, married women, single women, girls embarking on womanhood and older women coming to terms with their life choices and social constraints. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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### **FG382 - Gender Differences and Similarities**

An examination of research and theory on psychological gender differences and similarities. 'Nature and nurture' explanations for differences are explored. Special attention is paid to methodological issues, and to critiques of traditional, and androcentric methods of data collection and analysis. (Not offered 2024-25).

*Prerequisite:* Psychology 100 or 101 or consent of instructor (201 recommended).

1 unit

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### **FG387 - African-American Women Writers**

Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen. (Not offered 2024-25).

1 unit

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### **FG404 - Senior Project:**

This independent study, guided by the assigned faculty capstone advisor, results in a completed draft of the written component of the senior capstone project.

*Prerequisite:* Feminist & Gender Studies 322: Junior Seminar.

1 unit

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### **FG405 - Advanced Senior Project**

This independent study continues the work of FG404: Senior Project, resulting in the completion of the senior capstone project.

*Prerequisite:* Feminist & Gender Studies 404 Senior Project;.

1 unit

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### **FG410 - Feminist Praxis Internship**

This course is designed for the student to intern with an organization that is closely related to the work of one or more standard feminist and gender studies courses. Students will consider a body of feminist theory and/or critique in light of an organization's actual goals and practices. In addition to providing assistance to the organization, students will conduct a feminist critique of the philosophy, structure and workings of the organization during and after the internship period. Must include readings and writing assignments as determined by the faculty member and student, and must be arranged at least one block in advance. (Not offered 2024-25).

*Prerequisite:* Any FG course or consent of instructor.

.5 unit

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### **FG415 - French Feminist Theory**

(Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110 or consent of instructor.

1 unit

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### **FG416 - Senior Seminar: Advanced Readings in Feminist & Gender Studies**

Provides advanced engagement with feminist and gender studies texts for seniors who have completed their capstone projects.

*Prerequisite:* Feminist & Gender Studies major, Senior Standing.

1 unit

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### **FM101 - Introduction to Film Studies**

Film in its formal and ideological dimensions, narrative, documentary, and experimental. Students learn to become active and critical viewers of films, and to situate film aesthetics within historical, industrial, cultural, and political contexts, developing an understanding of film form as interlinked with content. 1 unit. Meets the Critical Learning: AIM requirement.

1 unit

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### **FM102 - Basic Filmmaking**

Examines the fundamentals of filmmaking – planning, shooting, and editing – via numerous short projects that culminate in a final public screening. Topics include framing and composition; cinematography, lighting, and sound; storyboards and shot diagrams; editing tools and techniques; digital workflow; and the process of analysis, evaluation, and revision. 1 unit. Meets the Critical Learning: CP requirement.

1 unit

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### **FM200 - Topics in Film Genre and History**

Studies the form of a single film genre, auteur, or historical era and its development over time. Possible genres include science fiction, horror, the musical, melodrama, documentary, comedy, and “independent” film, among others. May include studies of specific auteurs or of national cinemas beyond the US.

1 unit

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### **FM201 - Media Theory and Cultural Studies**

Examines contemporary media and its effects on our understanding and experience of culture and society. In-depth reading of influential theories in the disciplines of contemporary film and media theory, Cultural Studies, and technology studies, as well as close analysis of visual media (television, film, web pages, and interactive technology). Group projects and analytical writing assignments will emphasize both formal and ideological analysis of media. (Not offered 2024-25).

1 unit

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### **FM202 - Screenwriting**

Examines the fundamentals of screenwriting: theme and meaning, structure, narrative, dialogue, character development, and revision. Students will read, analyze, and discuss the screenplays for produced films; develop and pitch their own story ideas; and plan, write, and revise, by the end of the course, a significant screenplay project. Meets the Critical Learning: CP requirement.

1 unit

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### **FM203 - Media and Psychoanalysis**

Considers the status of desire and subjectivity in the contemporary media landscape, a setting in which failure often has become a new means for success. How can we judge the aesthetic value of contemporary media when failure may ensure, rather than prevent, profitability? Is there any possibility for an ethics of media when nothing is off limits? To what extent can the psychoanalytic concept of desire be applied to and extended by the aesthetics of new media? (Not offered 2024-25).

1 unit

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### **FM205 - Topics in Film and Media Studies:**

Studies in a specific subject area involving the critical analysis of film, television, new media, audiovisual culture, or theoretical concept, among other topics. 1 unit.

1 unit

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### **FM210 - Topics in Filmmaking:**

Introductory work in specific areas, or with specific techniques, of filmmaking or writing. Includes critical reading and writing with an emphasis on applied projects. 1 unit.

1 unit

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### **FM212 - Writing for Performance**

Fundamentals Identifies techniques utilized by writers of performance, ranging from slam poets to monologists to playwrights. Script and poem excerpts as well as video and audio samples will serve as the basis for in-class conversations around craft. Students will embark on a series of short solo and group writing exercises, trying their hand at a myriad of performance writing forms. Selected student work of merit will be presented in a final public staged reading. (Not offered 2024-25).

1 unit

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### **FM215 - Independent Work in Film and Media Studies**

(Not offered 2024-25).

.5 to 1 unit

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### **FM216 - Video Dance**

Introduction to creating dance specifically for the video medium, also known as video dance. Investigates ways that choreographers might use video technology as a creative tool. Aspects include production of video, audio, and choreography with the aim of fusing these elements. (Not offered 2024-25).

1 unit

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### **FM221 - Colorado College Student Journalism Institute:**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **FM222 - Colorado College Student Journalism Institute:**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **FM225 - Topics in Media Practice:**

Study and practice of forms of media-making beyond film and video. Possible topics include interactive storytelling, radio journalism, podcasting, and new media, among others. Includes critical reading and writing with an emphasis on applied projects. (Not offered 2024-25).

1 unit

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### **FM228 - Experimental and Expanded Cinema**

Examines alternative approaches to cinema developed after 1960 by independent filmmakers and interdisciplinary artists working with animation, puppetry, video, performance, and installation. Uses readings by scholars such as P. Adams Sitney, Steven Shaviro, and Laura Marks to explore the visual and tactile qualities of film, the relationship between mainstream and experimental cinema, and social attitudes towards new technologies. 1 Unit. (Not offered 2024-25).

1 unit

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### **FM230 - Storytelling through Sound**

Introduces the fundamentals of sound design, a crucial yet overlooked element of cinematic storytelling, through lectures, production and post-production sound workshops, and experiential sound design assignments.

1 unit

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### **FM245 - Film and Media Practicum**

Concentrated technical practicum and workshops in filmmaking on a variety of topics.

.5 unit

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### **FM250 - Global Queer Cinema**

An introduction to global queer cinema as a critical archive of gendered and sexual life-worlds vis-a-vis the encroachments of neoliberalism and nationalism. Besides the geopolitics of queer film, particular attention is given to local, diasporic, and postcolonial queer optics from the Global South, construed not only as a matter of geography but also applied to spaces and populations within the Global North that are subject to precarity and disenfranchisement. (Not offered 2024-25).

1 unit

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### **FM255 - Film and Media Studies Colloquium:**

Concentrated study of varying topics related to Film and Media Studies from artistic and/or industrial perspectives. (Not offered 2024-25).

.25 to 1 unit

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### **FM260 - Digital Magic: Animation and Visual Effects**

Introduces the art and technique of digital effects for filmmaking, including stop motion, 2D, and basic 3D digital animation and practical visual effects such as green screen compositing, mattes and masks, and CGI. Culminates in a screening of student work. (Not offered 2024-25).

*Prerequisite:* None. Film and Media Studies 102 recommended.

1 unit

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### **FM270 - New Media Publics and Social Movements**

Examines the impact new media technologies, practices, and networks have on the notion of the public, social movements, and political activism, focusing largely on the Global South and the greater Middle East. (Not offered 2024-25).

1 unit

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### **FM300 - Film History and Theory**

Film in its material, historical and theoretical dimensions, from its beginnings to the present. Growth of the film industry; the American studio system; European avant-garde cinema; world cinema; auteurism; film and popular culture; problems of genre. Film theory: the nature of the medium; its major theorists - Griffith, Eisenstein, Arnheim, Bazin, Kracauer, Metz, Mulvey, etc.

*Prerequisite:* Film and Media Studies 101.

1 unit

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### **FM301 - Advanced Theory and Research Methods**

In-depth study of contemporary theoretical approaches to film, media, or technology. Topics vary from year to year. Course assignments place special emphasis on analytical writing and scholarly research.

*Prerequisite:* Film and Media Studies 101.

1 unit

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### **FM302 - Advanced Filmmaking**

Emphasizes advanced approaches to motion picture storytelling, including the use of camera movement, motivated lighting, multi-track sound recording and design, methods of directing actors, and advanced editing. Analyzes concepts, language, and modes of film expression and stresses set protocols and processes of collaboration, critique, and revision. Culminates in a screening of student work.

*Prerequisite:* Film and Media Studies 102.

1 unit

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### **FM303 - Philosophy of Technology in Film and New Media Studies**

Explores the ways in which technology serves as a compromise between mind and matter. Technology may begin as an idea in the mind of an inventor, but technologies only come into existence through unpredictable processes that involve historical, cultural, and environmental limitations. In those moments when technology begins to operate unpredictably, independently of its inventors or intended purposes, it opens up possibilities for philosophical insights into culture, society, and human subjectivity. Investigates examples in film and new media, including cybernetics, special effects, digital cinema, and virtual reality. (Not offered 2024-25).

1 unit

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### **FM305 - Advanced Topics in Film and Media Studies:**

Studies in a wide array of topics related to film history, theory, and genres. (Not offered 2024-25).

1 unit

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### **FM310 - Advanced Topics in Filmmaking:**

Introductory work in specific areas, or with specific techniques, of filmmaking or writing. Includes critical reading and writing with an emphasis on applied projects. 1 unit.

1 unit

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### **FM312 - Documentary Form and Filmmaking**

Students create their own short documentaries while examining the history, codes, and conventions of the feature documentary film. Topics include narrative techniques, questions of form and genre, documentary ethics, interview methods, documentary cinematography, archival imagery, fair use/copyright, and editing rhythm and pacing, among others. Student documentaries are showcased in an end-of-course screening.

*Prerequisite:* Film and Media Studies 102.

1 unit

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### **FM315 - Advanced Independent Work in Film and Media Studies**

1 unit

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### **FM332 - Creative Documentary Form and Filmmaking**

Workshop in advanced documentary storytelling approaches, techniques, and creativity. Emphasizes invention, artistic development, and documentary ethics via numerous applied projects. Culminates in a screening of student work. (Not offered 2024-25).

*Prerequisite:* Film and Media Studies 302 or Film and Media Studies 312.

1 unit

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### **FM400 - Independent Film, Filmmaking, and the Sundance Film Festival**

Upper-level intensive seminar course engages film theory, history, and practice through the lens of the Sundance Film Festival. A week of intensive screening and discussion at Sundance inspires further critical and creative work on campus, with an emphasis on collaborative practices.

*Prerequisite:* consent of instructor.

1 unit

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### **FM401 - Senior Thesis (Critical)**

Advanced study of a topic, chosen by the student and approved by the program, with student research and writing directed by an individual faculty member. The essay may take the form of a traditional written essay or a video essay. Can be taken up to 2 times for credit upon approval of the department.

1 unit

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### **FM402 - Senior Thesis (Creative)**

Advanced project, chosen by the student and approved by the program, with student work directed by an individual faculty member, culminating in a short fiction film, short documentary, or screenwriting project, accompanied by a written critical analysis. Can be taken up to 2 times for credit upon approval of the department.

*Prerequisite:* consent of instructor & Film and Media Studies 202 or Film and Media Studies 302 or Film and Media Studies 312.

1 unit

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### **FM405 - Senior Seminar**

Topics vary from year to year. May include preliminary work on the senior thesis project, including research, bibliography, and individual and group screenings in film/media relevant to the thesis. (Not offered 2024-25).

1 unit

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### **FR101 - Elementary French I**

This course is designed as an introduction to the language and cultures of French-speaking (Francophone) regions of the world. In a simulated immersive environment enhanced with texts, audio-visual and internet resources, students will begin to develop competencies in listening, speaking, reading, and writing about self-generated information related to their daily lives and to life in different foreign cultural settings. Emphasis on the acquisition of basic communicative skills, i.e. naming and describing people, places, and objects in Francophone and non-Francophone cultural settings. Meets the Language Requirement requirement.

1 unit

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### **FR102 - Elementary French II**

This course is designed to build on skills acquired in FR101. In a simulated immersive environment enhanced with texts, audio-visual and internet resources, students will continue to develop competencies in listening, speaking, reading, and writing about self-generated information related to their daily lives and to life in different foreign cultural settings. Students will use language to complete simple tasks in specified Francophone as well as non-Francophone contexts. Prerequisite: FR101 or COI. (We strongly recommend that students take 102 within 8 blocks of 101.) 1 unit. Meets the Language Requirement requirement.

*Prerequisite:* French 101.

1 unit

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### **FR103 - Review of Elementary French**

Review of Elementary French. A lower-level maintenance course. Review of grammar with supervised oral practice.

*Prerequisite:* French 101 or equivalent.

.25 unit

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### **FR104 - Review of Elementary French**

Review of Elementary French. A lower-level maintenance course. Review of grammar with supervised oral practice.

*Prerequisite:* French 101 or equivalent.

.25 unit

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### **FR105 - The Senegal Project: French, Wolof, and Cultural Studies in**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

2 units

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### **FR159 - French Civilization**

This course will retrace the most important aspects of French culture from the 'entre-deux-guerres' period to the present through fiction, film, essays and plays. We will study the cultural life of this period and will explore the German Occupation, the Vichy government ideology, the Shoah, the politics of immigration. Readings will include works from Albert Camus, Jean-Paul Sartre, Marguerite Duras, Patrick Modiano, Eugene Ionesco. (Not offered 2024-25).

*Prerequisite:* First Year Experience Course.

2 units

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### **FR160 - Haiti's Past and Present through Literature**

This course will examine the historical narratives of Haiti's past and how they seek to explain the themes of exploitation and corruption that have characterized the country's present. We will read about the individuals and events of Haitian history and explore the often catastrophic effects that the cultural forces of colonialism, racism, and imperialism have had on the nation's development. From plays recounting the Haitian revolution and Toussaint l'Ouverture, to prose fiction depicting daily life before, during, and after the 2010 earthquake, we will identify how literary works—through their language and themes—speak forcefully against the dominant narratives depicting the Haitian people as willing victims of their own history. Taught entirely in English, but with some basic French and Haitian Creole language instruction where appropriate. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

2 units

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### **FR201 - Intermediate French I**

This course is designed to build on the communication skills acquired in elementary French courses. In a simulated immersive environment enhanced with French/Francophone texts, films, and Internet resources, students focus on developing reading, writing, speaking, and listening skills as well as increasing their knowledge and understanding of French/Francophone cultures. Prerequisite: French 102 or equivalent. Meets the Language Requirement requirement.

*Prerequisite:* French 102 or equivalent.

1 unit

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## **FR202 - Intermediate French II**

202 Intermediate French II. This course is designed to build on the communication skills acquired in FR 201. In a simulated immersive environment enhanced with French/Francophone texts, films, and internet resources, students focus on developing reading, writing, speaking and listening skills as well as increasing their knowledge and understanding of French/Francophone cultures. Prerequisite: French 201 or COI. 1 unit. Meets the Language Requirement requirement.

*Prerequisite:* French 201.

1 unit

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## **FR203 - Review of Intermediate French**

Review of Intermediate French. A maintenance course for students who have taken French 201 or have an intermediate level of competence in French. A systematic review of grammar with supervised oral practice.

*Prerequisite:* French 201 or equivalent.

.25 unit

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## **FR204 - Review of Intermediate French**

Review of Intermediate French. A maintenance course for students who have taken French 201 or have an intermediate level of competence in French. A systematic review of grammar with supervised oral practice.

*Prerequisite:* French 201 or equivalent.

.25 unit

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## **FR205 - The Senegal Project: French, Wolof and Cultural Studies in**

(Summer only 2024-25).

2 units

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## **FR207 - Intermediate French in Senegal (taught in Africa)**

(Summer only 2024-25).

2 units

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## **FR208 - Great Authors in Translation**

For students who do not have time to develop the French skills necessary to take advanced literature courses, but still want to study and become familiar with well-known

works from the French and Francophone literary tradition . Emphasis on historical and literary context, identifying major themes, and close readings of key passages. Authors may include: Moliere, Voltaire, Alexandre Dumas, Victor Hugo, Emile Zola, Marguerite Duras, Ousmane Sembene, and Albert Camus. (Not offered 2024-25).

.5 unit

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### **FR211 - Intermediate French and Cultural Studies in Francophone Africa**

The sub-Saharan African region, specifically the country of Senegal, offers a unique experience to students, from both linguistic and socio-cultural perspectives. The course for Summer Session 2006 will provide students with the unique opportunities to travel in Africa and study language (in this case intermediate French) and culture within the broader international content. It will be based primarily on perspectives on literature, history, geography, social anthropology, politics, ecology and arts and crafts as well as on a formal and total immersion in language learning. The course will be mostly an exploratory learning experience, which includes an introduction to contemporary Africa through historical perspectives: examining the diversity of African cultures and sub-cultures through their indigenous and inherited legacies, particularly the Francophone regions. The course will also investigate the geo-politics of the colonial legacies by analyzing 'the African' definition of the state within the concept of nationhood. Furthermore, the course will expose the participant students to the intricate nature of African cultures, largely through prevailing cultural norms such as notions of caste, class and governmental politics, of the local African religions and the arts, etc. In regards to the ecology, guided field trips will be organized to expose participants to the diverse and rich nature of the Senegalese savanna fauna and flora. Meets the Language Requirement requirement. (Not offered 2024-25).

2 units

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### **FR237 - The New Faces of France**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **FR290 - Advanced Language Study**

Intensive study and review of basic concepts of French grammar in context: sentence structure, syntax, and syntagma. Further development of overall linguistic skills, with the goal of improving writing and speaking skills. Materials include grammar-focused materials on French/Francophone cultures, literary texts, films, and the Internet Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* French 202 or equivalent.

1 unit

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### **FR299 - French Language Study Abroad**

In a fully immersive francophone environment enhanced with French/Francophone texts, films, and internet resources, students focus on developing reading, writing, speaking, and listening skills as well as increasing their knowledge and understanding of French/Francophone cultures. This course is taught in France as a part of the CC semester in France program. The level of instruction will vary with each student, and the 2-block course may be counted as FR201 and FR202, FR202 and FR290, or two blocks of 300-level French courses, in each case satisfying the language requirement for graduation. Meets the Language Requirement requirement.

*Prerequisite:* French 102 and acceptance into the semester in France program.

2 units

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### **FR300 - Orientation French Program (taught in France)**

Taught in France.

*Prerequisite:* Must be enrolled in French Semester.

.5 unit

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### **FR301 - Review of French with Emphasis on French/Francophone Civilizations and Cultures**

A maintenance course for students who have taken a 300-level course or have an advanced level of competence in French. Significant supervised conversation, reading and writing practice.

*Prerequisite:* French 202 or equivalent.

.25 unit

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### **FR302 - Review of French with Emphasis on French/Francophone Civilizations and Cultures**

A maintenance course for students who have taken a 300-level course or have an advanced level of competence in French. Significant supervised conversation, reading and writing practice.

*Prerequisite:* French 202 or equivalent.

.25 unit

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### **FR304 - Cultural Context and Oral Practice**

Bridge course between intermediate-level and advanced language courses. Students will develop higher levels of listening comprehension, oral competence,

and communicative proficiency and will acquire oral strategies of expression through the study of written and recorded cultural material dealing with a variety of aspects, issues, and realities of the Francophone world. Student activities in the course will include interactive oral presentations of selected web-based materials, of reading and recordings from targeted cultures such as: comic strips, articles, magazines, film clips, songs, etc. Meets the Language Requirement requirement.

*Prerequisite:* French 202 or equivalent.

1 unit

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### **FR305 - Cultural Context and Written Expression**

Advanced composition and conversation practice through the study of literary and cultural texts of France and the Francophone world. Meets the Language Requirement requirement.

*Prerequisite:* French 202 or equivalent.

1 unit

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### **FR306 - Cultural Context and Critical Analysis**

Continues the acquisition of the French language and trains students in the most important methods of critical analysis through readings in different genres. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* 305 or equivalent.

1 unit

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### **FR308 - Cultures and Civilizations of French-Speaking Regions**

The history, art, music, and literature of French-speaking regions (outside of France), such as Quebec, French Africa, French Latin America, and parts of Asia. Taught in French. (Not offered 2024-25).

*Prerequisite:* 305 or equivalent.

1 unit

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### **FR309 - Translation Practice French/English/French**

Introduction to theories of translation and a focus on techniques of translating technical, commercial, scientific, and literary texts from English into French and vice versa. Seeks to increase students' international communication skills while building up their cultural competence in French and Francophone worlds. Meets the Language Requirement requirement.

*Prerequisite:* French 290, French 305, or equivalent.

1 unit

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### **FR310 - Literature & Film**

Analysis of several novels and screenplays of different periods in comparison with their film versions in order to examine various modes of interpretation of the two media. Conducted in English. Students wishing to obtain credit for the French major, or the minor, must consult the instructor at the beginning of the course. For majors, novels must be read and papers must be written in French. No prerequisite. (Not offered 2024-25).

1 unit

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### **FR316 - Topics in French Culture:**

(Taught in English). Study of an aspect of French culture not represented in the regular curriculum. Topics may include various aspects of French culture such as France's history and its political and economic structures, as well as their interaction with art, music, film, language and literature. Students wishing to obtain credit towards the French major or minor must consult the instructor at the beginning of the course. For such students, all possible readings must be read and all papers must be written in French. Note: This course does NOT fulfill the all-college language requirement for graduation

1 unit

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### **FR317 - Topics in Francophone Culture (taught in English):**

(Taught in English). Study of an aspect of Francophone culture not represented in the regular curriculum. Areas of study may include the Caribbean, the Maghreb, Sub-Saharan Africa, or Quebec. Topics may include various aspects of these cultures such as their history and their political and economic structures, as well as their interaction with art, music, film, language and literature. Students wishing to obtain credit towards the French major or minor must consult the instructor at the beginning of the course. For those students, all possible readings must be read and all papers must be written in French. Note: This course does NOT fulfill the all-college language requirement for graduation

1 unit

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### **FR318 - French for Business**

A critical examination of professional cultures in the Francophone world, comparative studies of Francophone economies, and practical communicative skills including appropriate vocabulary and business etiquette, the correct forms of a CV and formal



correspondence in French, professional presentation skills, and practice articulating the value of a liberal arts education in a professional context. 1.0 unit

*Prerequisite:* French 202 or consent of instructor.

1 unit

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### **FR319 - Topics in French Culture:**

(Taught in French). Study of an aspect of French culture not represented in the regular curriculum. Topics may include various aspects of French culture such as France's history and its political and economic structures, as well as their interaction with art, music, film, language and literature. Meets the Language Requirement requirement.

*Prerequisite:* French 305 or French 306.

1 unit

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### **FR320 - Topics in Francophone Culture:**

Topics in Francophone Culture (Taught in French). Study of an aspect of Francophone culture not represented in the regular curriculum. Areas of study may include the Caribbean, the Maghreb, Sub-Saharan Africa, or Quebec. Topics may include various aspects of these cultures such as their history and their political and economic structures, as well as their interaction with art, music, film, language and literature. Meets the Equity and Power: EPG requirement.

*Prerequisite:* French 305 or French 306.

1 unit

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### **FR321 - Identity and Revolution**

Examines the questions of identity and revolution in French and Francophone cultures. Topics may include the French Revolution, anti-colonial struggle, feminist theory, philosophical issues in relation to French/Francophone culture. Questions of individual, collective, and national identity examined through film, literature, new media and other sources. (Not offered 2024-25).

*Prerequisite:* French 306 or consent of instructor.

1 unit

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### **FR323 - Themes in Francophone Literature**

Study of various themes in the literatures of the Caribbean, Sub-Saharan Africa, the Maghreb, or Quebec. Themes may include the politics of identity, exile, intertextuality, gender, women writers, etc. The structure and content of the course will depend on the theme and preference of the instructor. (Not offered 2024-25).

*Prerequisite:* French 306, or 307, or 308.

1 unit

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### **FR324 - Topics in Modern French Culture**

In-depth study of one aspect of modern French culture, such as philosophy, feminism, the media, forms of popular cultural expression, film, minorities in French society, etc. (Not offered 2024-25).

*Prerequisite:* French 306, or 307, or 308 or consent of instructor.

1 unit

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### **FR327 - Studies in West African Cultures**

Meets the Critical Perspectives: Global Cultures requirement. (Summer only 2024-25).

*Prerequisite:* French 305.

1 to 2 units

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### **FR329 - Paris & the Arts**

This course will introduce students to various aspects of the Parisian world. May include 20th-century theater, prose and poetry, theater as a genre, film, the manner in which the French understand questions of gender, race and the environment; the intersection of low and high culture; the relationship of popular texts to ideology. Meets the Critical Learning: CP requirement. Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* French 202 or consent of instructor. (Taught in France as part of the CC in France semester) (not offered every year).

1 unit

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### **FR409 - Independent Reading:**

Senior majors only.

1 unit

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### **FR431 - Research Methods**

Methods of analysis and theories of literature and culture. Training in research methodology; selection of topic for senior project, portfolio, or senior thesis; research and presentation of work in progress. Required of all majors.

*Prerequisite:* Required of all Majors.

1 unit

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### **FR432 - Senior Capstone**

A final project, portfolio, or thesis (pending department approval), based on the research and preparation conducted in FR431. All students will present their finished products in a formal presentation in French.

*Prerequisite:* French 431.

1 unit

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### **FS210 - Studies in Cinema I**

(Summer only 2024-25).

.25 unit

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### **FS211 - Studies in Cinema II**

(Summer only 2024-25).

.25 unit

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### **FS250 - Philip K. Dick's America in Fiction and on Film**

(Summer only 2024-25).

1 unit

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### **FS325 - Narrative Filmmaking**

(Summer only 2024-25).

1 unit

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### **FS384 - Intermediate Screenwriting**

(Summer only 2024-25).

1 unit

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### **GR100 - German Language Introduction**

(Summer only 2024-25).

1 unit

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### **GR101 - Elementary German (I)**

An introductory German language course with emphasis on four basic skills--reading, writing, speaking and listening comprehension. Meets the Language Requirement requirement.

1 unit

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### **GR102 - Elementary German (II)**

An introductory German language course with emphasis on four basic skills--reading, writing, speaking and listening comprehension. Meets the Language Requirement requirement.

*Prerequisite:* successful completion of German 101, or placement into German 102 by an adequate score on the German placement exam.

1 unit

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### **GR103 - German Skill Maintenance**

Reading material and exercises maintain previously acquired skills until the student is able to continue with 201.

*Prerequisite:* German 101.

.25 unit

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### **GR104 - German Skill Maintenance**

Reading material and exercises maintain previously acquired skills until the student is able to continue with 201.

*Prerequisite:* German 101.

.25 unit

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### **GR120 - Germany Cultural History 1**

Explores major elements of the cultures of German-speaking countries from the Middle Ages through the 18th Century. Through the study of texts from literature, philosophy, art and music, examines key moments in German cultural history from the Age of Charlemagne and the "Holy Roman Empire," to the Enlightenment. Taught in English. Meets the Critical Learning: AIM requirement.

1 unit

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## **GR121 - German Cultural History 2**

Through the examination of various forms of media such as writing, film and music, explores major elements of the cultures of German-speaking countries from Romanticism to the present. Taught in English. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **GR150 - German Skill Maintenance**

A German language half-block course with emphasis on four basic skills--reading, writing, speaking and listening comprehension. Intended as a review and cannot substitute for GR101, GR102, GR201, or GR202. (Not offered 2024-25).

.5 unit

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## **GR200 - German Language**

1 unit

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## **GR201 - Intermediate German I**

Building language proficiency through a systematic review of German grammar and readings of selected texts. (Completion of this level is required for participation in the German semester in Luneburg.) Meets the Language Requirement requirement.

*Prerequisite:* 102 or equivalent.

1 unit

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## **GR202 - Intermediate German II**

A continuation of German grammar review begun in German 201, with special emphasis on vocabulary building through readings, discussions and special projects. Meets the Language Requirement requirement.

*Prerequisite:* 201 or equivalent.

1 unit

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## **GR205 - German Skill Maintenance**

Maintenance of language proficiency for students at the advanced intermediate level or higher.

*Prerequisite:* German 201.

.25 unit

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**GR206 - German Skill Maintenance**

Maintenance of language proficiency for students at the advanced intermediate level or higher.

*Prerequisite:* German 201.

.25 unit

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**GR209 - German Theatre Workshop**

Participation in performance and production aspects of a German play. Presented in the German language. Rehearsal time: 6-8 weeks. (Not offered 2024-25).

.25 unit

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**GR220 - Intermediate Topics in German Studies:**

Exploration of a selected topic in German Studies (including literature, film, history, philosophy, et al.). Taught in English, and all work may be completed in English.

*Prerequisite:* taught in English.

1 unit

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**GR305 - German Composition, Conversation, and Context**

Advanced study of German language and culture focusing on all four skills with an emphasis on writing and conversation. Course content will include authentic material to raise cultural awareness and increase students' knowledge of contemporary German culture. Meets the Language Requirement requirement.

*Prerequisite:* German 202 or placement into German 305.

1 unit

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**GR306 - German Composition and Conversation II**

Continued work toward proficiency in written and spoken German with attention to stylistic nuance and fluency of expression. (Offered in Luneburg only.) (Not offered 2024-25).

*Prerequisite:* 305 or equivalent.

1 unit

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**GR311 - Independent Reading:**

For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties. (This course may also be taken in extended format, i.e. over 4 blocks for 0.5 unit or over 8 blocks for 1 unit.)

*Prerequisite:* consent of instructor.

.5 to 1 unit

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**GR312 - Independent Reading:**

For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties. This course may also be taken in extended format, i.e. over 4 blocks for 0.5 unit or over 8 blocks for 1 unit.)

*Prerequisite:* consent of instructor.

.5 to 1 unit

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**GR320 - Advanced Topics in German Studies:**

Advanced study of German language and culture focusing on all four skills with an emphasis on writing and conversation. Course content will include authentic material to raise cultural awareness and increase students' knowledge of contemporary German culture. Meets the Language Requirement requirement.

*Prerequisite:* German 305 or above.

1 unit

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**GR416 - Senior Project**

The Senior Project will reflect the student's course of study and academic, personal, and professional interests, and must be approved by the major advisor.

*Prerequisite:* consent of instructor & Completion of requirements for major, arranged any block.

1 unit

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**GS100 - Bridge Scholar Programs:**

Introduction to a liberal arts topic, covering source material in depth and stressing methodology, research, presentation, and writing. 0.25-0.5 units. Taught as a regular block prior to NSO (0.5 unit) or as adjunct (0.25 unit). (Not offered 2024-25).

*Prerequisite:* Offered as P/F Only.

.25 to .5 units

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### **GS101 - Freedom & Authority**

The conflicts of individual freedom and institutional authority in ethics, politics, science and religion. Readings emphasize the development of these conflicts in Western culture, from antiquity to modern times, and are related to the decisions which students must make concerning the central values in their lives. Freshmen only. Students may receive separate grades for each block of this course, but must be enrolled in all the blocks in order to receive credit. (Cannot be taken for credit after General Studies 301.) (Not offered 2024-25).

*Prerequisite:* First Year Experience Course. 1st Years Only.

1 to 2 units

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### **GS102 - Theory and Practice of Peer Mentoring**

This seminar on the theory and practice of peer mentoring is for peer mentors working across campus (Bridge Scholars Program (BSP), the Stroud Scholars Program, and the Peer Education Program in the Butler Center, etc.). Research demonstrates that peer mentors help fellow students succeed in college. Becoming an effective peer mentor requires self-awareness, active learning, time, practice, feedback, and a supportive community. Students will engage with readings, participate in class activities, produce reflections, and complete a final project as part of their journey to becoming an effective peer mentor. (Not offered 2024-25).

*Prerequisite:* consent of instructor & by Application.

.25 or .5 units

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### **GS103 - Communication for Collegiate Success**

(Summer only 2024-25).

*Prerequisite:* pre college course.

.25 to 1 unit

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### **GS105 - The Power of Data and Models**

The ability to use data and basic algebraic models (economic, biological, physical) gives you tools to investigate more deeply key concepts in a variety of disciplines. This adjunct course is designed to help students improve their skills in college algebra and precalculus skills in a context of investigating datasets and basic models. More broadly, a course goal is to help students be more successful in rigorous, gateway or required courses to majoring in math, science, and economics at Colorado College. Parts of the adjunct will involve teamwork with data and models, while other segments will be tailored to the individual's progress in ALEKS (Assessment in LEarning in Knowledge Spaces) learning modules. 0.25 unit.

*Prerequisite:* Offered Pass/Fail Only.



.25 unit

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### **GS110 - Stroud Scholars Composition**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS111 - Stroud Scholars Quantitative Reasoning**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS112 - Introduction of Africana Studies**

This introduction to the study of Africana Studies boldly centers the notion that the lives, thought, culture, politics, and economics of the people of Africa and the diaspora can be examined as a free-standing academic endeavor. In the main this tradition is constituted by thinkers, artists, political figures, and others who have elaborated a complex set of ideas broadly concerned with race and its consequences in the African diaspora. 1 unit.  
(Not offered 2024-25).

1 unit

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### **GS116 - Writing the News**

Whether writing a news report for a publication or drafting a press release to try and influence the news, clear concise, accurate, and error-free copy is tantamount. Students in 'Writing the News' will learn how to gather information and assemble it to create compelling and engaging narratives in various ways. The goal of this class is to help students understand how different kinds of writing can operate within their own guidelines, ethics, structure, style, and form. In 'Writing the News,' students also will gain an understanding about the various ways news originates, and the importance of local news to democracy. Students will also learn how to evaluate information in an increasingly confusing digital landscape that is rife with misinformation, and they will learn about efforts to advance equity in local news (Not offered 2024-25).

.75 units

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### **GS118 - Topics in Community Engagement:**

Integrates theory and experiential learning to introduce core concepts and models of effective, equitable, and intentional engagement with communities beyond the campus. This community-engaged learning (CEL) course aims to deepen the perspectives

and skills needed to apply a liberal arts education toward solving public problems in inclusive, democratic ways. Pass/fail only. No laboratory. (Not offered 2024-25).

*Prerequisite:* Course offered as P/F Only.

.25 or .5 units

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### **GS120 - Critical Approaches to the Liberal Arts**

This course introduces students to theoretical concepts and interpretive methods deployed in analyzing the nature, structures, and practices of the liberal arts. The goal is to prepare students to participate in critical discussions about the different ways that people experience, interpret, and find meaning in the context of a liberal arts education. The course will focus on three major themes in philosophy of education: the aims of education; the practices and politics of knowing; and the nature of teaching and learning. The course also prepares students to work as mentors in the Colorado College First Year Experience program. Pass/Fail only; COI required; .25 units.

*Prerequisite:* consent of instructor & Pass/Fail Only.

.25 unit

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### **GS147 - History, Poetics and Visual Culture: American Sign Language**

(Summer only 2024-25).

2 units

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### **GS195 - Practicum in Community Engagement**

This practicum provides a community-engaged experiential learning experience for students interested in working in public good sectors and changemaking. Students engage in at least 45 hours of supervised, focused capacity-building work for organizations in the nonprofit or public sector, toward mutually beneficial goals that promote student learning and community impact. Students participate in structured, guided group and individual reflection and culminate their experience in a final assignment that connects theory and practice. Through the practicum, students have the opportunity to apply academic knowledge and skills to real-world contexts; learn-by-doing in unscripted, diverse, nuanced situations; and learn from practitioners. Can be taken Pass/No Credit only.

*Prerequisite:* Course offered as Pas/Fail Only.

.25 unit

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### **GS196 - Practicum in a Community-Based Organization**

This practicum provides an immersive, embedded, community-engaged student learning experience within a single organization in the public good sector. Students

engage in 40-80 hours of supervised, focused capacity-building work for the organization, toward mutually beneficial goals that promote student learning and community impact. Along the way, students participate in guided reflection and relevant skill-building, culminating their experience in a final assignment that connects theory and practice. Through the practicum, students have the opportunity to apply academic knowledge and skills to real-world contexts; learn-by-doing in unscripted, diverse, nuanced situations; and learn from practitioners. No laboratory. Offered P/NC only.

*Prerequisite:* Offered as Pass/Fail Only.

.25 or .5 units

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### **GS198 - Internship**

The GS: Internship Adjunct provide students with a significant learning experience outside the classroom setting, usually being placed with a company, non-profit or community-based organization. The internship represents an educational strategy that links classroom learning with the application of knowledge in an applied work setting. Students participate in an internship for at least four weeks and no less than 40 hours of supervised work. The General Studies: Internship Adjunct is taken under the pass/fail grading option. The course is a no credit option. The GS: Internship Adjunct does not meet divisional distribution requirements. Prerequisite: Sophomore, Junior or Senior status.

to .25 units

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### **GS199 - Internship**

Students are provided with a significant learning experience outside the classroom setting, usually being placed with a company, non-profit or community based organization. The internship represents an educational strategy that links classroom learning with the application of knowledge in an applied work setting. Students participate in an internship for at least four weeks and no less than 40 hours or supervised work.

*Prerequisite:* Sophomore, Junior or Senior status & a proposal approved by the Registrar.

.25 unit

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### **GS200 - Practice in Writing**

Regular meeting with instructor to provide aid for those whose backgrounds make formal college writing difficult; practice in expository prose. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.25 to 1 unit

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### **GS201 - Advanced Written Practice in ESL**

Language practice and support for any student whose native language is not English. Review of and practice in American academic writing conventions, mechanics, and English grammar. Writing Intensive. (Not offered 2024-25).

.5 to 3 units

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### **GS205 - Reading Practicum**

This 0.25 credit course develops active reading strategies and skills necessary for students to read successfully at the college level. The course will be taught primarily in a workshop format, using group discussions, directed readings, small group activities, and written reading-response assignments. Students at all levels of reading proficiency are encouraged to enroll in order to improve reading comprehension and speed, expand critical reading skills, and enhance reading proficiency across the liberal arts curriculum. (2 consecutive blocks) (Not offered 2024-25).

.25 unit

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### **GS206 - Advanced Practice in Written and Oral Fluency in English**

Students will develop their linguistic and cultural competencies in the context of investigating contemporary social, economic, and political issues in the United States, such as immigration, American identity, and globalization. Students in this course will: 1) refine grammatical structures and syntax to provide clear communication of thought; (2) complete short oral presentations and demonstrate the ability to participate in class; (3) read primary and secondary sources and critically analyze them; and (4) create an argumentative thesis, choosing reliable sources for support. By the end of the class, students will be able to write thesis-driven, documented essays in a variety of rhetorical modes. They will develop strategies for listening comprehension, build their vocabularies, and speak confidently in class. (Not offered 2024-25).

1 unit

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### **GS207 - Intensive Written and Oral Practice in English**

(Summer only 2024-25).

.5 unit

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### **GS208 - Advanced Language and Culture Integration for Culturally and Linguistically Diverse Students**

This course will introduce culturally and linguistically diverse (CLD) students to the linguistic and cultural expectations of a US liberal arts context through practice with a variety of academic assignments, skill work, and academic English support. Course

topics may include navigating writing assignments (research, analysis, reflection), academic skill development (reading, note taking, oral presentation strategies, principles of ethical scholarship, discussion-based learning), and other topics as needed within the scope of this course. Pass/Fail only.

*Prerequisite:* Offered as Pass/Fail Only.

.5 unit

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### **GS209 - Topics:**

An interdisciplinary exploration of the relation of scientific and religious ways of knowing and understanding the world and our role in it, emphasizing the communal character of science and religion, and analogies in their methods of inquiry. Examination of significant scientific/religious issues confronting society, such as 'creation science,' abortion and genetic engineering; and how they might be resolved.) (Summer only 2024-25).

1 to 1.5 units

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### **GS210 - Foundations of Radical Nonviolence**

The Foundations of Radical Nonviolence course examines the theory and practice of radical nonviolence. The course has a cultural and systemic lens, covering a broad range of disciplines including philosophy, religion, art, history, and science, as well as modern day practitioners in order to examine nonviolence as a powerful social force. Students will meet many guests who are practitioners and activists, exploring war and its effects on humans and the planet, strategic nonviolent conflict, prison abolition, civil disobedience, forgiveness, restorative justice, and nonviolent history. Creativity and independent research are highly encouraged in this course, and there is a heavy focus on connecting theory and practice. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **GS213 - Global Scholars Program:**

This course, designed for culturally and linguistically diverse (CLD) Global Scholars, will promote academic success during their transition to Colorado College. Meetings occur three times each block and may cover a range of topics including but not limited to FYP coursework, research and ethical scholarship skills, writing in academic genres, reading and oral presentation strategies, language support, and culturally-contextualized rhetorical practices. This class runs on the 'P' track (S/CR/NC).

.5 unit

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### **GS214 - Workshop in the Digital Liberal Arts**

This adjunct course is designed for students to work individually or in groups on a digital research project. Under the supervision of faculty, IT specialists and/or librarians, students research a focused topic grounded in their major or another field in which they have expertise and learn how digital technology can best be used in this scholarly endeavor. Course meets two times per week over the course of two blocks, two-and-a-half hours each meeting. Course may be repeated with a different research project. .5 units. Instructors: Faculty with the support of IT staff and Librarians.

.5 unit

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### **GS216 - Introduction to Journalism**

Basic skills of the discipline, focusing primarily on news, analysis, feature and editorial writing (including research, fact-checking, interviewing), but dealing also with editing, layout, journalistic ethics, libel laws.

1 unit

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### **GS217 - Practice in Journalism**

A semester-long extended format course, designed and executed with faculty supervision, that combines practical experience in journalism with theoretical reading, an annotated portfolio of work completed, and a journal of reflections leading to an overview of the semester. The course can be taken twice and is limited to one unit counting towards the degree. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.5 unit

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### **GS218 - Topics:**

An intermediate course in the behind-the-camera arts of lighting, set design, cinematography, and sound recording. The focus will be on film and video making in a studio environment. Scenes will be staged and shot to demonstrate the effects of various approaches to scene design and cinematography. (Summer only 2024-25).

1 unit

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### **GS221 - Italy after Fascism**

A study of present-day Italian society through its history, literature and film. The starting point of the course is Neorealism, a revolutionary movement in cinema which became the repository of partisan hopes for social justice in the postwar Italian state. A selection of texts and films produced between 1945 and 1985 will attempt to show in what ways

Italian society has fulfilled, and disappointed, the promise of Neorealism. This course will also serve as the culminating experience for the Italian Minor. (Not offered 2024-25).

1 unit

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### **GS222 - Special Topics:**

Selected topics will be discussed and will vary from year to year.

.25 or .5 or 1 unit

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### **GS223 - Politics, Ethics and Journalism (with Emphasis on Writing)**

Survey of the influence of the news media in American Politics with particular attention to the ethical problems faced by working journalists. Emphasis on the conflict between the public's right to know and the individual's right to privacy. Jointly taught by a professional journalist and a member of the Colorado College faculty. (Not offered 2024-25).

1 unit

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### **GS228 - Human Sexual Behavior**

Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 to 3 units

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### **GS229 - Disability Culture**

(Summer only 2024-25).

1 to 1.5 units

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### **GS230 - Waging Nonviolent Conflict**

An investigation into the strengths and limitations of nonviolent conflict in bringing social and political change. After a week investigating social movement theory drawing from several disciplines, students participate in a workshop in which they envision, organize and strategically guide a virtual nonviolent social movement. Class requires substantial engagement in class and group projects and a final exam. (Not offered 2024-25).

1 unit

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### **GS232 - Unraveling Europe**

What is "Europe"? What does it mean to be "European"? Who gets to define the boundaries of Europeanness, and what groups have been included or excluded,

centered or marginalized as a result? This course seeks to answer such epistemological questions by unraveling and deconstructing some of the central, naturalized, imposed, and often monolithic narratives that have been projected onto and out from Europe. Examining these mechanisms from a critical perspective, students will look at the diverse cultural, linguistic, national, religious, ethnic, racial, and other factors that have continued to shape Europe throughout its history. They will consider debates around issues of identity and ideology, including the histories and legacies of colonialism, imperialism, fascism, and racism, and learn to view Europe as a place of multiplicity and difference, changing institutions, and ever-shifting borders. Taking a transdisciplinary approach that includes literary studies, art history, race and ethnic studies, film and media studies, cultural studies, history, and geography, among other fields and theoretical frameworks, “Unraveling Europe” unsettles the common assumption that Europe is and always has been fundamentally European. Meets the Equity and Power: EPG requirement.

1 unit

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### **GS233 - Topics in Journalism:**

1 unit

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### **GS234 - Issues in Contemporary Africa:**

A survey of African history followed by discussion of current political, social, and environmental issues in southern Africa. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **GS236 - Studies in West African Culture**

Meets the Critical Perspectives: Global Cultures requirement. (Summer only 2024-25).

1 to 2 units

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### **GS237 - Theories and Histories of Africana Studies**

This course will examine the complex set of ideas concerning politics, history, literature, and various aspects of human culture that are characteristic of the interdisciplinary tradition of Africana Studies. The emergence of a tradition of African and diasporic thinkers is one of the most significant events of modernity’s colonial and post-colonial experience and marks a major turn in the history of thought more generally. (Not offered 2024-25).

*Prerequisite:* General Studies 112 or consent of instructor.

1 unit

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### **GS238 - Africana Expressive Cultures and Practices**

Stuart Hall asks in the title of a classic 1993 essay, “What is this ‘Black’ in Black Popular Culture?”. Building from foundational texts that seek to define the Africana aesthetic, this course will examine the variety of aesthetic practices—sonic, visual, written, culinary, etc.—that make up Africana expressive culture. (Not offered 2024-25).

*Prerequisite:* General Studies 112 or consent of instructor.

1 unit

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### **GS240 - The 18th Century: Theatre, Music, Art, Science and Revolution**

(Not offered 2024-25).

*Prerequisite:* Taught at the Newberry Library in Chicago - EXTRA \$\$.

1 unit

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### **GS242 - Woof and Warp: The Weave of Science and Literature**

What are the interrelationships between science and literature? In what ways does literature mirror, reject, distort, or even anticipate changes in scientific views of the earth and the cosmos? By relating scientific essays and demonstrations to literature, we will explore how authors such as Thomson, Wordsworth, Pynchon, Stoppard, Whitmore, Borges and Calvino have employed scientific concepts. (May be offered with Emphasis on Writing.) (Not offered 2024-25).

1 unit

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### **GS243 - Stroud Scholars Composition Year 2**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS244 - Stroud Scholars Quantitative Reasoning Year 2**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS246 - The HBX Core @ Colorado College: The Language of Business**

(Summer only 2024-25).

1 unit

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### **GS255 - Reading and Rhetoric in the Liberal Arts: Envir Politics**

This half-unit (0.50 credit) course focuses on readings in contemporary environmental politics and the rhetoric of these readings. We will examine how the environment is mobilized as a political device and how public opinions and policies may be shaped by particular rhetorical strategies. The course will be taught in a workshop format, using group discussions, directed readings, small group activities, individual meetings, and a series of written reading-response assignment. One of Colorado College's foremost objectives as a leading liberal arts institution is to prepare its students 'with mental agility and the skills of critical judgments essential to learning (2006-2007 Colorado College Catalog of Courses, p. 15). Reading is one of the principal means by which we expose students to a variety of ideas, data, disciplines, and epistemologies. This course attends to reading in both theory and practice to challenge students to engage with texts more critically and actively. By focusing upon critical readings of environmental politics, students will develop strategies and knowledge that translate across the liberal arts curriculum. (Offered as a half-block and extended format course.) (Not offered 2024-25).

.5 unit

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### **GS257 - Topics in Reading and Rhetoric in the Liberal Arts:**

This course examines what it means to read on both a theoretical and practical level. Focusing on readings concerning the transactional theory of reading, students will consider the influence of the background knowledge and beliefs they bring to texts as well as the way in which the text can prompt transformations in their thinking and believing. In the process of reading and discussing the assigned materials, the students will also develop and polish college level reading skills. This course will be taught in a seminar fashion, with small and whole group discussion, assigned readings and reading-response short papers. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

.5 unit

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### **GS260 - Writing Enhancement**

Provides an opportunity for students to improve their writing skills through practice and criticism. This course must be taken in conjunction with a Writing in the Disciplines course if taken in fulfillment of the Writing Proficiency Requirement. (Must be taken on a P/NC basis: first taught in academic year 2010-11.) Meets the Writing Enhancement requirement. (Not offered 2024-25).

*Prerequisite:* Consent of Instructor.

.5 unit

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### **GS261 - The Idea of Latin America**

This course will examine contemporary understandings of “Latin America” from a multidisciplinary perspective. Recognizing the constructed nature of the term, the course offers an overview of critical topics, such as: colonialism and its effects; linguistic and cultural diversity; environmental issues; class, gender, race and ethnicity; and US-Latin America relations. Meets the Equity and Power: EPG requirement.

1 unit

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### **GS263 - Botanical Illustration**

(Summer only 2024-25).

1 unit

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### **GS280 - Creative Writing, Science Writing, and River**

(Not offered 2024-25).

1 unit

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### **GS300 - Theory and Practice of Peer Tutoring**

*Prerequisite:* consent of instructor & Must apply during 2nd block.

.5 unit

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### **GS306 - Methods of Africana Studies**

This seminar brings together various methodological and theoretical approaches to interpreting Africana life, culture, thought, and politics. Focusing largely on emergent scholarship, we will examine a selection of humanistic and social scientific studies of various local, national, and international contexts. These texts demonstrate the ways in which innovative interdisciplinary methods are crucial for understanding the complexity of the Africana world. The key question guiding the seminar is, “How do scholars of Africana Studies come to devise their research questions and why are these questions important for humanistic and social scientific inquiry?” (Not offered 2024-25).

*Prerequisite:* General Studies 237 or consent of instructor.

1 unit

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### **GS309 - Independent Study:**

Supervised reading and structured reflection following a student's participation in a Colorado College Student Exchange or Affiliated study abroad program, culminating in

a research essay and/or extensive creative work plus a reflective journal/portfolio on the international experiences. A presentation to the college community may be incorporated into the independent study, but will not substitute for written work.

.5 to 1 unit

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### **GS314 - Independent Study in Journalism**

This course has two components: a practicum in journalism and an integrated project designed to accompany the student's course work in the minor. The student's work in the practicum will be evaluated by the on-site supervisor; the supervisor's reports will be reviewed by the minor advisor. The project should be designed by the student in consultation with the minor advisor and course instructor(s). The project should involve a critical component: it should enable the student to explore and critically reflect upon the construction of newsworthy material, the formal and generic constraints of journalistic writing, and the shaping ideologies, both subjective and institutional, of specific instances of journalism. (Only open to students who are pursuing the Thematic Minor in Journalism.)

*Prerequisite:* consent of instructor & Must be pursuing Thematic Minor in Journalism & General Studies 216 & either English 280 'Journalism as Literature' or General Studies 223.

.5 unit

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### **GS320 - Independent Study**

Supervised readings or in-field investigations in areas of interest to the students that are interdisciplinary in nature and cross divisional lines within the college. The readings and/or investigations will be followed up with discussions and written reports. Must be approved and supervised by two faculty members from different divisions of the college.

1 unit

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### **GS330 - Urban Investigations**

Guided exploration of a topic in urban studies chosen with the instructor's approval. Satisfies the integrative experience requirement for the Urban Studies thematic minor. (Not offered 2024-25).

1 unit

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### **GS343 - Stroud Scholars Composition Year 3**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS344 - Stroud Scholar Quantitative Reasoning Year 3**

(Not offered 2024-25).

*Prerequisite:* Stroud Scholars Only.

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### **GS350 - Interdisciplinary Research: Process and Theory**

Seminar exploring the nature of interdisciplinary research and the processes through which research integration occurs. Designed so that Independently Designed Majors can complete a research proposal to carry out in their senior thesis, but others may be admitted with the consent of the department.

1 unit

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### **GS352 - Off-Campus Study/Abroad Semester Placeholder**

(Not offered 2024-25).

4 units

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### **GS390 - Grant Writing**

Facilitates the development of the research skills, audience awareness, clarity of purpose, and persuasive rhetoric necessary for writing grant applications for individuals and for groups. Provides students the opportunities to write a grant for an individual project and experience aspects of the grant-writing process for an organization. Meets once per week over 4 blocks. As this course requires substantial writing, revision, and response, course seats will be capped at 12.

.5 unit

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### **GS391 - Senior Thesis/Ind. Study Course**

Placeholder Course for students during preregistration. They should use this course at preregistration time instead of leaving the block blank! The correct version will be added to the students schedule after preregistration is over.

*Prerequisite:* PLACEHOLDER ONLY!.

or 1 unit

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### **GS392 - Off-Campus Study Abroad Semester**

Placeholder for the Spring Abroad Registration during Pre-registration.

1 unit

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### **GS395 - Peer Tutoring Practicum**

*Prerequisite:* General Studies 300 or consent of instructor. Pass/Fail Only.

.5 unit

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### **GS399 - Topics in Advanced Writing Projects**

This course will provide students with strategies for approaching advanced writing projects, such as senior thesis papers, grant and scholarship applications, and essays for graduate and professional schools. Students will learn methods for research, invention, drafting, organization, and revision. By the end of the class, students will have produced a significant piece of writing for a class or an independent project. As this course requires substantial writing, revision, conferencing, and response, course seats will be capped at 12.

*Prerequisite:* consent of instructor & Pass/Fail grade track only. Either .25 units in two block adjunct format or .5 units in half-block (1.0 units maximum credit in any given year).

.25 unit

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### **GS400 - Senior Thesis I**

Thesis subject of integrative project to be developed by the student with the approval of the advisor. For liberal arts and sciences majors or students doing the integrative project of Thematic Minors. Offered any block of the year.

1 unit

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### **GS401 - Senior Thesis II**

Completion of the senior thesis and oral defense with faculty sponsors. Liberal Arts and Sciences majors only. Offered any block after 400 Senior Thesis I.

1 unit

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### **GS508 - Pre-Columbian Art of MesoAmerica**

(Summer only 2024-25).

1 unit

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### **GS520 - MAT:**

.25 to 1 unit

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**GS521 - Form & Function:**

(Summer only 2024-25).

.75 units

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**GS522 - Constancy & Change:**

.75 units

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**GS524 - Leadership in Science (I and II)**

(Summer only 2024-25).

.75 units

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**GS525 - Order & Chaos:**

(Summer only 2024-25).

.75 units

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**GS526 - Order and Chaos: Earth and Physical Science**

.75 units

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**GS527 - Southwest Studies Institute:**

(Summer only 2024-25).

*Prerequisite:* Graduates Only.

2 units

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**GS531 - Liberal Arts Brain**

(Summer only 2024-25).

1 unit

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**GS532 - Education Seminar:**

(Summer only 2024-25).

.75 units

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**GS535 - New Paradigms for Teaching Anatomy and Physiology in the**

(Summer only 2024-25).

1 unit

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**GS551 - Experienced Teacher Independent Readings**

.5 unit

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**GS552 - Experienced Teacher MAT Capstone Seminar**

(Not offered 2024-25).

.5 unit

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**GS554 - Experience Teacher Institute:**

(Summer only 2024-25).

.5 to 2 units

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**GS556 - Action Research for Experienced Teachers**

(Summer only 2024-25).

.5 unit

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**GS557 - College Ahead Practicum for Secondary MAT's**

.5 unit

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**GY100 - Studies in Geology:**

Geological topics, such as environmental hazards, plate tectonics, and mineral resources and society, offered in different years. No prior knowledge of geology is assumed. May not be taken for credit after 130. (Only one Geology 100 course unit may be applied toward divisional credit in the natural sciences.) (May meet the laboratory/field requirement for natural sciences.)

*Prerequisite:* No credit if taken after 130 or 140.

1 unit

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## **GY101 - Catastrophic Geology: Causes and Consequences of Natural Disasters**

An examination of the nature and causes of earthquakes, volcanos, and floods through in-depth study of several seminal hazardous events and regions. Unique and occasionally conflicting perspectives from historic/pre-historic records, modern science and present/future economics and politics underscore the slow progress in our understanding of these catastrophes. The events will also be examined within the global framework of plate tectonic theory to enhance understanding of dynamic earth processes. .5 or 1.0 unit. The 1.0 unit course provides one block toward the Critical Perspective: Scientific Inquiry requirement. Meets the Critical Learning: SA requirement. (Not offered 2024-25).

.5 to 1 unit

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## **GY107 - Physical Geology of the Pikes Peak Region**

In this course we will be taking advantage of our fabulous and geologically intricate surroundings to explore some major geologic concepts. Geology is a science that draws on many other sciences – chemistry, physics, and biology – and the range of topics covered in this course are similarly diverse. The overall goal here is to give you an introduction to the geosciences, and more importantly, to set you up with the tools needed to make observations and interpretations in a scientifically valid manner. (Summer only 2024-25).

.75 units

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## **GY115 - Oceanography**

An interdisciplinary study of the physical, chemical, biological and geological aspects of the marine environment, from shorelines to the deep sea. The course explores waves, tides, and currents; Earth's wind patterns and atmospheric events; complex biological systems; the chemistry of oceans; and links between these phenomena. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement. (Not offered 2024-25).

1 unit

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## **GY125 - Introduction to GIS**

(Summer only 2024-25).

1 unit

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## **GY135 - Geology of the Pikes Peak Region**

GY 135 is an introductory physical geology course with a strong emphasis on conceptual understanding of the geologic sciences though mainly outdoor observation

and inquiry. During this course students learn to identify minerals and rocks in outcrops, to make observations and interpretations of the history of the rocks, to understand the processes that cause folding, faulting and erosion of the rocks, and to solidify this knowledge through lab work and field observation. Students will be evaluated on the basis of their ability to observe, analyze and interpret geologic phenomena, as well as with a traditional test on classroom-based material. The course is designed build practical skills in practice of the scientific method, critical thinking, and quantitative analysis. Schedule: Several field trips Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Summer only 2024-25).

1 unit

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### **GY140 - Introduction to Earth Systems**

Examination of active systems and processes that link the solid Earth to the hydrosphere, atmosphere and biosphere, achieved through laboratory and field activities. Entails a survey of the chemical and physical makeup of igneous, metamorphic, and sedimentary rocks, and processes of rock formation within the context of the plate tectonic framework. Acquaints students with local stratigraphic units and their paleoenvironments of formation, as a means to comprehend Earth time. Explores mountain building, and earth structures, as they relate to earth resources and to geological events that impact society. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* No credit after Geology 150.

1 unit

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### **GY150 - Environmental Geology**

Examination of environmental issues within the context of earth system processes through laboratory and field activities. Characteristics of river & coastal flooding, mass movements, volcanic & earthquake hazards are investigated, as are the factors that control their distribution over time & space and their possible impacts on human groups. Processes of mineral & energy resource formation, factors determining their distribution over space, and impacts of their extraction & use are also considered. Emphasis is placed on putting the present-day in a 'deep time' context by using the rock record to infer the occurrence of hazard and resource-forming processes in the past. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* No credit after Geology 140.

1 unit

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### **GY203 - Natural Hazards**

Laboratory and field investigations of natural hazards including the causes and consequences of landslides, flooding, and volcanoes. Examination of geologic forces that drive natural hazards and disparate impacts of hazards on human groups through regional case studies and research projects.

*Prerequisite:* Geology 140 or Geology 150.

1 unit

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### **GY205 - Earth, Oceans, Climate and Life through Time**

Historical development of the Earth and life history emphasizing the major tectonic, stratigraphic, climatic and evolutionary patterns and the feedbacks between physical & biological processes that produced them. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Geology 140 or Geology 150.

1 unit

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### **GY207 - Independent Study in Geology**

Independent research projects based on laboratory, field or library investigations. May be taught in extended format or regular course.

*Prerequisite:* Geology 140, consent of instructor and registration at least 1 block prior.

.5 to 1 unit

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### **GY211 - Earth Materials**

Study of the earth as a chemical system where a limited number of elements react over a range of geologic conditions to form igneous, sedimentary and metamorphic rocks characterized by unique mineral assemblages. Topics covered include processes driving rock-forming reactions, where they take place, and why certain minerals are associated with each rock type. Also included is a study of the chemistry, crystallography and identification of silicate and other common minerals based on their physical, optical and diffractive properties. Field and lab projects enable students to build upon their knowledge of Rocky Mountain geology. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Geology 140 or GY150;CH 107.

1 unit

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## **GY212 - Investigating Earth as a Physical System**

Studies of rock deformation, landscape formation and earth structure are used as a framework for developing skills in hypothesis formation, project design, data analysis and scientific writing. These skills serve as a foundation for work in higher-level Geology courses and on independent research projects Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Geology 140 or Geology 150; Physics 141 or 241.

1 unit

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## **GY230 - Volcanology**

Volcanic types, processes and products. Volcanic hazards and prediction. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor or Geology 210 or Geology 211.

1 unit

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## **GY240 - Plate Tectonics**

History of Plate Tectonics and its formulation, paleomagnetic record of ocean crust, geodynamics and tectonic theory, active tectonics, current frontiers. (Not offered 2024-25).

*Prerequisite:* Geology 130 or 140 and one 200-level GY course.

1 unit

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## **GY250 - Studies in Geology:**

Geological topics, such as Advanced Environmental Geology, Hydrology, Mineral Resources Problems and Policies, and Colorado Alpine Environments, offered in different years. (May meet the laboratory/field requirement for natural sciences.) (Not offered 2024-25).

*Prerequisite:* Geology 140.

1 unit

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## **GY300 - Invertebrate Paleontology**

Microscopic and megascopic study of the significant fossil invertebrate phyla with emphasis on taxonomy, morphology, ecology and evolution. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Geology 130 or Geology 140 and Geology 210 or Geology 212.

1 unit

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### **GY301 - Numerical Modeling Earth Science**

Investigation of Earth systems as represented by diffusion and advection equations. Includes training in Python coding language, derivation of heat and mass conservation equations, and applications to earth science, for example: groundwater contamination, glacier flow, geochemistry of volcanic rocks, and soil erosion.

*Prerequisite:* Geology 140 or Geology 150; and Mathematics 126.

1 unit

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### **GY305 - Stratigraphy & Sedimentation**

Transport and deposition of sediment, modern and ancient depositional systems, basin analysis, and correlation of sedimentary rocks. Field work emphasizes analysis of sedimentary structures and facies models for paleoenvironmental interpretation.

*Prerequisite:* Geology 211.

1 unit

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### **GY307 - Independent Study in Geology**

Independent research projects based on laboratory, field or library investigations. May be taught in extended format or regular course.

*Prerequisite:* One prior course in the discipline of study, consent of instructor and registration at least 1 block prior.

.5 to 1 unit

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### **GY310 - Origin and Petrology of Earth's Crust**

A lecture and laboratory course focused on the genesis, composition, and petrology of Earth's crust and mantle. Topics include mass transfer from the mantle, differentiation of silicate melts and their eventual emplacement or eruption, as well as the response of the crust to parameters of pressure and temperature (i.e., metamorphism).

*Prerequisite:* Geology 211.

1 unit

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### **GY313 - Metamorphic Petrology**

Classification, modes of occurrence and origin of metamorphic rocks. Emphasis is on field relations and thin section work. (Not offered 2024-25).

*Prerequisite:* Chemistry & Biochemistry 107 and Geology 210 or Geology 211.

1 unit

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### **GY315 - Rock Deformation and the Structure of Mountains**

The course investigates the origin, geometry, and field expression of Rocky Mountain structures, then examines material properties of rocks, crustal deformation, and mountain building, using the theoretical frameworks of stress and strain.

*Prerequisite:* Geology 212; Physics 141 or Physics 241.

1 unit

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### **GY316 - Field Analysis of Geological Structures**

Techniques of field and laboratory analysis of deformed rocks. Geological mapping in metamorphic and sedimentary terrains. (Not offered 2024-25).

*Prerequisite:* Geology 315.

1 unit

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### **GY320 - Landscape Processes and Evolution**

The study of landforms and processes shaping Earth's surface. Investigates characteristic processes and landforms associated with rivers, glaciers, and active tectonics. Introduces methods such as topographic surveying, GIS, and numerical models. Course involves significant components of laboratory and field work. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.

*Prerequisite:* Geology 212.

1 unit

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### **GY335 - Earth System Geochemistry**

Introduction to Earth systems processes resulting from chemical reactions, and how distributions of major & trace elements, and isotopes of elements, are used to study mass transfers between system components and conditions under which transfers takes place. General concepts are applied to study of soils, waters & climate, and their change in response to anthropogenic/non-anthropogenic forcings.

*Prerequisite:* Geology 211 or consent of instructor.

1 unit

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### **GY345 - Regional Studies in Geology**

An interdisciplinary study of a geological region that requires students to apply fundamental knowledge and investigative skills acquired from core courses and electives. Involves in-depth study of primary rock relationships in a field setting outside Colorado, data acquisition and/or analysis, critical reading of published geological literature, and interpretation and synthesis in oral/written formats.

*Prerequisite:* Geology 211 and Geology 212 and two of: Geology 305, Geology 315, Geology 320 or Geology 355: or consent of instructor.

1 unit

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### **GY350 - Analytical Methods in Geochronology**

Introduction to the geochemical principles, analytical methods, and applications of mass spectrometry used to constrain the timing and rates of geologic processes. Topics may include: radioactive decay, isotope fractionation, diffusion, necessary assumptions, and data collection as applied to ages and rates of past and modern-day processes of Earth's interior and surface. (Not offered 2024-25).

*Prerequisite:* Geology 310 and Geology 335; or consent of instructor.

1 unit

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### **GY360 - Resource Geology in the Age of Green Energy**

Geologic occurrence, origins, distribution, and societal uses of ores and minerals, with emphasis on the geochemistry and petrology of critical mineral resources important to the green energy transition that is Geologic occurrence, origins, distribution, and societal uses of ores and minerals, with emphasis on the geochemistry and petrology of critical mineral resources important to the green energy transition that is underway, and for a future with a lower carbon reliance. Additional themes may include intersections of environmental justice, energy and policy, the carbon cycle, and global mineral reserves. (Not offered 2024-25).

*Prerequisite:* Geology 310 and Geology 335.

1 unit

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### **GY370 - Advanced Studies in Geology:**

Advanced geological topics. These courses are aimed at students with considerable background in geology and will generally involve critical reading of current literature. Topics will vary year-to-year.

*Prerequisite:* depending on topic.

1 unit

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### **GY400 - Collaborative Research Seminar**

Thematic capstone seminar designed to integrate aspects of various geologic disciplines. Emphasis will be placed on emerging issues and hypotheses in the Earth sciences, and will emphasize primary investigations using modern techniques. Topics will vary year-to-year. Prerequisite: Geology.

*Prerequisite:* Geology Major or consent of instructor.

1 unit

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### **GY405 - Research Topics in Geology:**

Student participation in original research. The particular topic, chosen in conjunction with a faculty member, to be included in the course title whenever offered. (May be taken either as a block course or as an extended format course with 1/2 unit of credit per semester.)

1 unit

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### **HE121 - Elementary Hebrew**

An introduction to the Hebrew language, including vocabulary grammar, and syntax, with emphasis on reading passages from the Hebrew Bible and developing conversational skills in modern Hebrew.

.25 unit

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### **HE122 - Elementary Hebrew**

An introduction to the Hebrew language, including vocabulary grammar, and syntax, with emphasis on reading passages from the Hebrew Bible and developing conversational skills in modern Hebrew.

.25 unit

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### **HE221 - Intermediate Hebrew**

A brief survey of Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. Simple biblical and modern prose will be studied. Adjunct credit will be available to those students who pass an entrance examination indicating sufficient previous study for skill maintenance.

.25 unit

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### **HE222 - Intermediate Hebrew**

A brief survey of Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax. Simple biblical and modern prose will be studied. Adjunct credit will be available to those students who pass an entrance examination indicating sufficient previous study for skill maintenance.

.25 unit

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### **HE321 - Advanced Hebrew**

Advanced work in Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax.

.25 unit

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### **HE322 - Advanced Hebrew**

Advanced work in Semitic language, focusing on the reading and writing of Hebrew phonology, grammar, and syntax.

.25 unit

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### **HK100 - Human Biology and Kinesiology Activity Class**

(Not offered 2024-25).

.25 unit

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### **HK104 - Anatomy of Movement**

Introduces the structure and function of the musculoskeletal system, using resistance training as a model for understanding anatomy. Special emphasis placed on inclusivity of all bodies in the context of health, illness, and adaptive strategies.

1 unit

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### **HK113 - Foundations of EMT**

A half-block or semester-long extended-format course including lecture, laboratory, and clinical observation. The course includes, but is not limited to, the history, legal aspects, safe practices, terminology, and basic anatomy and physiology related to emergency care, physical assessment, and systems of Emergency Medical and Trauma Services (EMS). When taught as an extended format course, will meet one night per week for 3 hours. No class during block breaks. In order to qualify to sit for the state EMT examination, this course must be taken in addition to HK114. The Department strongly recommends that HK113 and HK114 are taken consecutively or, if HK113 is

taught as an extended format course, concurrently. Clinical observation requirements: Copy of valid driver's license or birth certificate; Proof of Current (TB) Tuberculosis Test (PPD Test) within the last six months; Proof of Varicella (Chicken Pox) vaccination/exposure; Proof of Hep-stat (Hepatitis B) series, influenza and COVID vaccinations, and background check.

.5 unit

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### **HK114 - EMT Basic**

An examination of the anatomical, physiological, and pathophysiological aspects of emergency and trauma scenarios, with emphasis on advanced topics and emergency skill acquisition. The course includes lectures, laboratories, and clinical observations, including but not limited to emergency assessment, airway management, cardiopulmonary emergencies, cardiovascular emergencies, shock, childbirth emergencies, environmental emergencies including a section on wilderness medicine, psychological aspects of emergency care and Emergency Medical and Trauma Services (EMS). Successful completion of this course, and its prerequisite HK113, qualifies the student to sit for the state EMT exam. The Department strongly recommends that HK113 and HK114 are taken consecutively or, if HK113 is taught as an extended format course, concurrently. Clinical observation requirements: Copy of valid driver's license or birth certificate; Proof of Current (TB) Tuberculosis Test (PPD Test) within the last six months; Proof of Varicella (Chicken Pox) vaccination/exposure; Proof of Hep-stat (Hepatitis B) series, influenza and COVID vaccinations, and background check.

*Prerequisite:* Human Biology and Kinesiology 113, may be taken concurrently with Human Biology and Kinesiology 114.

1 unit

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### **HK115 - Intro to Human Anatomy for Pre-Health Majors**

Designed to meet the needs of students interested in health fields, this course will help students gain an understanding of the structure and function of the human body. The course will include regional study of the major organ systems through the use of clinical case discussions and clinical assessments. (Summer only 2024-25).

.75 units

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### **HK120 - Topics in Human Biology and Kinesiology**

Courses under this rubric will vary year to year.

1 unit

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### **HK125 - Introduction to Human Nutrition**

Investigation of the structure, digestion, storage, utilization, and bioenergetics of macronutrients (carbohydrate, protein, fat). Suggested intake, and sources of macronutrients, micronutrients (vitamins and minerals), and water in maintaining normal physiological function are examined. Topics related to energy balance and nutrition for physical activity and recovery are also discussed. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **HK130 - Fundamentals of Kinesiology**

Examination of basic human anatomy, movement, exercise physiology, physiological adaptation, exercise program design, and links between physical activity, health, and performance. Laboratory sessions include measurement of physiological responses to physical activity, performance evaluation, and the estimation of aerobic power, anaerobic power, and body composition. Parameters such as work, power, velocity, and energy expenditure in humans will also be calculated. 1 unit. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* No credit if taken after Human Biology and Kinesiology 330.

1 unit

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### **HK151 - Biophysics: Physics and Living Things**

How physical principles apply to living things. Some examples of the kinds of topics to be discussed are muscle action, running, jumping, flying, circulation of blood, keeping warm, keeping cool, nerve action, hearing, and seeing. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

1 unit

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### **HK203 - Sports Medicine Seminar**

An investigation into the effects of competitive and recreational physical activity upon the human individual. Major topics include an overview of exercise and sport as a cause of injury and disease, the prevention, recognition and management of injury as related to the recreationalist/competitor, and the physiological parameters of exercise as related to carry-over and lifestyle. (Not offered 2024-25).

1 unit

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## **HK204 - Introduction to Human Anatomy**

A lecture and cadaver based laboratory course designed to help students gain an understanding of the fundamental concepts of human anatomy. Include the examination of skeletal, muscular, nervous, circulatory, respiratory, and digestive structures. Does not involve dissection.

*Prerequisite:* 1 unit of Organismal Biology and Ecology 105, 106, or 107, or Molecular Biology 131, or Human Biology and Kinesiology 130, or Psychology 296 or 299, or consent of instructor. Sophomore Standing or higher.

1 unit

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## **HK220 - Physiological Basis of Resistance Training**

Examination of the acute and long-term physiological effects of resistance training are examined. Emphasis is placed on how the acute and long-term effects alter physiological function and how this information can help in developing resistance-training sessions to bring about specific physiological adaptations. (Not offered 2024-25).

1 unit

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## **HK255 - Advanced Joint Anatomy**

(Summer only 2024-25).

1 unit

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## **HK260 - Human Biology and Kinesiology Seminar**

Examination of current research in kinesiology, exercise physiology, and health. Empirical studies serve as the basis for discussions of research topics and the examination of methods utilized in kinesiology. May be offered on-campus, domestically off-campus, internationally, or a combination of these in order to visit laboratories conducting research in kinesiology and related fields. Presentations provided by departmental faculty and guest researchers when off-campus. Extra expense when taught off-campus or internationally.

*Prerequisite:* Human Biology and Kinesiology 130 and/or consent of instructor.

1 unit

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## **HK304 - Advanced Human Anatomy**

A laboratory based human cadaver dissection course designed to help students gain an advanced understanding of the structures of the human body and to develop the skills

of cadaver dissection. Students also examine clinical case studies and the history of research in anatomical science.

*Prerequisite:* Human Biology and Kinesiology 204.

1 unit

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### **HK306 - Advanced Joint Anatomy**

A laboratory based human cadaver dissection course designed to help students gain an advanced understanding of selected joints of the human body and to develop the skills of human cadaver dissection.

*Prerequisite:* Human Biology and Kinesiology 204.

.5 unit

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### **HK317 - Biomechanics**

A project-based course designed to allow students an immersive research experience and exposure to common methodologies in the field of Biomechanics. Students will develop and execute methodologies to answer biomechanical questions after establishing a background of kinetics and kinematics including basic physics principles, human gait, balance, jump, and movement pattern analysis. Students should plan on afternoon availability in weeks 2 and 3.

*Prerequisite:* Human Biology and Kinesiology 104 or Human Biology and Kinesiology 204, and at least 16 credits earned (including AP or IB credit) or Junior Class standing.

1 unit

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### **HK321 - Human Physiology**

Provides an integrative approach to understanding normal physiological relationships of major organ systems in the human body through lectures and laboratory experiences. Information is presented from the cellular to the organismal level. Designed to meet the needs of students interested in pre and allied health fields when taken in conjunction with HK204.

*Prerequisite:* Human Biology and Kinesiology 204.

1 unit

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### **HK330 - Exercise Physiology**

Examination of cellular bioenergetics and the adaption of the nervous, muscular, circulatory, respiratory, and endocrine systems to acute and chronic physical activity. Special topics such as temperature regulation, acid/base balance, and fatigue thresholds may be discussed. Laboratory sessions include advanced physiological testing of students. Body composition assessment techniques are also examined.

Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement.

*Prerequisite:* Human Biology and Kinesiology 204, and Human Biology and Kinesiology 321 or Organismal Biology and Ecology 366.

1 unit

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### **HK331 - Human Physiology with Altitude**

(Summer only 2024-25).

.5 to 2 units

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### **HK350 - Investigations in Human Biology and Kinesiology**

Independent research projects based on library and/or laboratory investigations. Designed for advanced students seeking an independent or departmental minor in Human Biology and Kinesiology.

*Prerequisite:* Human Biology and Kinesiology 330 and consent of instructor.

1 unit

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### **HK354 - Advanced Head and Neck Anatomy**

A laboratory based human cadaver dissection course designed to help students gain an advanced understanding of the structures of the head and neck and to develop the skills of human cadaver dissection. (Not offered 2024-25).

*Prerequisite:* Human Biology and Kinesiology 204.

.5 or 1 unit

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### **HK430 - Advanced Exercise Physiology**

Students present research and participate in discussions on self-selected research in kinesiology. Advanced examination and experience with common laboratory techniques to estimate oxygen consumption and caloric expenditure rates; anaerobic power, capacity, and thresholds; and body composition. May include visits to local human performance labs and/or field investigations. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

*Prerequisite:* Human Biology and Kinesiology 330 or consent of instructor.

1 unit

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### **HS101 - Aikido**

A Japanese martial art based on principles of resolving any form of conflict nonviolently. Physical movements are related to ethical considerations as a student learns to react without harming a partner or being harmed in turn. Maximum of 1/2 unit may be counted towards graduation. (Not offered 2024-25).

.25 unit

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### **HS112 - Visual Culture - Theory & Practice**

Visual Culture explores the connections between fine art and a wide variety of contemporary images. Course assignments combine visual analysis, readings, and discussion with creative projects. Students will examine different media to explore the following topics: illusion and reality, the ideal, image and text, gender, architecture and public spaces. This course was formerly listed as AS 110 Topics in Studio Art: Visual Culture. (Not offered 2024-25).

1 unit

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### **HS113 - Beginning Book Arts**

(Summer only 2024-25).

*Prerequisite:* \$65 Lab Fee.

1 unit

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### **HS115 - Introduction to Film**

Film in its formal dimensions, narrative and non-narrative (documentary, experimental). How meaning and pleasure are created visually. Emphasis on film style: the shot, mise-en-scene, cinematography, editing (montage) and sound. (Not offered 2024-25).

1 unit

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### **HS118 - Gender & Communications**

This course investigates the differences and similarities between male and female communication in contemporary American society within the framework of communication and feminist theory from a number of contexts, including interpersonal communication in family contexts and the work environment, public communication about gender in the media, and interpersonal and mediated communication in the education system. (Not offered 2024-25).

1 unit

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## **HS120 - Renaissance Culture**

Study of the emergence of modern culture through an interdisciplinary course taught by six faculty members. Discussion of the classical and Christian origins of the Renaissance and of the new science and philosophy which set the groundwork for the modern outlook. Disciplines represented are art, history, literature, music, politics and religion. Students may receive separate grades for each block of this course, but must be enrolled in all the blocks in order to receive credit. (Not offered 2024-25).

*Prerequisite:* First Year Experience Course. Must take both blocks for credit.

1 unit

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## **HS142 - Interpretation of Mythology and Fairy Tales**

(Summer only 2024-25).

1 unit

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## **HS180 - Revolution in the Arts**

Multidisciplinary study of change in the arts of western civilization through the examination of selected eras of major aesthetic transformation. The course will focus on four media selected from dance, drama, film, literature, music and the visual arts. The study of artistic genres, styles and forms in specific historical contexts will focus on the adaptability of human sensibilities to new aesthetic ideas in the context of accepted artistic traditions. (Not offered 2024-25).

2 units

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## **HS202 - Topics in Literature:**

Block 1 Rilke. Block 2 Mythology & Media. (Not offered 2024-25).

1 unit

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## **HS208 - Music and Multicultural Literature**

(Summer only 2024-25).

1 unit

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## **HS215 - Film History and Theory NOW FS 315**

Film in its material, historical and theoretical dimensions, from its beginnings to the present. Growth of the film industry; the American studio system; European avant-garde cinema; world cinema; auteurism; film and popular culture; problems of genre.



Film theory: the nature of the medium; its major theorists - Griffith, Eisenstein, Arnheim, Bazin, Kracauer, Metz, Mulvey, etc. (Not offered 2024-25).

1 to 3 units

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### **HS217 - Creating the Self**

An exploration of Heinz Kohut's psychoanalytic theory of how selves are developed, how they can be injured and fall into pathologies, and how this theory of the self can be used in the interpretation of culture, especially philosophy, music, and literature. (Not offered 2024-25).

.5 unit

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### **HS218 - Psyche and Symbol: The World of C**

Psyche, Symbol, Dream: C.G. Jung and Archetypal Psychology. An introduction to the depth psychology of C.G. Jung, including his notions of the structure of the personal and collective unconscious, the function of archetypes and dreams in development and healing, and the transcendent function as it relates to the individuation process. Contemporary advances in Jungian work in such areas as ecopsychology, soul psychology and Jungian feminist thought will also be considered. Meets the Critical Learning: AIM requirement.

1 unit

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### **HS220 - The Art, Culture and Civilizations of Sothern Spain**

(Summer only 2024-25).

1 unit

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### **HS223 - The Psyche & The Self**

(Summer only 2024-25).

*Prerequisite:* 1.00H.

1 unit

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### **HS224 - The Art of Peru (in Peru)**

(Summer only 2024-25).

*Prerequisite:* (Interview Required).

1 unit

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### **HS230 - Discovering the Unconscious**

Major psychoanalytic perspectives of the late 19th and 20th centuries on the concept of the unconscious in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Readings from such authors as Freud, Jung, Klein, Winnicott, Kohut, and Yalom. (Not offered 2024-25).

1 unit

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### **HS231 - Art Hist and Photography in Ecuador**

(Summer only 2024-25).

*Prerequisite:* \$3,000 not including airfare. Physically fit & can swim.

1 unit

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### **HS233 - Songwriting**

(Summer only 2024-25).

.5 unit

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### **HS235 - Sex and Politics in Contemporary Italian Culture**

(Summer only 2024-25).

1 unit

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### **HS245 - Art History and Photography in Argentina**

(Summer only 2024-25).

1 unit

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### **HS265 - Paris-Florence: Myth and Memory of the European Cultural Cente**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **HS282 - Music & the Mind**

(Summer only 2024-25).

1 unit

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**HS310 - The Writing Institute: Understand/Use/Enjoy Language**

(Summer only 2024-25).

1 to 3 units

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**HS370 - Independent Study: Advanced Topics in Psychoanalysis**

An exploration of one or two major theorists of the unconscious in relation to philosophy, psychology, literature and/or the arts. (Not offered 2024-25).

.5 or 1 unit

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**HS500 - Theater: Past & Present**

(Summer only 2024-25).

1 unit

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**HS501 - Special Studio Problems: Drawing and Painting**

1 unit

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**HS502 - Special Studio Problems: Photography and Filmmaking**

1 unit

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**HS503 - Literature of the River**

(Summer only 2024-25).

1 unit

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**HS505 - Fight the Power**

(Summer only 2024-25).

1 unit

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**HS506 - Spanish Cultural Context, Oral Expression and Critical Analysis**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

2 units

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**HS507 - Topics in Ethnomusicology:**

(Summer only 2024-25).

1 unit

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**HS508 - Topics in Literature:**

(Summer only 2024-25).

1 unit

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**HS509 - Industrial America**

(Summer only 2024-25).

1 unit

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**HS510 - American Architecture**

(Summer only 2024-25).

1 unit

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**HS511 - Advanced Latin - Ovid**

(Summer only 2024-25).

1 unit

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**HS512 - Studies in Cinema I & II:**

(Summer only 2024-25).

.25 to .5 units

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**HS515 - Classical Mythology in Art and Literature**

(Summer only 2024-25).

*Prerequisite:* Experienced Teachers.

1 unit

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**HS516 - The Trickster in Folklore and Literature**

1 unit

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**HS518 - Colloquium:**

(Summer only 2024-25).

*Prerequisite:* Experienced Teachers.

.25 to .5 units

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**HS519 - History of Photography**

(Summer only 2024-25).

1 unit

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**HS520 - MAT:**

(Summer only 2024-25).

.25 to 1 unit

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**HS521 - Photography**

(Summer only 2024-25).

1 unit

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**HS522 - Cinema I**

(Summer only 2024-25).

.25 unit

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**HS523 - Colloquium: Empire and Power Readings in Latin**

(Summer only 2024-25).

.5 unit

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**HS525 - Colloquium: Juvenal**

(Summer only 2024-25).

.25 unit

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**HS526 - Empire and Power: Individual and Family in Ancient Rome**

(Summer only 2024-25).

1 unit

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**HS528 - Summer Dance Intensive**

(Summer only 2024-25).

1 unit

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**HS530 - Japanese Culture**

(Summer only 2024-25).

1 unit

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**HS531 - Teaching Latin Methods**

(Summer only 2024-25).

.25 to .5 units

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**HS532 - A Wandering Nest: Travel**

(Summer only 2024-25).

1 unit

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**HS533 - Roman Epicureanism in the Late Republic**

(Summer only 2024-25).

1 unit

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**HS535 - Dante & Michelangelo**

(Summer only 2024-25).

1 unit

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**HS536 - Colloquium: Medieval Latin**

(Summer only 2024-25).

.25 unit

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**HS540 - Independent Humanities Institute**

1 unit

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### **HS541 - Arts & Humanities Institute**

(Summer only 2024-25).

*Prerequisite:* Graduates Only.

1 to 2 units

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### **HS580 - Hamlet & his Legacies**

(Summer only 2024-25).

*Prerequisite:* Experienced Teachers.

1 unit

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### **HY104 - Culture, Society & History:**

An introductory survey of human culture and society through the comparison of Europe and one other major area of the world from ancient to the modern period, focusing on fundamental topics in the development of world civilizations, including material culture, political organization, and aesthetics. The course will emphasize critical moments in historical development, thematic connections, and primary textual and visual sources. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Writing in the Discipline requirement. (Not offered 2024-25).

1 to 2 units

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### **HY105 - Civilization in the West**

Western civilization from ancient to modern times. Cultural, social, and political developments that shaped the modern world. The department offers this course in sections designated Europe or Atlantic World. Atlantic World includes the study of the heritage of Western civilization in the Western hemisphere. (Not offered 2024-25).

1 to 2 units

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### **HY107 - World War II in Africa**

This course examines not only the military, economic, and political significance of Africa in the Second World War, but also the harsh realities of oppressive living conditions in "Free France," the limitations of the Atlantic Charter, and the experiences of black soldiers in German internment camps. Ultimately, this course seeks to reinterpret the Second World War by exploring lived experiences, social movements, cultural expression, and political activism in Africa. (Not offered 2024-25).

1 unit

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### **HY108 - The Ruins of Modernity**

As the German-Jewish philosopher Walter Benjamin noted, the march of progress is like a storm that leaves only ruins in its wake – ruined environments, ruined cultures, ruined bodies. Whereas some have sought refuge from these storms of progress in nostalgic attempt to retrieve – and, in some cases, return to – lost times, others have eschewed such romantic pursuits, seeking instead to forge alternative ways of being in the world, some modicum of a right life in the wrong one. After examining the destructive dynamics associated with capitalist modernity, this course will turn its attention to the oppositional milieus and defiant voices that have flourished in modernity's ruins. Although the course makes occasional forays into global history, the primary focus will be on 19th- and 20th-century Europe. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY109 - Civilization in East Asia**

East Asian civilization from ancient to modern times. Cultural, social and political developments that shaped East Asian nations and their place in the modern world. Introduces basics of historical method: contextualization, analysis, and critical evaluation of primary sources and their significance. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 to 2 units

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### **HY110 - Encountering the Past**

An introduction to history through the study of a special subject in depth. Emphasis on the ways in which historians find and interpret the materials of the past. For students who do not complete the West in Time requirement in the History Department, a gateway to the History major. Topics designated according to the specialties of the faculty.

1 unit

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### **HY111 - Berlin, Capital of the Twentieth Century**

As a burgeoning turn-of-the-century metropolis, the capital of Imperial Germany, an early epicenter of queer culture in the 1920s, the administrative center of the Nazi genocide, a frontline city in the Cold War, a hotbed of leftist activism in the 1960s, and a symbolic capital of post-Cold War Europe, the city of Berlin has played an outsized role in twentieth-century history. Using a wide array of primary documents (ranging from experimental films and mass-market novels to political manifestos and



architectural plans), this course explores the history of Berlin from the late nineteenth to the early twenty-first century. In so doing, it both familiarizes students with some of the central events of twentieth-century European history and serves as an example for how to employ the tools of cultural and urban history. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **HY115 - Survey in Latin American History**

Latin American history from pre-Columbian times to the present. Emphasis on colonial Mexico and Peru, the centers of Spanish power in the New World, and the political and social development of post-independence Argentina, Brazil, Chile and Mexico. Introduces historiography and the basics of historical method: contextualization, analysis and critical evaluation of primary sources and their significance. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

2 units

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### **HY116 - Greek History and Philosophy**

Aegean and Greek archeological, historical, literary, and philosophical texts, with emphasis on those ideas formative in shaping Western culture. The development and transformations of these ideas as reflected in selected texts from the early Christian era, the Enlightenment or the Modern Age. The rise of individualism and its conflicts with community, ritual relationships to nature vs. separation and exploitation, the relation of theology to the ordering of experience, and how psyche both forms and is formed by its relationships to community, nature, and god(s). Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 to 2 units

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### **HY120 - The American Past**

Two block course that introduces the full sweep of American History from its pre-contact, 'New World' beginnings to the recent past. Students will experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaptation complexities of ethnicity and immigration; movement; the success and failures of republican ideology, capitalism, individualism and community; and the formation of American cultures. (Not offered 2024-25).

2 units

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### **HY131 - Civilization in the Middle East**

Examines large-scale social structures and the question of 'ordinary' men and women from the seventh century C.E. to the present. Through a range of historical approaches-

cultural, intellectual, political and social-and an emphasis on close reading of primary materials, students explore in what ways the histories of Islamic Civilization, Western Civilization, African Civilization, and Central Asian Civilization were connected histories and how people in the Middle East have critiqued their own societies and those of their contemporaries. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 to 2 units

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### **HY150 - Representations and Realities: Art and History in Europe: Ancient to Modern Art & Culture**

This course examines art and cultural history in Europe from Antiquity through to the twentieth century. Taking an interdisciplinary perspective, one which seeks to bring art history and history in critical dialogue with one another, the students and professors will interrogate the meta-narrative of “progress” across time. In many ways, succeeding periods engaged in conversations with their pasts to make claims of domination through pictorial and cultural production. But it is important, too, to examine counter-narratives made by subaltern groups of the various eras, along the critical axes of gender, sexuality, class, ethnicity, race and other markers of identity. Students will be called upon to think systematically about “who” they themselves are in order to engage with the past and explore human similarities, as well as differences, across a long period of time. Thinking systematically about the notion of “critical bias” and the need to analyze the past in its own terms, as well as in ours, will open up avenues to thinking about the present in new ways. We will examine the most important eras of European history, in particular, Ancient Greece and Rome, the Middle Ages and the Renaissance, the early modern period, and the more recent past. (Not offered 2024-25).

2 units

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### **HY200 - Topics in History:**

Selected topics in the study of history. Specific content and emphasis to be determined by the instructor.

.5 or 1 unit

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### **HY202 - Fascism and Its Afterlives in Europe**

Emerging in the 1920s as a radical, right-wing fringe group seeking to rejuvenate Germany following its catastrophic defeat in the First World War, Adolf Hitler’s Nazi Party would go on to become one of the most destructive forces of the Twentieth Century. After first examining the Nazi rise to power in the wake of the Great Depression and the subsequent brutality of its reign, the course will delve into the manifold, and often contradictory, efforts to reconstitute European society after the war. In so doing, it will pay particularly close attention to the multiple 'afterlives' of fascism including the resurgence of neo-Nazi political movements, the subcultural appropriation

of fascist imagery, and the multifaceted attempts to memorialize and to “come to terms with” the manifold traumas of the Nazi years. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY204 - Dreamworlds and Nightmares in the Soviet Union**

Born amidst the crucible of the First World War, the Soviet Union sought to realize a progressive, socialist vision, a utopia on earth in which all people would be equal, nature would be conquered, and society would be freed from the destructive dynamics of capitalism. From the outset, however, the implementation of these utopian blueprints was coupled with astonishing acts of violence – the dreamworlds of socialism were constantly shadowed by their opposite. Taking seriously both the utopian and the dystopian aspects of the soviet experiment, this course traces the violent emergence, the piecemeal realization, and the protracted decline of the Soviet Union. Relying heavily on literature, art, and film from the era, the course takes an explicitly cultural historical approach to soviet history. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **HY205 - US History to 1860**

Broad approach to the history of American traditions and institutions from Anglo-American settlement to the outbreak of the Civil War, addressing Native American-Anglo American encounters; colonization and development of Anglo-American culture and society; African Slave Trade and the Plantation Economy; American Revolution; Jeffersonian Ideology and Westward Expansion; Jacksonian Democracy and the Industrial Revolution; the Politics of Slavery and Secession. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY206 - US History since 1860**

Broad approach to the history of the United States since the Civil War, focusing on multiple meanings of American freedom and the rise of the modern United States as a global power, including attention to Emancipation and Reconstruction; Industrialization, Migration, and Immigration; Civil Rights Movements and Protest Politics; the Great Depression, New Deal and WWII; American Foreign Policy and the Cold War; the Great Society, Vietnam, and the Challenge to the New Deal Order. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **HY209 - Topics in Ancient History:**

Detailed study of a period (such as the end of the Roman Republic or Periclean Athens) or a theme (such as slavery or the rise and fall of the middle class) in Greek and/or Roman history.

1 unit

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### **HY210 - History of Native America**

Introduces students to the history of native peoples primarily in North America. The course includes histories of individual native groups as well as the relationship between American Indians and a variety of Europeans from before contact until the present. Examines a variety of primary and secondary materials to see patterns in the ways that Native Americans have been affected by the process of conquest, the ways in which Anglo-Europeans have responded to Native Americans, and in the ways in which American Indians have become a part of and remained apart from 'mainstream' American culture. As a broader goal, we also look at the way 'history' is made, understood, and used by very different cultural traditions. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY211 - Crime & Punishment**

This course explores the ways the state, church, and the people dealt with crime and viewed justice in Renaissance, early modern, and modern Europe. Attention to topics such as heresy, the witch craze, and treason and to what ordinary and great trials reveal about changing attitudes toward criminal justice. (Not offered 2024-25).

1 unit

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### **HY212 - American Environmental History**

A survey of American history from the perspective of the environment, beginning with the biological and cultural invasion of the New World in 1492 and ending with current environmental problems and their historical roots. Topics include Native American vs. Euro-American views of nature, the impact of changing economic systems on the environment, and the impact of the landscape on various American cultures. Meets the Critical Learning: HP requirement.

1 unit

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### **HY213 - Foundations of Classical Culture**

Athenian Democracy. The Greeks with Near Eastern and Indo-European background. Panhellenic epic and religion, the polis, philosophy, history, tragedy and comedy.

Attention throughout to Greek and Latin literary forms, but no knowledge of ancient languages required. (Not offered 2024-25).

*Prerequisite:* Completion of CP:W required.

1 unit

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### **HY216 - History of the Roman Republic**

Focus on the development of Rome, from a small city ruled by kings, to a regional power ruled under a Republic. The course will trace Rome's expansion through Italy, its conflict with Carthage and will closely examine the end of the Republic. Individuals discussed will include the Gracchi, generals Marius, Sulla, Pompey, Caesar, and Rome's greatest politician (and author) Cicero. (Also listed as Classics 216.) (Not offered 2024-25).

1 unit

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### **HY217 - American Frontiers**

The process of conquering the American continent from 1492 to the present. An examination of the variety of forms that Euro-American conquest took (exploration, religion, economic development, settlement, and military encounter), the impact of conquest on native peoples, the social and economic development of the frontiers, and the lives that people led and lead in places considered frontiers. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **HY218 - Eastern Europe, Russia, and Eurasia**

This two-block course will survey the history of the Eurasian region from Eastern Europe to the Central Asian and Pacific areas of Eurasia, with an important theme being the rise and fall of the Russian Empire, and the rise and fall of the Soviet bloc. The focus throughout will be on the ways in which religious, cultural, and ethnic identities were shaped by, accommodated to, and resisted the construction of national boundaries and identities. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 to 2 units

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### **HY219 - Modern Russia and the Soviet Union**

The Russian Empire, the Soviet Union, and the Soviet successor states in the 20th century. Topics including the collapse of the Empire during the First World War, the attempted 'building of socialism' in the Soviet period, the crisis of the Soviet system, and how Soviet conceptions of the relation between ethnicity and nationality shaped political

and cultural identities before and after 1991. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 to 1.5 units

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### **HY220 - Roman History: Literature and Culture of the Augustan Age**

Focus on the development of the Roman state in the late first century B.C. under the emperor Augustus. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, and various social and minority groups will all be discussed. In particular, the course will emphasize important and influential literary figures, such as Horace, Ovid, Propertius, Virgil and Augustus himself. (Not offered 2024-25).

1 unit

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### **HY221 - Colonial Africa**

This course is a survey of African history from approximately 1800 to 1960. We will explore and analyze the final decades of the Atlantic slave trade, the rise of European colonialism in Africa, anti-colonial resistance, nationalism, and decolonization. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **HY222 - Global Africa**

This course focuses on major political, social, economic, and cultural transitions in African history from 1960 to the present. We will think through the rise and fall of apartheid in South Africa, the Cold War, environmental crises and activism, the struggle for gender equality and LGBTQIA+ rights, student movements, Arab Spring, the COVID-19 pandemic and other public health issues, and more. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **HY223 - China in the Age of Confucius**

Examines the origins of Chinese civilization, from the divination rituals of the theocratic Bronze Age Shang Dynasty to the mighty Han. Considers the great religious and philosophical traditions of China's axial age: Confucianism, Daoism, and others vying for influence in China's bloody 'Warring States' period. Students will understand the political, economic, cultural and spiritual patterns that gave shape to classical Chinese civilization. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 to 2 units

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## **HY224 - Mass Culture, Counterculture, Avant-Garde**

Mass culture, according to its many critics, consists of shallow forms of entertainment that commodify and erase “authentic” modes of cultural expression. Whether members of the avant-garde or the counterculture, whether on the right or on the left, critics of mass culture have ignored its creative, world-making capacities, seeking instead to build authentic, unmediated lives outside of the pop sensibilities of their times. Analyzing a variety of pop cultural artifacts alongside the political, artistic, and academic critiques of mass culture produced by both the left and the right, this course explores mass culture and its multifaceted discontents over the course of the long twentieth century. While focused mainly on twentieth-century Europe, the course will make occasional forays into global history. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **HY225 - 20th Century China**

This course will follow the turbulent history and politics of China from the Boxer Rebellion of 1900 through the post-Mao reforms. Using primary documents, personal accounts, and scholarly studies, students will assess China's political and cultural changes and continuities in historical context. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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## **HY226 - 20th Century Japan**

This course will trace the social, political, and cultural developments in Japan from the first Parliamentary elections in 1890 to the current fiscal crisis in the 1990s. Using a wide range of sources, students will explore major themes in Japan's empire, World War, economic miracle, and troubled role as Asian leader. Major themes will include cross-cultural contact, world systems, and women's history. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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## **HY227 - History of the Roman Empire**

Focus on how conservative Roman republican ideals were reconciled with an increasingly Hellenized empire dominated by an imperial dynasty. Following a brief survey of prior Roman history, the course will examine the development of the Roman state in the first century AD under the Julio-Claudian emperors. The course will proceed to consider the Empire's evolution and management under subsequent Flavian and

Antonine dynasties. The city, its monuments, its art, its literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the growth of Christianity will all be discussed.

1 unit

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### **HY228 - The American Colonies, 1492-1763**

The English colonies in America, their founding and development within the British Empire. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY229 - The American Revolution and the Constitution, 1763-1789**

The movement for independence and the corollary movement to restructure politics internally, from the end of the Seven Years' War through the Revolution and Confederation to the adoption of the U. S. Constitution. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **HY230 - The Early Republic, 1789-1848**

Initial development of the United States under the Constitution through the Virginia dynasty and Jacksonian democracy. Party formation; conflicts in political economy; diplomacy; expansion; social and cultural growth. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **HY231 - Civil War and Reconstruction, 1845-1877**

The causes, strategies, and impact of the Civil War on the United States. Slavery, sectional controversy, political crises; civilian and military life during the war; the successes and failures of Reconstruction; the problems of race. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **HY232 - The Emergence of Modern America 1919-1942**

Cultural expression, and race relations in the aftermath of WWI; changing sexual and racial relations and the anti-modernist response in the 1920s; the Harlem Renaissance; the causes and consequences of the Great Depression and FDR and the New Deal; the



coming of WWII. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY233 - Recent U.S. History, 1943-1973**

Domestic politics and political realignments from Truman to Nixon; McCarthyism and the beginnings of the Cold War; covert action and direct intervention in U.S. foreign policy; Civil Rights; Black Power; feminism; and controversies regarding the American family. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY234 - Contemporary U.S. History**

American foreign policy from the 'Vietnam Syndrome' to the end of the Cold War to the invasion of Iraq; Americans and the Islamic world; transformations of the Republican and Democratic Parties and the Office of the President; negotiating race in the post-Civil Rights era; the 'New World Order' and the new immigration; religion, families, and gender and their roles in partisan politics. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **HY236 - Argentina, Chile, and Uruguay since Independence**

Political independence in the 1810s in La Plata and Chile. The impact of immigration, urbanization, modernization, populism, nationalism, militarism and redemocratization. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **HY237 - History of Brazil, 1500-present**

Portuguese colonization, political independence in a neo-colonial economy, the Brazilian Empire, the Republic. The emergence of modern Brazil: populism, corporation and militarism. The institution of slavery and its legacy. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **HY238 - Colonial Hispano-America**

Spanish conquest and administration in New Spain and Peru, the Catholic Church, internal and external colonial economies, the Bourbon reforms and political independence in the 1820s; class, caste and gender during the colonial period. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **HY239 - History of Mexico**

The Aztec and other Indian peoples' influence in Mexican history and thought; Spanish colonial legacy; Enlightenment, Liberal, and Conservative political philosophies; Mexico's relationship to the United States; roles of the Church and of violence from European encounter through Revolution (1910-1921) and into Mexico's current precarious social and political situation. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **HY240 - Foundations of American Constitutionalism and Diplomacy to 1865**

Emphasizes the intellectual precursors and historical development of the federal union of 1787 and of early American foreign policy. Considers America before the Civil War as a system of states and explores through debates over the American union and early foreign policy a range of theoretical issues in international relations. (Not offered 2024-25).

1 unit

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### **HY243 - Slavery and Antislavery Movements to 1860**

African cultural backgrounds, African slavery in colonial British America and the U. S. to 1860; free Black people from 1790 to 1860 and antislavery movements. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **HY244 - Black People in the US since the Civil War**

S. since the Civil War. Black Reconstruction; Black urban settlement; literary and artistic movements in the 1920s; civil rights struggles; recent social and political expressions. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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## **HY247 - Modern Southeast Asia**

The history of mainland and maritime Southeast Asian societies from the seventeenth to the twentieth century, with special attention to Vietnam, Cambodia, Indonesia, Singapore, Malaysia, Burma and the Philippines. How did the social, cultural, and ecological diversity of the region impact the evolution of these societies? What role did Chinese and South Asian diasporas play in this process? How did the colonial experiences of British, French, Spanish and American rule shape their emergence as modern nations? Explores these and other questions via a variety of visual and textual sources including novels, photographs, film, and historical narrative. (Not offered 2024-25).

1 unit

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## **HY248 - History of Korea**

A thematic survey of Korean history from the earliest times to the present covering social, cultural and political developments from the Three Kingdoms period through the Silla unification, Koryo and Choson dynasties to the modern era. Special emphasis on the twentieth century. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

1 unit

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## **HY249 - Women, Children & Men: Families in Historical Perspective**

This course treats gender roles and family life throughout the European past, with comparative attention to families of other historical cultures and to relationships within non-human primate communities. It emphasizes the historical agency of women and children generally elided from traditional master narratives of Western Civilization, demonstrating how feminist and ethnohistorical approaches can reveal their experience. Course materials will include historiographical and anthropological literature as well as primary documents, literary works and visual sources. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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## **HY251 - Islamic Cities**

In examining the privileged role of cities and urban history within Islamic history, we interrogate what it has meant to speak of an 'Islamic City' and how we can understand cities as spaces that both shape and reflect social relations. To deepen our engagement with sensory and lived experiences in urban spaces over time, this course features a practice of daily mapping and visual notetaking. Students then investigate a historical or contemporary 'Islamic City' of their choosing. Meets the Critical Learning: CP requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **HY252 - Islam and Science**

This course examines the intertwined histories of what we now call Islam and Science. We'll consider moments of mutual flourishing as well as contention, with attention to exchange among Muslim and non-Muslim communities and the relation of science to Islamic and European imperialism. Working closely with primary texts, we will interrogate concepts of rationality, the natural world, and how we tell these histories. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **HY253 - History of Modern South Asia**

This is an introductory level course that explores the historical processes that have formed South Asia. Topics include British colonialism; nationalism and anti-colonialism; social and religious reform movements; independence and Partition; and the economic, political, and social issues facing the postcolonial nation-states of South Asia. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **HY254 - History of Gender and Sexuality in South Asia**

This course explores changes in gender and sexual relations across social communities and through time in South Asia. Key topics covered in this course include the impact of colonialism, nationalism, and socio-religious reform movements; law and the postcolonial state; the cultural politics of sexuality; masculinities; and local and transnational feminisms. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **HY255 - Nature & Society**

The course examines the interaction between Europeans and the natural world from the Renaissance to the present. It looks at how nature shaped the ways Europeans lived and worked and how, in turn, they thought about and behaved toward nature. In particular, it explores the impact of the Scientific Revolution, industrialization, and mass culture on the changing interplay between nature, society, and culture. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY256 - Education in the West**

Educational institutions and their relationship to society from the Renaissance to the present. The rise of mass education and its impact on the structure and purpose of the educational system. (Not offered 2024-25).

1 unit

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### **HY261 - Formation of Islamic Societies**

Development of an Islamic world through formation of key institutions of Islamic urban life, the changing relationships of tribal and agrarian societies to urban society, and the differentiation of public and private space. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY262 - The Modern Middle East: Freedoms and Authorities**

Analysis of the variety of lived experiences and questions of freedom and authority in everyday life in the Middle East. Attention to the impact of modernity on gender roles and social order in the Middle East. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **HY267 - The Southwest under Spain and Mexico**

The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

1 unit

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### **HY268 - The Southwest since the Mexican War**

The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expression, and works of fiction as well as historical sources. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY269 - The Old South: Settlement, Slavery, Secession**

Explores key themes in Southern history from colonial settlement through the American Civil War. Examines the distinctiveness of the American South, and how Southern life was shaped by slavery, particularly in the ways the plantation economy informed Southern political culture, gender and race relations. Other important issues include: Anglo-American encounters with Native Americans, the Great Awakening, the American Revolution, Jeffersonian republicanism, the War of 1812, the Mexican-American War, and the rise of Southern nationalism. (Not offered 2024-25).

1 unit

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### **HY270 - The New South: Modernity,**

(Not offered 2024-25).

1 unit

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### **HY271 - Human Rights: Histories, Theories, and Debates**

This course provides an overview of the history of human rights. We examine different genealogies of human rights, chart the shifting meanings of “human” and “rights” over time, and explore debates in the application of rights. Key topics include the philosophical foundations of rights; capitalism, imperialism, and rights; universalism vs. cultural relativism; and the complementary discourse of humanitarianism. (Not offered 2024-25).

1 unit

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### **HY274 - The Medieval Imaginary**

Exploration of Europeans’ expressions of identity and community from the close of Mediterranean antiquity to the Black Death of the fourteenth century. Consideration of literary texts, social organization, and ritual practices, with emphasis on Christian Europe as continually self-defining against its pagan and Muslim frontiers. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **HY275 - The Renaissance and the Reformation: Crisis and Dissent**

Scientific, religious and artistic achievements of the 14th, 15th and 16th centuries. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY277 - Europe in an Age of Absolutism**

The birth of the modern state and the creation of modern society. From the end of the sixteenth-century Reformation and the religious wars through the crisis of the seventeenth century, as well as the making of the constitutional order in England and the absolutist state in France. Political, social, and cultural perspectives. (Not offered 2024-25).

1 unit

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### **HY278 - Europe in the Age of Revolution: 1789-1870**

Causes and the social and political effects of the French Revolution, the Revolutions of 1848, and the Industrial Revolution. Particular attention to the process of revolutionary change and to political movements including liberalism, Marxism, and nationalism. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY287 - Enlightenment Culture**

The course analyzes the origins of 'modernity' in the seventeenth and eighteenth centuries. Beginning with the Scientific Revolution, it then looks at the social and political environment that made the 'Republic of Letters' possible. A wide variety of primary-source texts, including social and political criticism, novels and poetry, painting and sculpture, will be examined. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY288 - European Intellectual History**

Changes in European thought from the early modern to the modern periods examined through the works of representative writers, philosophers, political theorists, scientists and artists (including Locke, Galileo, Hegel, Marx, Darwin, Nietzsche, Freud, Sartre, Foucault, and others). The relationships between these changes and social developments. (Not offered 2024-25).

1 to 2 units

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### **HY289 - The Age of Ideology, 1870-1939**

The "revolt against reason." The effects of World War I and the Great Depression on society and politics. Analysis of the appeal of Bolshevism and Fascism. Particular attention to Mussolini and Hitler's successful challenge to liberal governments and to

the Spanish Civil War. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY290 - World War II and Its Aftermath in Europe, 1939-2000**

World War II and Its Aftermath in Europe, 1939-2000. The outbreak, course, and the effects of the War, including the advent of Communism in eastern Europe, European integration, and the 'economic miracle' in western Europe. The emergence of consumer society, the spread of popular culture, and the development of mass education. Attention to the challenges of decolonization and immigration Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **HY302 - The Invention of History**

Herodotus, sometimes called the 'father of lies,' and Thucydides, sometimes called the first political scientist, treated as the first historians. Study of the ways of conceiving history and its relation to the peoples and periods explored. No Greek or Latin required. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **HY303 - The Uses of the Past: Studies in Philosophy and History**

Critical issues in the philosophy of history and historical methodology as seen from the standpoint of the historian and the philosopher. (Offered by individual arrangement.) (Not offered 2024-25).

.5 to 1 unit

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### **HY304 - Advanced Topics in History:**

Selected topics in the history of one or more world regions. Thematic concentration determined by the instructor.

1 unit

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### **HY307 - History of Sex: Traditions**

Analysis of sexual roles and sexual practices in the world before the concept of 'sexual identity' emerged in the late nineteenth century. Examination of how different religious traditions such as Judaism, Islam, Hinduism, Christianity, and Buddhism have viewed sex, and exploration of a wide variety of topics including pornography, prostitution,



and same-sex sexual behavior throughout the pre-modern world. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **HY308 - History of Sex: Modernity**

After examination of the birth of 'sexuality' in late nineteenth-century Europe, exploration of the acceptance of and resistance to this new conceptual model throughout the world. Attention to heterosexuality and homosexuality, intersexuality, and 'perversion,' concluding with analysis of the contemporary cultural wars over sexuality in Africa, Asia, Europe, and South America. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **HY312 - Crusade and Reform in Europe's Long Twelfth Century**

Social, intellectual, and spiritual ferment between the Investiture Contest of the 1170s and the death of Francis of Assisi in 1226, with special attention to ideology of expansionism in the eastern Mediterranean and diversity of belief within Latin Christendom. Readings in primary sources for military action in the Middle East, pogroms in the Rhineland, saints' lives, and persecution of heretical groups, as well as major recent works of historical criticism. (Not offered 2024-25).

1 unit

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### **HY315 - Film and History**

Examines the representation of history in film. It compares a series of films to major themes and issues in the historiographical literature and raises questions about the ways films should adhere to the academic standards of the historical discipline. Students will read significant debates among cinematic and academic historians and explore the possibilities and limitations of cinematic presentations of history.

1 unit

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### **HY316 - History & Literature**

An examination of the relationships, both similarities and differences, of history and literature. Using selected theoretical texts from Aristotle to the present, traditional narrative historical texts, experimental histories, fictions based on imagined thoughts and actions of historical figures, and comparisons of historical/biographical texts and historical novels, the course explores the different and/or similar purposes and functions of historical writing and literary writing, and the truth claims of each as forms of narrative and knowledge. In addition, we will read history literally and literature historically in

order to interrogate the uses and limitations of both forms of writing. (Not offered 2024-25).

1 unit

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### **HY324 - Haunted Landscapes: History, Memory, and the Built Environment**

We live in a haunted landscape, an environment that, to quote Vladimir Nabokov, is filled with objects and places “through which the past shines.” Although some of these vectors of the past – monuments, for example, or even museums – can serve to strengthen structures of domination in the present, this is not always true. Indeed, old houses, city streets, and discarded objects can retain traces of their original contexts; haunted palimpsests of layered time that, according to some theorists at least, can open the way to different futures. Analyzing a diverse array of texts from a range of disciplines this course explores how our visions of the past (and our conceptions of the future) are, to a large extent, mediated by the built environment. As a 300-level course, the class will culminate in a 15-page research paper. (Not offered 2024-25).

1 unit

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### **HY330 - Colloquium in History and Political Science:**

A junior seminar organized around comparative analysis of a common theme or topic, employing both historical and political science approaches to analysis and research. Designed principally for History/Political Science majors, but others may be admitted with consent of instructors.

*Prerequisite:* HY/PS Major or consent of instructor.

1 unit

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### **HY344 - Modern France and Italy: Fascism, War and Resistance**

An examination of the effect of total war, extremism, and economic crisis on politics and society, with special attention to fascism, the resistance, post World War II revival, and to cultural movements such as the avant-garde, futurism, and existentialism. (Not offered 2024-25).

1 unit

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### **HY350 - History-Philosophy Seminar:**

This 300-level, co-taught course brings together historical and philosophical methodologies to explore a rotating theme, such as: “African History and Philosophy,” “History and Philosophy of Science,” or “The Philosophy of History.” Although conceived as a cornerstone course for the History-Philosophy Major, all are welcome. Students may take the course more than once, if taught on a different topic. With approval from

the student's advisors, it may be used to satisfy the 300-level History-Philosophy course requirements listed under "Thematic Coursework."

1 unit

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### **HY384 - Late Imperial China**

Social and cultural history of China under the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911), with emphasis on print culture and popular literature, examination culture, religious belief and practice, social structure and statecraft. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.

1 unit

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### **HY386 - Crime and Punishment in Late Imperial China**

Analyzes the relationship between law, society and culture in China during the Ming (1368-1644) and Qing (1644-1910) dynasties. Considers the classical foundations of Chinese jurisprudence, then examines late imperial culture using legal codes, case records, popular fiction and contemporary historical scholarship to explore the relationship between state and society in this period, in particular the relationship between social hierarchies and configurations of power. Culminates in a substantial research project based on primary sources. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **HY393 - Germany, 1914-1945: The Crisis Years**

Formation of the new nation that Hitler said in 1933 the world would not recognize. Germany's catalysis of European and world transformations, as well as its institution of dictatorship and genocide at home. Political, economic, social/cultural, intellectual, and military aspects of German experience. (Not offered 2024-25).

1 unit

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### **HY399 - Junior Seminar: Studying History**

An examination of traditional and new methods of studying the past and an exploration of the debate over the nature and the meaning of history. Designed primarily for history majors, but others may be admitted with the consent of the department. Meets the Writing in the Discipline requirement.

*Prerequisite:* consent of instructor & Junior standing.

1 unit

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### **HY406 - Research Workshop**

Students learn how to develop a research topic, advanced library and primary document research, and historical research design and organization. Students meet regularly to discuss their work in progress. Usually, a central text is also discussed throughout the semester. (Semester-long extended format course.) (Not offered 2024-25).

*Prerequisite:* consent of instructor & Declared Major.

.5 unit

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### **HY409 - Directed Readings in History:**

*Prerequisite:* consent of instructor & 3 units of History.

1 unit

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### **HY410 - Senior Seminar**

An advanced seminar on selected topics and themes in historical study.

*Prerequisite:* History 399, consent of instructor and senior standing.

1 unit

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### **HY420 - Senior Thesis:**

Independent, primary source research. Particular content and emphasis of the paper to be determined in consultation with supervising professor. To be taken in the block immediately following HY 410.

*Prerequisite:* History 399 and 410 consent of instructor, senior standing.

1 unit

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### **HY424 - History-Political Science Thesis**

An interdisciplinary, primary source-based thesis on a subject of interest to the student. Independent study format with regular consultation between the student and the faculty supervisors.

*Prerequisite:* Consent of both departments.

2 units

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### **HY425 - History-Philosophy Thesis**

An interdisciplinary, primary-source based thesis on a subject of interest to the student and approved by two faculty supervisors, one in Philosophy and one in History.

Independent study format with regular consultation between the student and the faculty supervisors.

*Prerequisite:* Consent of both faculty supervisors and registration in Philosophy 425 in the same academic year. Both courses must be completed at some point during blocks 1-6 or the senior year.

1 unit

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### **HY430 - Extended Thesis**

Directed reading and preparation of a thesis.

*Prerequisite:* History 399.

1 unit

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### **HY500 - American History: American Cinema**

(Summer only 2024-25).

1 unit

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### **IT101 - Introduction to Italian**

A preliminary introduction to Italian language and culture for students with no previous Italian language experience

.25 unit

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### **IT102 - Introduction to Italian**

A preliminary introduction to Italian language and culture for students with no previous Italian language experience.

.25 unit

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### **IT103 - Elementary Italian I**

Introduction to Italian language and culture, with emphasis on the acquisition of basic oral and written proficiency in order to communicate effectively and accurately in everyday life situations Meets the Language Requirement requirement.

1 unit

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### **IT104 - Elementary Italian II**

IT104 Elementary Italian II. This course is designed to build on skills acquired in IT101. Students will continue to develop basic oral and written proficiency in order to communicate effectively and accurately in everyday life situations. Prerequisite: IT103 or COI. (We strongly recommend that students take 104 within 8 blocks of 101.) 1 unit Meets the Language Requirement requirement.

*Prerequisite:* Italian 103.

1 unit

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### **IT110 - Intensive Communication Practice for Travel, Work and Study in Italy**

Intensive Communication Practice for Travel, Work and Study in Italy. This half-block course is open to all students interested in significantly improving their Italian communication skills and is particularly useful to those wishing to spend time in Italy in the near future – whether as part of their travelling, working or studying plans. This class uses a communicative approach with the aim for students to achieve a good level of fluency in Italian as well as to learn more about Italy's culture. Upon completion of the course, students will have acquired the necessary tools to express themselves in a wide range of situations, making it easier for them to deal with everyday life in Italy. No prior language knowledge is required. (Not offered 2024-25).

.5 unit

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### **IT111 - Italian in Italy**

Meets the Language Requirement requirement. (Summer only 2024-25).

*Prerequisite:* consent of instructor.

2 units

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### **IT120 - The Renaissance Banchetto (Banquet)**

This course is open to students interested in Renaissance music and Italian culture. "The Renaissance Banchetto", a center of wealth and power, included theatrical and musical performances, and is the perfect setting to teach music and history. Upon completion of the course, students will have acquired an understanding and an appreciation of the Italian Renaissance with the festive and sinister undercurrents of the banchetto! (Not offered 2024-25).

.5 unit

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### **IT121 - Contemporary Italian Cooking: Knowledge and Skills in the Italian Kitchen**

A half-block course involving both cultural and practical knowledge of regional cooking in contemporary Italy with special attention to the cuisine resulting from the new encounters of the traditional regional cooking (itself the result of historical cultural exchanges) with contemporary migrant cultures.

.5 unit

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### **IT200 - Italian Language**

This course is intended for students on a CC study abroad program. Students will test and move into the appropriate level/course once they arrive at the host institution. (Not offered 2024-25).

1 or 2 units

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### **IT201 - Review of Elementary Italian**

A lower-level maintenance course for students who plan to continue their study of Italian. Review of grammar with supervised oral practice.

*Prerequisite:* Italian 104 or equivalent.

.25 unit

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### **IT202 - Review of Elementary Italian**

A lower-level maintenance course for students who plan to continue their study of Italian. Review of grammar with supervised oral practice.

*Prerequisite:* Italian 104 or equivalent.

.25 unit

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### **IT203 - Intermediate Italian I**

This course is designed to build on the communication skills acquired in elementary Italian courses. In a simulated immersive environment enhanced with Italian texts, films, and Internet resources, students focus on developing reading, writing, speaking, and listening skills as well as increasing their knowledge and understanding of Italian cultures. Note: IT204 must also be taken in order to fulfill the language requirement for graduation or to continue into 300-level Italian courses. Meets the Language Requirement requirement.

*Prerequisite:* Italian 104 or equivalent.

1 unit

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### **IT204 - Intermediate Italian II**

IT204 Intermediate Italian II. This course is designed to build on the communication skills acquired in IT203. In a simulated immersive environment enhanced with Italian texts, films, and internet resources, students focus on developing reading, writing, speaking and listening skills as well as increasing their knowledge and understanding of Italian cultures. Prerequisite: Italian 203 or COI. 1 unit Meets the Language Requirement requirement.

*Prerequisite:* Italian 203.

1 unit

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### **IT211 - Intermediate Italian in Italy**

Meets the Language Requirement requirement. (Summer only 2024-25).

1 to 2 units

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### **IT300 - Italy Semester: Intensive Grammar Review**

This ten-day course serves as an introduction to our Italy Program. Intensive Italian grammar review and orientation in Italy. Students must complete the full semester program in order to receive credit. (Not offered 2024-25).

*Prerequisite:* 201, consent of Program director & acceptance in the Italy Program.

.5 unit

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### **IT301 - Review of Italian with Emphasis on Italian Civilization**

A maintenance course for students who have taken an intermediate or advanced level Italian course. Significant supervised conversation, reading and writing practice.

*Prerequisite:* Italian 204 or equivalent.

.25 unit

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### **IT302 - Review of Italian with Emphasis on Italian Civilization and Culture**

A maintenance course for students who have taken an intermediate or advanced level Italian course. Significant supervised conversation, reading and writing practice

*Prerequisite:* Italian 204 or equivalent.

.25 unit

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### **IT304 - Cultural Context and Oral Practice**

Students develop higher levels of listening comprehension, oral competence, and communicative proficiency and acquire oral strategies of expression through the study of written and recorded cultural materials dealing with a variety of aspects, issues, and realities of the Italian speaking world. (Not offered 2024-25).

*Prerequisite:* Italian 204 or equivalent.

1 unit

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### **IT305 - Cultural Context and Written Expression**

Advanced composition and conversation practice through the study of Italian literary and cultural texts Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* Italian 204 or equivalent.

1 unit

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### **IT306 - Cultural Context and Critical Analysis**

Continues the acquisition of the Italian language and trains students in the most important methods of critical analysis through readings in different genres. (Not offered 2024-25).

*Prerequisite:* 305 or equivalent.

1 unit

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### **IT309 - Independent Readings in Italian Literature**

Textual analysis of important literary works, including at least six authors, two genres and three historical periods. Some authors to be studied are: Dante, Pulci, Leonardo, Goldoni, Manzoni, Svevo, Gozzano, Pirandello and Calvino.

1 unit

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### **IT311 - Civilization and Culture of Italy**

(Summer only 2024-25).

*Prerequisite:* consent of instructor.

2 units

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### **IT315 - Readings in Italian: Medieval, Renaissance and Baroque**

The nature and evolution of Italian Literature and Culture from 1150 to the 17th century with emphasis on literary form and meaning in poetry, epic and drama. (Not offered 2024-25).

*Prerequisite:* in Italian.

1 unit

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### **IT316 - Readings in Italian: The Enlightenment to the Postmodern**

The nature and evolution of Italian Literature and Culture from the 18th century to the present day with emphasis on literary form and meaning in poetry, the novel, drama and film. (Not offered 2024-25).

*Prerequisite:* in Italian.

1 unit

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### **IT320 - Topics in Italian Culture**

Study of Italian culture, genres, art, film or literature not represented in the regular curriculum. The structure of the course is determined by the topic and the preference of the instructor. May be taught in English or Italian.

1 unit

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### **IT321 - Italian Critical Thought:**

Explores the intellectual contributions of Italian thinkers to the analysis of societal transformations. Includes a variety of theoretical approaches and thematic, focuses such as: philosophy, Marxism, feminism, psychoanalysis, postcolonial studies, and the history of social movements. Taught in English with work in Italian for interested students. (Not offered 2024-25).

1 unit

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### **IT322 - Love & Anarchy: Romance, Sex, and Politics in Italian**

A course analyzing the effects of objectification and the male gaze on the cinematic representations of sexuality, romance, and queer cultures, all in the context of Italian history, politics, and biopolitics. In this class, we will focus on sexual politics, and on sexualized politics, as represented in Italian cinema, in particular by women directors (a rarity of sorts in the landscape of the Italian cinema, and beyond) and queer directors. The larger questions that will be discussed include: How is sexuality politicized? How is politics romanticized? What are the major factors, agents, and ideas that have contributed, and may continue to do so, in the making and unmaking of sexual

politics in modern Italian society and how do films represent such ideas? How has the feminist movement developed, or not, in Italy? Has the so-called “male gaze” been a significantly powerful force, finding its way even into the minds of radical female directors who claim to reject it? (Not offered 2024-25).

1 unit

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### **IT323 - Come to Hell: Dante and Our World**

A course focused on Dante’s *Inferno*, along with other major works, and how they are still valuable to the contemporary world. Dante Alighieri is mostly known for *The Divine Comedy*, the story of a journey through the budello of the *Inferno*, the enormous mountain of the *Purgatorio*, and the infinity of *Paradiso*. Through vivid images and memorable verses, the vicissitudes of the pilgrim Dante offer endless insight, and severe critiques, on virtually every aspect of Medieval culture (politics, religion, theology, love, philosophy, geography, medicine, and more). What makes Dante a literary giant, still worth reading? What did he read, which themes interested him, and why? How did he discuss them? What is the system of punishment and reward he created in *The Comedy*? And what would Dante write about today? Through a mix of seminar and brief lectures, we will discuss these and many more questions, relatively to *The Comedy*, as well as to some of Dante’s other works. Together, we will also look for contemporary references to Dante, in Italy and beyond, for instance in novels, comic books, music, theater-dance, and documentaries. Possible extra sessions for those who wish to discuss in Italian. (Not offered 2024-25).

1 unit

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### **IT431 - Research Methods**

Methods of analysis and theories of literature and culture. Training in research methodology; selection of topic for senior project, portfolio, or senior thesis; research and presentation of work in progress. (Not offered 2024-25).

*Prerequisite:* Required of all senior majors.

1 unit

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### **IT432 - Senior Thesis**

Intensive writing and supervised revision of senior thesis with oral defense. (Not offered 2024-25).

*Prerequisite:* Italian 431.

1 unit

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## **JA100 - Japanese: Introduction to Language and Culture**

(Summer only 2024-25).

1 unit

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## **JA101 - Elementary Japanese**

Introduction to Japanese language. Students will be introduced to basic spoken and written structures of 'standard' Japanese, the two Kana alphabets, and the development of basic aural/oral skills with attention to the cultural context. A video program supplements the course. Language laboratory required. Meets the Language Requirement requirement.

2 units

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## **JA103 - Japanese Skill Maintenance**

Conversation and limited reading and writing practice in Japanese language.

*Prerequisite:* Japanese 101.

.25 unit

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## **JA104 - Japanese Skill Maintenance**

Conversation and limited reading and writing practice in Japanese language.

*Prerequisite:* Japanese 101.

.25 unit

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## **JA130 - Japanese Culture**

This course presents a critical appreciation of popular Japanese Icons (haiku poetry, tea ceremony, kabuki theatre, samurai, Shinto rituals, and rice) that scrutinizes how cultural practices and institutions have evolved and been adapted to symbolize Japan, both by Japanese and foreign observers. All readings, discussion, and writing will be in English. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **JA201 - Intermediate Japanese I**

The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context. Meets the Language Requirement requirement.

*Prerequisite:* Japanese 101.

1 unit

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### **JA202 - Advanced Intermediate Japanese II**

The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. Meets the Language Requirement requirement.

*Prerequisite:* Japanese 201.

1 unit

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### **JA205 - Japanese Skill Maintenance**

Advanced conversation, reading and writing practice in Japanese language.

*Prerequisite:* Japanese 201.

.25 unit

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### **JA206 - Japanese Skill Maintenance**

Advanced conversation, reading and writing practice in Japanese language.

*Prerequisite:* Japanese 201.

.25 unit

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### **JA207 - Japanese Language and Culture in Japan**

Meets the Language Requirement requirement. (Summer only 2024-25).

*Prerequisite:* Introductory Japanese or consent of instructor.

1 to 2 units

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### **JA212 - Japanese Literature in Translation**

This course examines the way in which post-war Japanese literature reflects the transformation and enduring tensions within Japanese society. Topics include gender roles, the family, individuality, and dissension. Of central concern is the capacity of literature to reflect massive social and economic changes within contemporary Japan and to assess the assumptions of continuity, consensus, and conformity. Works by the following writers will be included: Ibuse Masuji, Yasuoka Shotaro, Hayashi Fumiko, Kawabata Yasunari, Abe Kobo, Enchi Fumiko, and Oe Kenzaburo. Novels and shorts stories will be supplemented with film and other readings. All readings, discussion, and writing will be in English. (Not offered 2024-25).

1 unit

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### **JA221 - Childhood in Japanese History: From Literary Trope to Symbol of Modernity**

This course has been taught a number of times under a special topics rubric. Continued offering requires an official course designation. The course has been well received by students and has served a role at the college with its Writing Intensive designation. The Japanese Program in the Department of German, Russian, and East Asian Languages would like to make it a permanent addition to our offerings. This course will provide Japanese Language Minors and Asian Studies Majors and Minors with an additional opportunity to study an important aspect of Japanese literature and culture. We anticipate cross-listing this course with Asian Studies and Comparative Literature as in the previous times that it was offered. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **JA250 - Topics in Japanese Studies**

1 unit

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### **JA251 - Japanese Women Writers**

Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of 'women's literature' (joryu bungaku) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **JA252 - Gender and Sexuality in Japanese Literature, Film, and Manga**

This Course Explores how Japanese writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources such as *The Tale of Genji* by Murasaki Shikibu (11th c.), *Five Women Who Loved Love* by Ihara Saikaku (17th c.), and *Kitchen* by Yoshimoto Banana (20th c.), as well as films and manga. We will analyze how both male and female authors have portrayed gender and sexuality within an ever-changing landscape. Meets the Critical Perspectives:

Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **JA301 - Advanced Japanese Language I**

Intensive practice in reading, writing, speaking and comprehending modern Japanese. Taught as an extended format course over one semester or as one block course. Meets the Language Requirement requirement.

*Prerequisite:* Japanese 202 or consent of instructor.

1 unit

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### **JA302 - Advanced Japanese Language II**

Intensive practice in reading, writing, speaking and comprehending modern Japanese. Taught as an extended format course over the Spring semester. Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* Japanese 301 or consent of instructor.

1 unit

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### **JA311 - Independent Study in Japanese:**

Supervised projects in Japanese language, literature and culture for advanced students. Offered as a block course (1 unit) or semester extended format (1/2 unit).

*Prerequisite:* consent of instructor.

.5 unit

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### **JA326 - Japanese Politics through Literature**

Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **JA350 - Advanced Topics in Japanese Literature and Culture**

Study of a selected topic in Japanese literature and culture. The course will cover subjects not listed in the regular curriculum and may vary from year to year. (Not offered 2024-25).

.5 or 1 unit

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## **JA401 - Japanese Culture and Language**

Application of Japanese language skills in the study of Japanese culture, including literature, history, or business. Taught as an extended format course over the full academic year. (Not offered 2024-25).

*Prerequisite:* Japanese 302 or consent of instructor.

1 unit

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## **MA110 - Mathematical Explorations:**

An introduction to mathematical thinking through specified topics drawn from number theory, geometry, graph theory, algebra or combinatorics. The course will focus on giving students the opportunity to discover mathematics on their own. No previous mathematical background is required, but students will be expected to come with curiosity and a willingness to experiment. Not recommended for math majors. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.

*Prerequisite:* Not recommended for Math majors.

1 unit

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## **MA117 - Elementary Probability and Statistics**

An introduction to the ideas of probability, including counting techniques, random variables and distributions. Elementary parametric statistical tests with examples drawn from the social sciences and life sciences. Not recommended for mathematics majors. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* No credit after Organismal Biology and Ecology 220 or any other college-level statistics course.

1 unit

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## **MA120 - Applied Linear Algebra**

The study of systems of linear equations and matrix algebra with an emphasis on applications. Topics include the use of matrices to represent linear systems, independence and bases, invertibility, and eigenvalues. The use of computer algebra systems is emphasized. Applications will be drawn from economics, statistics, computer science, biology, and other fields. Meets the Critical Learning: FRL requirement.

1 unit

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## **MA123 - Mathematics for Elementary Educators**

Skillful teaching of mathematics requires the teacher to understand the material from a variety of perspectives, and with greater depth than his or her students. This course helps to prepare future elementary teachers by exploring some of the deeper structure of elementary mathematics. Topics will include: counting and cardinality, ratio and proportional relationships, elementary number theory, operations and algebraic thinking, and the role of axioms, deduction, examples, and counterexamples. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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## **MA125 - Pre-Calculus & Calculus**

Covers the same material as MA126 together with a review of selected content from algebra, trigonometry, analytic geometry, and the study of functions. This course is recommended for students who want a more thorough review of precalculus material while studying Calculus 1. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

2 units

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## **MA126 - Calculus 1**

Introduction to calculus for functions of one variable. Focus is on the definition, methods, and applications of derivatives. Integrals are briefly introduced. Students normally begin the calculus sequence with this course if they have solid precalculus preparation and have not previously studied calculus. Students who need a thorough review of precalculus should take MA125 instead; students who have previously studied calculus should consider MA129 instead. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

1 unit

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## **MA129 - Calculus 2**

Development of the definite integral, techniques of integration, and applications of the definite integral. Modeling with differential equations. Taylor polynomials and non-Cartesian coordinate systems in two dimensions. Students who have successfully completed a first course in calculus that focused on derivatives should consider this as an appropriate next course. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Mathematics 125 or Mathematics 126.

1 unit

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### **MA142 - History of Mathematics**

(Summer only 2024-25).

1 unit

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### **MA155 - Independent Study:**

*Prerequisite:* consent of instructor.

.5 to 1 unit

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### **MA201 - Foundations of Discrete Mathematics**

An introduction to combinatorics, graph theory, and combinatorial geometry. The topics are fundamental for the study of many areas of mathematics as well as for the study of computer science, with applications to cryptography, linear programming, coding theory, and the theory of computing. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Any two of : Mathematics 117, Mathematics 217, Mathematics 120, Mathematics 125, Mathematics 126, Mathematics 129 or equivalent.

1 unit

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### **MA202 - Foundations of Discrete Mathematics: A Cross-Cultural Approach**

Opportunity to study new mathematical ways of thinking in a cultural context. Much like the division between plants and animals in biology, mathematics can be divided into continuous mathematics (e.g. calculus) and discrete mathematics, the latter of which is the subject of this course. Includes concepts that are fundamental to modern mathematics and computer science. We will also introduce mathematics with important applications to the social sciences. Mathematical topics will be illuminated by examining their treatment in a variety of non-Western cultures, both historical and traditional. (Not offered 2024-25).

*Prerequisite:* 1 high school course in calculus or computer science.

1 to 2 units

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### **MA204 - Calculus 3**

Vectors in two and three dimensions, differential and Integral calculus for functions of several variables, and the calculus of vector-valued functions. Meets the Critical

Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Mathematics 129.

1 unit

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### **MA217 - Introduction to Probability and Statistics**

A calculus-based introduction to probability theory and statistical inference. Topics include probability, random variables, discrete and continuous distributions, sampling distributions, confidence intervals, hypothesis testing, and linear regression. This course also provides basic introduction to statistical programming language R. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 125 or Mathematics 126. No Credit after Mathematics 117.

1 unit

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### **MA218 - Analysis of Environmental Data**

This course will focus on the fundamentals of exploratory data analysis, hypothesis testing, and experimental design in the ecological, environmental, and the earth sciences. Topics will include theory and practice of project design, data distribution and description, the central limit theorem, characterization of uncertainty, correlation, univariate hypothesis testing, and multivariate analyses (ANOVA, linear regression). Students will complete a final project using environmental data collected in the field and analyzed using statistical computer software. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

*Prerequisite:* Mathematics 126 or 125 or 127 or HS equivalent (Calculus I).

1 unit

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### **MA220 - Linear Algebra**

Matrix algebra and Gaussian elimination. The geometry of vectors in  $R^2$ ,  $R^3$  and  $R^n$ . Vector spaces and linear transformation. Introduction to orthogonal geometry and eigenvalue problems. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Mathematics 129 or Mathematics 204 or 2 credits of college level calculus with consent of instructor.

1 unit

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## **MA221 - Advanced Linear Algebra**

This course will focus on the theoretical foundations and processes of linear algebra. Proofs and methods of proof will be stressed throughout. Topics include abstract vector spaces and their linear transformations; linear independence, span, and bases; the rank-nullity theorem; invertibility; eigenvalues and eigenvectors; matrix factorizations; inner product spaces; orthogonal projections and orthonormal bases; singular value decomposition; positive operators. Further advanced topics may be covered if time allows. Applications of linear algebra may be introduced to bolster the theoretical discussion.

*Prerequisite:* Mathematics 120 and one of : Mathematics 117, Mathematics 217, Mathematics 125, Mathematics 126, Mathematics 129 or equivalent.

1 unit

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## **MA227 - Mathematical Software:**

An introduction to one of the major mathematical software packages such as Mathematica or Matlab. Investigation of symbolic computation, numerical algorithms, and graphics as used in these programs. Students may take the course more than once to learn additional software packages, but they may take it a maximum of two times for credit. (May be taught either in the extended format or as a half-block.) (Not offered 2024-25).

*Prerequisite:* Mathematics 128.

.5 unit

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## **MA228 - Mathematical Problem Solving Seminar**

Students will meet regularly during the semester, in order to learn problem solving techniques as applied to interesting mathematical problems, often drawn from the national William Lowell Putnam competition, or the COMAP Mathematical Modeling Contest. Students may take the course more than once, but at most two times for credit (in different years). Pass/Fail grade only. .5 units

*Prerequisite:* Mathematics 129 or consent of instructor.

.25 unit

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## **MA229 - Seminar in Mathematical Biology**

This course will provide a forum for discussing current research and classic papers in mathematical biology. Topics will be chosen that both relate to students' research experiences and broaden their knowledge of mathematical biology. The seminar will also provide a forum for discussing research with visiting scientists. It will meet twice per block for one semester. (Not offered 2024-25).

*Prerequisite:* Mathematics 126-Calculus I May be taken for credit twice.

.5 unit

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### **MA237 - Statistical Methods I**

Covers statistical methods for learning from data beyond those typically learned in introductory courses. Emphasis on statistical modeling, including multiple linear regression, classification models, and other methods for supervised learning and statistical inference. Additional techniques include non-parametric methods, bootstrap estimation, and analysis of model fit via cross-validation. Includes a strong computational component and will make use of the statistical programming language R for data analysis and simulations. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 217 or (Mathematics 117 and either Mathematics 125 or Mathematics 126).

1 unit

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### **MA240 - Topics in Mathematics**

Special topics in mathematics not offered on a regular basis. (Not offered 2024-25).

1 unit

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### **MA251 - Number Theory**

A careful study of major topics in elementary number theory, including divisibility, factorization, prime numbers, perfect numbers, congruences, Diophantine equations and primitive roots. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Any two of: Mathematics 117, Mathematics 217, Mathematics 120, Mathematics 125, Mathematics 126. Mathematics 129 or equivalent.

1 unit

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### **MA255 - Independent Study:**

*Prerequisite:* consent of instructor.

.5 to 1 unit

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### **MA256 - Mathematical Models in Biology**

An introduction to selected quantitative models drawn from areas of biology such as ecology, genetics and physiology. For each model, the course includes an investigation of the mathematical methods, an evaluation of the model, and some elementary

simulation techniques. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. (Not offered 2024-25).

*Prerequisite:* Mathematics 120, either Mathematics 125 or Mathematics 126 and 1 College Biology Course.

1 unit

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### **MA275 - Sequences and Series**

A first course in the careful study of infinity in mathematics. Convergence of sequences and series will be explored thoroughly along with selected topics from power series, Fourier series, fractals, cardinality, and complex numbers. The course emphasizes the importance of precise definitions, which allow mathematicians to construct rigorous proofs involving infinity. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Mathematics 129.

1 unit

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### **MA300 - Geometry**

Some current topics in advanced and modern geometry. Topics drawn from linear geometry, affine, inversive and projective geometries, foundations and axiomatics, transformation groups, geometry of complex numbers. (Offered alternate years.) (Not offered 2024-25).

*Prerequisite:* Mathematics 120 and any two of: Mathematics 201, Mathematics 221, Mathematics 251, Mathematics 275.

1 unit

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### **MA311 - Vector Analysis**

Vector functions, divergence and curl, Green's and Stokes' theorems, and the properties of three-dimensional curves and surfaces. Related topics from linear algebra and differential equations. (Not offered 2024-25).

*Prerequisite:* Mathematics 204.

1 unit

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### **MA313 - Probability**

Probability spaces, discrete and continuous random variables, independence, expectation, distribution functions

*Prerequisite:* Mathematics 120 and Mathematics 204.

1 unit

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**MA315 - Ordinary Differential Equations**

Ordinary Differential Equations. Introduction to methods for finding solutions to differential equations involving a single, independent variable. Topics include linear equations, exact solutions, series solutions. Laplace transforms, Sturm Separation and Comparison Theorems, systems of equations, and existence and uniqueness theorems.

*Prerequisite:* Mathematics 120 and Mathematics 275.

1 unit

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**MA321 - Abstract Algebra I**

An introduction to the abstract algebraic properties of groups, rings and fields.

*Prerequisite:* Mathematics 221 and Mathematics 251.

1 unit

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**MA325 - Graph Theory**

A study of graphs as finite mathematical structures. Emphasis on algorithms, optimization and proofs. (Offered alternate years.)

*Prerequisite:* Mathematics 120 and either Mathematics 201 or Mathematics 251.

1 unit

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**MA340 - Topics in Mathematics:**

Special topics in mathematics not offered on a regular basis.

1 unit

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**MA345 - Research in Mathematics**

An introduction to the nature of mathematical research. Investigation with a faculty member of current mathematical problems, usually chosen from the field of the faculty member's own research. (Offered in alternate years. May be offered some years as an extended format course for 1/2 unit.) (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.5 to 1 unit

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**MA355 - Independent Study:**

*Prerequisite:* consent of instructor.

.5 to 1 unit

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### **MA375 - Real Analysis I**

An introduction to the theoretical basis for the calculus, with an emphasis on rigorous proof. Properties of the real number system; sequences and series; continuity; elementary topology of the real line, Euclidean space and metric spaces; compactness; pointwise and uniform convergence.

*Prerequisite:* Mathematics 204 and Mathematics 275, and one of (Mathematics 201, Mathematics 221, or MA251).

1 unit

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### **MA392 - Advanced Topics in Economical Mathematics: Game Theory**

Selected topics in the study of Mathematical Economics. Specific content and emphasis are developed by the instructor(s). Topics will meet the ME elective requirement for the Mathematical Economics major. (Not offered 2024-25).

1 unit

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### **MA400 - Topology**

An introduction to the study of point-set topology. Examples of topological spaces; compactness, connectedness, and continuity; separation axioms. Additional topics chosen from algebraic or geometric topology. (Offered alternate years.)

*Prerequisite:* Mathematics 375.

1 unit

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### **MA408 - History of Mathematics**

A study of selected developments in the history of mathematics and the role of mathematics in different cultures across time. The course often draws on original sources and traces the relationships among different fields within mathematics through the in-depth study of major unifying results. When used to fulfill the capstone requirement for the mathematics department, the course must be taken in the senior year.

*Prerequisite:* (Mathematics 321 and 375) or one of these courses and consent of instructor.

1 unit

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### **MA410 - Complex Analysis**

The calculus of functions of a complex variable. Differentiation, contour integration, power-series, residue theory and applications, conformal mapping and applications.

*Prerequisite:* consent of instructor or Mathematics 375.

1 unit

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### **MA416 - Partial Differential Equations**

Introduction to analytical and numerical methods for finding solutions to differential equations involving two or more independent variables. Topics include linear partial differential equations, boundary and initial value problems, Fourier series solutions, finite element methods, the Laplace equation, the wave equation and the heat equation.

*Prerequisite:* Mathematics 315 or some experience with ordinary differential equations with consent of instructor.

1 unit

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### **MA417 - Mathematical Statistics**

Brief introduction of probability, descriptive statistics, classical and Bayesian statistical inference, including point and interval estimation, hypothesis tests and decision theory. (Offered alternate years.)

*Prerequisite:* Mathematics 313 and either Mathematics 117 or Mathematics 217.

1 unit

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### **MA418 - Numerical Analysis**

The development and analysis of algorithms for approximating solutions to mathematical problems. Topics covered include: approximating functions, finding roots, approximating derivatives and integrals, solving differential equations, solving systems of linear equations, and finding eigenvalues. (Not offered 2024-25).

*Prerequisite:* Mathematics 315 or some experience of ordinary differential equations with consent of instructor.

1 unit

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### **MA421 - Abstract Algebra II**

Continuation of Mathematics 321. Topics may include Galois theory, commutative algebra, computational algebra, representations of finite groups, or algebraic geometry.

*Prerequisite:* Mathematics 321.

1 unit

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**MA440 - Special Topics in Math:**

Given on demand for a group of students interested in a topic not included in the regular curriculum. (Not offered 2024-25).

1 unit

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**MA455 - Independent Study:**

1 unit

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**MA475 - Real Analysis II**

Continuation of Mathematics 375. A rigorous treatment of derivatives and integrals of a single variable. Other topics, chosen by the instructor, may include a rigorous approach to multivariable calculus; the implicit and inverse function theorems; analysis on manifolds; dynamical systems; measure theory and the Lebesgue integral; functional analysis.

*Prerequisite:* Mathematics 375.

1 unit

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**MA499 - Senior Thesis**

Advanced work in mathematics on the senior capstone project. Required for all students who are completing their capstone experience through a yearlong project and working towards the required summary seminar and summary paper. This course should be taken in the senior year, during or before Block 6

1 unit

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**MB100 - Studies in Molecular Biology:**

Presents students not majoring in molecular biology with inquiries into contemporary issues and phenomena in the biological sciences. Activities include lectures, readings, discussions, and laboratory or field experiences. May not be counted toward a molecular biology major. (May meet the laboratory/field requirement for critical perspectives.)

1 unit

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**MB101 - Genetics and Society**

A non-majors course covering the basic principles of classical and molecular genetics, and discussions concerning the impact of genetics on biological research, health care,

ancestry, the legal system, and society. Course includes a laboratory component. Meets the Critical Learning: SA requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **MB102 - Viruses: The Biology of Epidemics**

(Summer only 2024-25).

.75 units

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### **MB103 - Epidemic & Infectious Disease**

Outbreaks of infectious disease have had profound impacts on human societies, and continue to impact communities in the present day. The course includes readings that situate selected epidemics in their social contexts, and explores the biological aspects of each infection. Course topics include plague, cholera, smallpox, yellow fever, influenza, HIV/AIDS, and current anti-vaccination movements. (Not offered 2024-25).

.5 unit

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### **MB112 - Investigations in Molecular Biology**

Introduces laboratory techniques and data analysis in molecular biology. Fundamentals of cell biology and microbiology. (Not offered 2024-25).

*Prerequisite:* No credit if taken after Molecular Biology 109, Molecular Biology 111, or Molecular Biology 131.

1 unit

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### **MB131 - Introduction to Molecular and Cellular Biology**

Structures and functions of biomacromolecules, organelles, and cells and the flow of energy and information within and among them. Provides an introduction to molecular and cellular biology, with emphasis on how to address questions experimentally.

Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement.

*Prerequisite:* Chemistry & Biochemistry 107, or Chemistry & Biochemistry 117, or AP/IB equivalent, or consent of instructor.

1 unit

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### **MB199 - Research Ethics in the Sciences**

Scientists today are faced with difficult choices due to reduced funding for research and higher expectations of research productivity. This pressure can lead to fraudulent behavior. Training in the responsible conduct of research is essential for students and mentors performing scientific research. The course will introduce students to the basic principles of western philosophy and cover a variety of ethical topics using cases studies. Topics will include: data acquisition, mentor/trainee responsibilities, publication practices and authorship, human subjects, animal research, and conflict of interest. (Not offered 2024-25).

.5 unit

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### **MB201 - Laboratory in Molecular and Cellular Biology and Genetics**

Laboratory techniques common in contemporary research in genetics, cell biology, and molecular biology. Introduction to research ethics. Meets the Critical Learning: SA requirement.

*Prerequisite:* Molecular Biology 131 or Molecular Biology 111; or consent of instructor.

1 unit

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### **MB209 - Introduction to Mentored Research in Molecular Biology**

Mentored research projects based on laboratory investigation.

*Prerequisite:* consent of instructor and Molecular Biology 201 and arranged at least one block ahead of time.

1 unit

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### **MB210 - Introductory Special Topics in Molecular Biology**

Special topics not offered on a regular basis. Lecture/Discussion. (Not offered 2024-25).

*Prerequisite:* Biology 131 or Biology 111 or Molecular Biology 131.

1 unit

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### **MB230 - Human Evolution**

Examines the fossil and genetic evidence for human evolution. Using the fossil record of early primate evolution as a foundation, the emergence of early hominins and their descendants is investigated. Human adaptations and hypotheses regarding the selective pressures leading to these adaptations are explored. Through lectures, laboratories, discussions, and student presentations, students learn some of the basic principles of molecular genetics and discuss the use of genetics in evolutionary

research. Current debates such as the position of Neanderthals, and Denisovans in the human lineage are emphasized. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 111, or Molecular Biology 131, or Chemistry & Biochemistry 108 with consent of instructor.

1 unit

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### **MB231 - Genetics**

Nature, transmission and expression of hereditary information; lecture and discussion will include principles of molecular and transmission genetics with an emphasis on contemporary molecular genetic research.

*Prerequisite:* 1) Molecular Biology 201, and 2) Chemistry 108, or consent of instructor.

1 unit

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### **MB244 - Scanning Electron Microscopy**

Basic principles of electron optical systems, image formation, specimen preparation, and photography. Individual instruction in the care, use and operation of the instrument as a research tool is emphasized. in the natural sciences. (Not offered 2024-25).

*Prerequisite:* Sophomore standing & prior course work in natural science.

1 unit

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### **MB256 - Mathematical Models in Molecular Biology**

An introduction to selected quantitative models drawn from ecology, genetics, and physiology. For each model the course includes an investigation of the mathematical methods used, an evaluation of the model, and some elementary simulation techniques. (Offered alternate years). Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Mathematics 126 and 1 college molecular biology course.

1 unit

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### **MB301 - Special Topics in Molecular Biology**

Special topics not offered on a regular basis. Lecture/discussion. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB302 - Independent Study in Molecular Biology**

Primary literature-intensive investigation of a selected topic in molecular biology.

*Prerequisite:* consent of instructor & Molecular Biology 231.

1 unit

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### **MB310 - Advanced Cell Biology**

Study of select processes that occur in eukaryotic cells such as cytoskeletal dynamics, membrane transport, protein targeting, cell-cell communication, and regulation of cell division and death. Heavy emphasis on how questions in cell biology are addressed experimentally. Includes reading and critique of primary literature. Lecture/Discussion. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231 and Chemistry & Biochemistry 250.

1 unit

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### **MB315 - Genomics**

This course provides an introduction to how genome scale data are collected, analysed, and interpreted. A variety of applications for the use of genomic data are presented, and students have the opportunity to carry out a research project using bioinformatics and genomics methods for data analysis. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231 or Organismal Biology and Ecology 280.

1 unit

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### **MB321 - Microbiology: Cells, Molecules, and Infection**

Bacteria, viruses, and eukaryotic microbes with emphasis on infectious agents that cause significant human disease. Laboratory work on cultivation and identification of microbes. Satisfies most pre-health requirements for a microbiology course with laboratory. Satisfies the 300-level lecture/discussion requirement for the Molecular Biology major.

*Prerequisite:* Chemistry & Biochemistry 250 and Molecular Biology 231. Human Biology and Kinesiology 204 or Organismal Biology and Ecology 106 strongly recommended.

1 unit

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### **MB325 - Molecular and Cellular Immunology**

Genetic, molecular, cellular, and developmental aspects of the immune system central to generation and regulation of immune responses. Through lecture, primary literature discussion, and case studies, this course explores individual components and complex interactions governing the mammalian immune system. Course emphasizes

the experimental foundations and approaches of modern immunology. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB335 - Molecular Neurobiology**

This class will extend students' understanding of genetics and molecular/cellular biology to the nervous system. Using case studies of sensory systems and neurological disorders, we will explore topics like ion channels and electrical signaling, synaptic transfer, and axonal transport. This class will rely on discussion and presentation of the primary literature, and culminate in a formal debate of the theories of olfaction, as well as a final project in which students design experiments to test their own hypotheses. Lecture/Discussion.

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB341 - Special Topics in Molecular Biology**

Special topics in Biology not offered on a regular basis. (Not offered 2024-25).

.5 to 1 unit

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### **MB345 - Transmission Electron Microscopy**

Basic principles of electron optical systems, image formation, specimen preparation, ultramicrotomy, and photography. Individual instruction in the care, use, and operation of the instrument as a research tool is emphasized. (Not offered 2024-25).

1 unit

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### **MB350 - Special Topics in Laboratory Research in Molecular Biology**

Special topics not offered on a regular basis. Laboratory intensive

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB355 - Laboratory in Advanced Genetics**

Laboratory-intensive course that covers the classical transmission genetics and modern molecular genetics techniques. Course emphasizes experimental design, techniques, data gathering, data analysis, and technical science writing. Topics may include

genetic mapping, phenotypic analysis, sequencing, analysis of gene expression, RNA interference, and transgene construction. Laboratory intensive. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB360 - Laboratory in Molecular Microbiology**

A laboratory-intensive course with supplementary discussions and lectures. Topics include experimental design and analysis, genetic manipulation of bacterial plasmids and chromosomes, bioinformatical analysis of bacterial genomes, and physiological analysis of mutants. Laboratory intensive.

*Prerequisite:* Molecular Biology 231 and Chemistry & Biochemistry 251.

1 unit

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### **MB365 - Laboratory in Genomics**

This laboratory-intensive course provides a hands-on introduction to asking biological questions at the whole-genome level. Students gain experience preparing samples for high-throughput sequencing and analyzing the data.

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB375 - Laboratory in Advanced Cell Biology**

Laboratory-intensive, inquiry-based course that focuses on techniques in cell biology, with an emphasis on understanding the cell biology. Modern molecular biology techniques may also be employed. Course emphasizes experimental design, techniques, data gathering, data analysis, and technical science writing. Techniques may include: mammalian cell culture, flow cytometry, Western blotting, quantitative PCR (qPCR), microscopy, molecular cloning, RNA interference, proliferation assays, and cell-cycle analysis. Topics may include: cellular signaling, cellular metabolism, phenotypic analysis, analysis of gene expression. (Not offered 2024-25).

*Prerequisite:* Molecular Biology 231.

1 unit

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### **MB397 - Mentored Research in Molecular Biology Alternative Format**

Mentored research projects based on laboratory investigation, using techniques or concepts introduced in genetics. Laboratory intensive. Taught as an extended format course over four blocks, or over half block.

*Prerequisite:* Molecular Biology 231 and arranged at least one block ahead of time.



.5 unit

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### **MB399 - Mentored Research in Molecular Biology**

Mentored research projects based on laboratory investigation, using techniques or concepts introduced in genetics. Laboratory intensive

*Prerequisite:* consent of instructor and Biology 231, Biology 232 or Molecular Biology 231 and arranged at least one block ahead of time.

1 unit

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### **MB401 - Advanced Special Topics in Molecular Biology**

Special topics not offered on a regular basis. Lecture/Discussion.

*Prerequisite:* Any 300-level course in Molecular Biology or consent of instructor.

1 unit

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### **MB405 - Stem Cell Biology**

Stem cells are undifferentiated cells that are capable of self-renewal and have the potential to develop into specialized cells types. Stem cells are important for development, reproduction, growth, healing, and homeostasis. Course covers the microenvironments that are required to maintain stem cells, asymmetric cell division, the genes required for stem cell fate, the use of stem cells for medical applications, and ethical considerations. Course includes lectures, discussion of primary research articles, student presentations, and a writing assignment. Lecture/Discussion.

*Prerequisite:* any 300-level course in Molecular Biology or consent of instructor.

1 unit

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### **MB410 - Molecular and Cellular Virology**

The molecular genetics, cell biology, and biochemistry of viruses, including attachment to, entry into, and synthesis and assembly inside of host cells. Through lecture and discussion, the course emphasizes the experimental basis of biologists' understanding of the molecular details of DNA replication, transcription, translation, gene regulation, protein localization, cell division, and signal transduction, and how viruses manipulate, subvert, and exploit these cellular processes.

*Prerequisite:* 1) Any 300-level course in Molecular Biology and 2) Chemistry & Biochemistry 251 or consent of instructor; Chemistry & Biochemistry 382 strongly recommended.

1 unit

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### **MB415 - Developmental Neurobiology**

Contemporary approaches to the study of nervous system development with emphasis on molecular and genetic techniques. Topics include neural induction, neural stem cells, axon guidance, synapse formation, neuronal life and death, and other topics. Readings will be primary research articles with reviews and textbook chapters as background. Lecture/Discussion. (Not offered 2024-25).

*Prerequisite:* Any MB course at the 300-level OR Molecular Biology 231 Genetics AND Psychology 299 Neuroscience.

1 unit

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### **MB425 - Molecular and Cellular Biology of Cancer**

In his 1966 Nobel lecture, Peyton Rous described cancer as follows: "Tumours destroy man in a unique and appalling way, as flesh of his own flesh which has somehow been rendered proliferative, rampant, predatory, and ungovernable. They are the most concrete and formidable of human maladies, yet despite more than 70 years of experiment study they remain the least understood." It goes almost without saying that we've come a long way in our understanding since 1966. This course will examine the molecular and cellular hallmarks of cancer. In addition to the discussion of seminal and recent primary research articles, this course will include mini-lectures, a writing assignment, and student presentations or a creative project. Lecture/Discussion. (Not offered 2024-25).

*Prerequisite:* any 300-level course in Molecular Biology or Consent of Instructor.

1 unit

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### **MB430 - Sex Differentiation**

Molecular and cellular basis for sex determination and differentiation, with an emphasis on evolution and diversity in sexual systems across the tree of life. Course content includes scientific discoveries in the field and their historical context from ethical and feminist perspectives. Lecture/Discussion. (Not offered 2024-25).

*Prerequisite:* Any 300 Level course in Molecular Biology.

1 unit

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### **MB450 - Advanced Special Topics in Laboratory Research in Molecular Biology**

Laboratory-intensive special topics not offered on a regular basis. Laboratory intensive. (Not offered 2024-25).

*Prerequisite:* Any 300-level course in Molecular Biology or consent of instructor.

1 unit

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### **MB497 - Senior Capstone in Molecular Biology**

Seminar-style course exploring not only the science related to a topic in molecular biology but also related social issues. Topic will be selected by faculty on an annual basis and announced to majors before pre-registration. Examples of possible topics include genetic screening and testing, stem cells and medical therapeutics, international pandemics, and cancer.

*Prerequisite:* Senior Standing and a declared major in Molecular Biology.

1 unit

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### **MB498 - Advanced Mentored Research in Molecular Biology**

Advanced mentored research projects based on laboratory investigation, using techniques or concepts introduced in genetics. Laboratory intensive.

*Prerequisite:* consent of instructor and any 300-level course in Molecular Biology; must be arranged at least one block ahead of time.

1 unit

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### **MB499 - Senior Thesis in Molecular Biology**

Writing of the senior thesis based on data from an undergraduate research project. The thesis topic is to be chosen by the student following consultation with a member of the Molecular Biology Department faculty who agrees to serve as the project and thesis advisor.

*Prerequisite:* Consent of Instructor must be arranged 1 semester in advance.

1 unit

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### **MS222 - Topics in Museum Studies:**

Selected topics will be discussed and will vary from year to year.

1 unit

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### **MS247 - Introduction to Museum Studies**

Bridging theory and practice, the course considers museum history, philosophy and operations, exhibition planning, design, interpretation, and conservation. Students will explore how cultural attitudes, institutional policies, and social expectations have historically influenced, and continue to shape, the development of the modern museum, while undertaking projects relating to collections research, exhibition development, and object interpretation. The course includes field trips to museums to view exhibitions and to meet with museum professionals. 1 unit

1 unit

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### **MS250 - Museum Practicum**

This extended format course combines theoretical and museological study with the execution of a project within the Fine Arts Center museum. The course provides opportunities to engage with objects, examine scholarship, develop interpretative strategies for broad audiences, and design mechanisms for inclusive knowledge production. In addition to class meetings and discussions, students will participate in the production of a public exhibition, program, or project focused on the FAC collection. The course will engage students in deep collaboration with FAC staff as well as other CC classes and community members. The course includes weekly meetings in addition to independent research, collaborations, and project work. Course may be offered for one semester or a half block (at .5 units) or in a year-long format (for 1 unit). Course may be repeated when a different project is undertaken. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Museum Studies 247 or other Museum Studies course.

.5 unit

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### **MS273 - Museum Collections Management: History, Ethics, and Practice**

Examines historical and philosophical origins of museums and their collections. Students will explore how the acquisition, preservation, and display of museum collections reflect shifting ethical, political, and philosophical priorities, cultural values, and ideologies. The course includes field trips to museums to view exhibitions, research facilities, and collections storage, and to meet with museum professionals. 1 unit (Not offered 2024-25).

1 unit

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### **MU103 - Emotion and Meaning in Music**

Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

.75 to 1 unit

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### **MU104 - World Music**

Surveys the musical cultures of eight world areas. Develops musical vocabulary and listening skills through style description and analysis. Explores relationships between music and culture through ethnographic case studies. Introduces traditional vocal and instrumental performance techniques through workshops taught by native musicians. (Fulfills only one unit of the Social Science distribution requirement.) This course meets the ethnomusicology requirement for the music minor. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

2 units

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**MU107 - Percussion**

*Prerequisite:* consent of instructor & Application.

.25 unit

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**MU108 - Tabla**

(Not offered 2024-25).

.25 unit

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**MU109 - African Drum**

(Not offered 2024-25).

.25 unit

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**MU110 - Voice**

*Prerequisite:* consent of instructor & Application.

.25 unit

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**MU112 - Piano**

.25 unit

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**MU113 - Organ**

.25 unit

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**MU114 - Harp**

.25 unit

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**MU116 - Jazz Bass Guitar**

.25 unit

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**MU117 - Jazz Guitar**

.25 unit

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**MU118 - Jazz Piano**

.25 unit

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**MU121 - Double Bass**

.25 unit

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**MU122 - Cello**

*Prerequisite:* consent of instructor.

.25 unit

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**MU123 - Viola**

.25 unit

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**MU124 - Violin**

*Prerequisite:* consent of instructor.

.25 unit

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**MU125 - Fiddle**

(Not offered 2024-25).

.25 unit

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**MU126 - Banjo**

.25 unit

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**MU127 - Bluegrass Guitar**

.25 unit

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**MU128 - Mandolin**

.25 unit

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**MU129 - Classical Guitar**

.25 unit

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**MU130 - Tuba**

.25 unit

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**MU131 - Baritone**

.25 unit

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**MU132 - Trombone**

.25 unit

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**MU133 - Trumpet**

.25 unit

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**MU134 - French Horn**

.25 unit

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**MU135 - Saxophone**

.25 unit

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**MU136 - Clarinet**

.25 unit

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**MU137 - Flute**

.25 unit

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**MU138 - Oboe**

.25 unit

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**MU139 - Bassoon**

.25 unit

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**MU140 - Recorder**

.25 unit

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**MU144 - Class Instruction in Beginning Bluegrass**

A group-class instructional setting for beginning students to learn about Folk and Bluegrass playing techniques. Students will learn basic chords and strumming patterns as well as learn how to back up a vocalist and create a solo. We will also explore how harmony singing works and build repertoire in the Folk and Bluegrass genres resulting in the ability to perform with others.

.25 unit

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**MU145 - Class Instruction in Beginning Guitar**

.25 unit

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**MU146 - Class Instruction in Intermediate Guitar**

.25 unit

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**MU147 - Class Instruction in Piano**

.25 unit

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**MU148 - Class Instruction in Voice**

*Prerequisite:* consent of instructor.

.25 unit



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### **MU149 - Advanced Class Instruction in Vocal Diction**

The International Phonetic Alphabet (I.P.A.)- a vital system which identifies each individual sound in speech- will serve as the foundation for learning the pronunciation of the four dominant languages in vocal repertoire- German, French, Italian and English. Students will gain the essential knowledge of pronunciation necessary for enhancing their appreciation of vocal art, their own performance practice, and their ongoing music and/or language studies. This adjunct course is required of all vocal performance students wishing to present a junior or senior recital. .25 units a semester.

.25 unit

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### **MU150 - Music in Western Culture**

For the non-music major. This course will examine the socio-cultural influences on music from antiquity to modern times. The music of each period will be examined in terms of its stylistic characteristics, its performance practices and its function within the society. Selected genres, composers and musical form will be studied through directed listening sessions. Special attention will be given to the aesthetic ideas that shaped the music of each period. (Not offered 2024-25).

1 to 2 units

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### **MU155 - Introduction to Jazz**

Musicians, critics, and historians have struggled to define jazz for a hundred years. This introduction to the history of jazz focuses on the musical processes and cultural concerns that have come to define this genre. Emphasis on the ways that social issues such as racial segregation, discrimination and the African-American struggle for civil rights have contributed to the aesthetics and political power of jazz music. No previous experience required. Writing in the Discipline. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **MU159 - Mariachi Tigre**

Mariachi Tigre was founded on CC Campus in 1999 and has seen several successful performances since. The mariachi band is open to any student wishing to play, sing, play violin, trumpet, guitar, vihuela, or guitarron. Harp and accordion players are also encouraged to join. Mariachi Tigre performs at least two concerts every year. The mariachi band is a fun way to continue to play your instruments in a new style, or it can be a great way to learn a new instrument. Mariachi Tigre rehearses every Thursday, 4:30-6:30 in Packard 9. .25 units a semester

.25 unit

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**MU160 - Chamber Chorus**

.25 unit

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**MU161 - College Choir**

.25 unit

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**MU162 - Collegium Musicum**

.25 unit

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**MU163 - Small Chamber Ensemble**

.25 unit

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**MU164 - Concert Band**

.25 unit

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**MU165 - Chamber Orchestra**

.25 unit

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**MU166 - Guitar Ensemble**

.25 unit

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**MU167 - Jazz Ensemble**

.25 unit

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**MU168 - Balinese Gamelan**

.25 unit

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**MU169 - Bluegrass Ensemble**

.25 unit

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### **MU170 - World Music Ensemble**

(Not offered 2024-25).

.25 unit

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### **MU180 - Music at the Millennium: Etudes in Order and Chaos**

(Summer only 2024-25).

1 to 2 units

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### **MU199 - Music Fundamentals**

Develops understanding of the basic elements of music through written and aural exercises and analysis. Rudiments of music theory involving melody, rhythm, and harmony. Concentration on notation and aural recognitions of rhythm and meter, key signatures, scales, and intervals; the construction and connection of basic triads and chords; basic keyboard and sight singing skills. Designed to assist students planning to take Theory I-IV or for students interested in gaining knowledge of the musician's basic materials and skills. Cannot be used as a credit toward the music major.

1 unit

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### **MU200 - Music @ the Computer**

Introduction to digital sound in all three categories of composition, orchestration and musical arrangement, with primary focus on Finale Notation Software. Work in the computer lab will explore a range of possibilities that combine digital samples, multimedia, and the Internet. Students will create their own orchestral arrangements and explore new combinations of sound and rhythm in an atmosphere of experimentation and discovery. Students will print, playback and record their own music.

1 unit

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### **MU202 - Music of Cuba**

An introduction to the cultural and political scene of Cuba, past and present. Through a careful examination of the classical repertoire and salon music, from the 18th to the 20th Centuries, we will explore the Danzón Music as well as the various Afro-Cuban religious groups like the Santería, Palo, Abakuá and Arará. Special attention will be given to the question of the way post-revolution Cuban society deals with nationality, race, and gender issues in the arts and how ideas of a Cuban cultural identity are

remodeled by the government. Finally, the course will address questions of marketing and commercializing of contemporary Cuban music as demonstrated by the enormous success of the “Buena Vista Social Club” and other movies. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 to 2 units

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### **MU216 - Concert Attendance**

As part of this adjunct course, majors will be attend and/or perform in 8 department-approved concerts per semester to broaden their understanding of the rewards and challenges of the concert world and to gain a deeper understanding of performance practices and literature. Students will reflect upon all of this as a part of the Concert Attendance adjunct. .25 units.

.25 unit

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### **MU217 - Music Learning Theories for Teaching K-12 Band and Orchestra Instruments**

This course introduces music learning theories foundational to teaching others how to play an instrument in the context of school, private lessons, and informal settings. The course considers how sound is produced, which motor and aural skills enhance instrumental performance, and what teaching methods improve instruction and learning. Students acquire intermediate performance skills on two band instruments and one orchestral instrument. Group practice labs, much like rehearsals, provide opportunities for students to conduct, plan, and present lessons, as well as to experience the complexity of working with multiple instruments in a heterogeneous setting. The course culminates with solo and small ensemble performances. This course is required for K-12 music teaching licensure candidates. (Not offered 2024-25).

*Prerequisite:* Basic music reading and consent of instructor.

1 unit

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### **MU218 - Elementary Music Practicum**

Study of the methods and practices for teaching elementary music by learning about elementary general music education in school settings, planning lessons, delivering instruction, and designing assessments guided by the national and Colorado music standards. Practicum portion includes observations and participation in several elementary schools. (Not offered 2024-25).

1 unit

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**MU221 - Topics in Ethnomusicology:**

Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or instrument. The course is devoted to non-Western musical cultures. Meets the ethnomusicology requirement for the music minor.

1 unit

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**MU222 - Topics in Ethnomusicology:**

Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or instrument. The course is devoted to non-Western musical cultures. Meets the ethnomusicology requirement for the music minor.

1 unit

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**MU224 - Jewish Music**

This interdisciplinary course traces the many musical traditions of the Jewish world communities in a journey from Temple singing and desert ceremonies in biblical times, through music of Mendelssohn, Mahler, and Schoenberg, to works of individuals such as Gershwin, Copland, Berlin, and Bernstein. Included will be a comparative study of the three major religions of the Western world exploring their respective voices and musical interaction. Sociology, literature, religion, and history, as well as issues of ethnicity, anti-Semitism, cultural identities, social justice, and equality will be explored in depth throughout the course. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPG requirement.

1 unit

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**MU227 - Topics in Music (Fall Semester).**

Special topics in music history, theory, creativity, or technology. Topics vary from year to year, but typically emphasize a particular musical area, theoretical issue, genre, repertory, creative/compositional technique, or instrument.

.25 or 1 unit

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**MU228 - Topics in Music (Spring Semester).**

Special topics in music history, theory, creativity, or technology. Topics vary from year to year, but typically emphasize a particular musical area, theoretical issue, genre, repertory, creative/compositional technique, or instrument. Courses may be offered as half-block or regular-block offering.

.25 or .5 or 1 unit

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### **MU235 - From Stage to Screen**

Music is first and foremost a sonic experience, but one that relies significantly on the visual to convey meaning. Film, television, and the internet have fundamentally changed the ways in which we experience music. This course explores the vibrant world of musical performance and how a change of venue, from the stage to the screen, affects both our experience of the musical event and our understanding of it. Some of the transformations investigated include: film adaptations of Broadway musicals; the classical canon as soundtrack and subject; popular music as music video and video games; and the live broadcast of performance into alternative sites and surroundings. (Not offered 2024-25).

1 unit

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### **MU251 - Tonal Harmony**

This course builds on the basic aspects of musicianship while introducing students to the harmonic language and techniques of 17th-19th century western music. Students will analyze chorals and other harmonic genres, learn to interpret figured bass, write basic four-part chord progressions according to proper voice leading rules, and be able to demonstrate these musical genres at the keyboard. A major component of this course is the development of aural skills and sight singing including intervallic and chordal quality recognition as well as melodic and rhythmic dictations. The course will cover the full scope of diatonic through Chromatic harmony, including secondary dominants, extended subdominants, special sixth chords, modulations, and simple score reading.

1 unit

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### **MU264 - The Beatles: Then and Now**

The Beatles hold a special location in the history of popular music, seemingly unrivaled in both their day and the half-century since they disbanded. John, Paul, George, and Ringo long ago became icons and their songs live on in the cultural imagination of the world. This course introduces students to the legendary status of the band and its music, while also interrogating such standing by delving into the historical, social, racial, technological, and commercial factors that contributed to their success in the past and maintain their standing in the present. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **MU271 - Musicals in American Culture**

Musicals stood at the center of American culture for much of the twentieth century. They not only generated tunes and tales that became the hits of their day, but also

commented on the ever-shifting social and political landscape. Rather than offer a comprehensive survey, this course explores the musical artistry and cultural resonances of the American musical through a cluster of shows that confront issues of race, ethnicity, politics, immigration, and globalization. The course places an emphasis on compositional style through the development critical listening and analysis skills. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **MU272 - Digital Music Production**

A creative course within an intensive hands-on environment, it serves as an introduction to concepts and methods in the intersection of music and technology. Students will work on a series of creative projects utilizing a range of techniques, with a focus on artistic applications of a digital audio workstation. The students' creative work will be informed by a basic introduction to the fundamental theoretical context (acoustics, digital and analog audio, MIDI), as well as analytical listening, discussion, and peers' feedback and collaboration. Topics will include digital audio, signal processing, live electronics, and basic recording techniques, including sessions at the music department's professional recording studio. With an openness towards any form of personal musical expression, unbounded by genre or style, this course is designed to encourage experimentation and exploration, aesthetically as well as technologically. This course is open to any interested student and welcomes a diversity of backgrounds and levels of experience; no previous musical experience, digital or otherwise, is required. 1 unit. Meets the Critical Learning: CP requirement.

1 unit

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### **MU274 - Experimental Music**

How do some musicians challenge the musical, cultural, technological, and societal norms of their time? What gives rise to such challenges, and what can be their impact? The development of music in the last 100 years has been marked by numerous paths of innovation and experimentation. Some have left behind mere traces of originality and vision, while others evolved into essential features of today's musical vocabulary. In this course, students will examine a wide spectrum of key experimental musical works, through the lens of several core aesthetic elements. Works explored will range from the mid-20th century American Classical -avant-garde and early pioneers of Electronic Music, through a diverse array of artists (from John Cage, Steve Reich, and Pauline Oliveros, to Public Enemy, Laurie Anderson, Radiohead, Kendrick Lamar, and others), and to today's more unconventional and envelope-pushing corners of music-making. Listening will be enhanced by a critical discussion of the works, as well as their context, impact, and potential connections to other artistic and cultural developments. Importantly, students will explore the topics covered in the course also through a series of creative projects, including assignments that involve basic digital audio editing and processing. No previous experience or musical background required. 1 unit. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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### **MU275 - Songwriting: Creative Workshop**

An intensive and supportive environment for the creation of original songs, unbounded by genre or style, focusing on both music and lyrics. This course welcomes a diversity of backgrounds and musical interests, and is geared towards students with some songwriting experience, whether minimal, advanced, or anything in between. It is designed for those who are motivated to grow and expand their practice; be challenged through a series of creative projects and exercises; learn through hands-on creativity, analysis, and conversation; and experiment with new approaches. The students' creative work will be informed by feedback sessions in small groups, analytical explorations of various songs, and guest songwriter's visits. The main focus will be on process and creative growth rather than outcome; however, the students will ultimately take part in an informal performance of their work. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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### **MU277 - Environment and Sound**

This course is designed to explore the relationship between sound, music, and place, as well as various aspects of how we experience and engage with our sonic environment. The course is first and foremost experiential. Students will learn through making field recordings in multiple locations, creating sound art from their soundscape documentation, collaborating on site-specific group performances, mapping sounds, engaging in soundwalks, and deep listening. This work will be informed by an interdisciplinary discussion of the intersections between sound and the environment, as well as the role of listening within the context of environmental change. In addition, students will critically explore and discuss musical works that interact with sonic landscapes and the environment. No previous experience, musical or otherwise, required. Meets the Critical Learning: CP requirement.

1 unit

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### **MU281 - American Music History**

Overview of classical and popular traditions in American music. Draws out this music's relevance to audiences of the past and of the present. Assigned listening and readings paired with source materials (such as correspondence, diary entries, and historical reviews) selected to increase understanding of a given work or historical figure. (Not offered 2024-25).

1 unit

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### **MU283 - Mozart & His Age**

A study of Mozart's life, character and works in the context of 18th century Europe. The course will examine each genre of music composed by Mozart and compare his works with those of his immediate predecessors and contemporaries such as Handel and Haydn. Mozart's place in 18th century society - his relationships with employers, contemporary musicians and works, family, friends, and the Masonic movement - will be examined as a context for the study of his music. No musical background is required. (Not offered 2024-25).

1 unit

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### **MU284 - Beethoven.**

An exploration of the life and music of Ludwig van Beethoven (1771-1827). The course will begin with an overview of Beethoven's artistic inheritance from Haydn and Mozart, particularly in regard to symphonies, piano sonatas and concertos, string quartets, music for the stage, and sacred music. The powerful and daring works of Beethoven's middle period, the time of his increasing deafness, proved a challenge to this inheritance, and these compositions dominated the aesthetic concerns of the most important Western composers who followed Beethoven in the nineteenth century. The transcendental, reflective, and even puzzling works that Beethoven created in his last years - while his behavior was becoming more erratic and disturbing - were not fully appreciated by his contemporaries and immediate successors. Indeed, their artistic value and influence were not generally acknowledged until the twentieth century. This course will focus on the musical and biographical considerations that can be used to describe Beethoven as a Viennese Classical, Romantic, and post-Romantic figure, as well as his role in forming the modern concept of the performing artists and composer. No musical background is required. (Not offered 2024-25).

1 unit

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### **MU285 - Music of the Baroque and Classical Eras.**

Study of musical forms, styles, media and aesthetic criteria in the cultural context of the Age of Enlightenment. The emergence of the composer from artistic patronage systems into the realm of freelance employment will serve as a central theme. Particular attention will be given to Vivaldi, Bach, Handel, Haydn, Mozart and Beethoven. (Not offered 2024-25).

*Prerequisite:* Music 199 or Consent of Instructor.

1 unit

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### **MU286 - Music of the Romantic and Early-Modern Eras.**

Study of musical forms, styles, media and aesthetic criteria in the rapid and dramatic cultural changes of the ages of Romanticism and early Modernism. The rise of the

composer as an individualist in the Romantic Age, and the disintegration of the traditional musical cannon at the end of the 19th Century until WWI will serve as a central theme. Special attention will be given to the music of Schubert, Schumann, Chopin, Liszt, Berlioz, Brahms, Wagner, Verdi, Debussy, Stravinsky and Schönberg. (Not offered 2024-25).

*Prerequisite:* Music 199 or consent of instructor.

1 unit

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### **MU291 - Music, the Supernatural, and Otherworldly Realms**

How do people use sound and music to access alternate states of consciousness and otherworldly realms? This course explores the connection between music, sacred soundscapes, and spiritual perception across a range of musical practices and belief systems. Through different case studies from around the world, we will investigate the essential role of sound and melody in conjuring mystical and extrasensory states of being across social and regional contexts. Our study will include environmental-based sound explorations, where we explore techniques involving deep listening and sound painting. We will contextualize sacred and spiritual soundscapes within religious and cultural frameworks: exploring trance, possession, and intoxication from a musical perspective. Various sensorial exercises will heighten our awareness of sound and space – including breath, silence, and movement. By illuminating how sound moves within and across human bodies, we will explore how music enables transcendent experiences of ecstatic and otherworldly realms. Meets the Critical Learning: CP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **MU295 - Music in Culture: Indonesia**

Gamelan orchestras, featuring a variety of bronze, bamboo, and wooden percussion instruments, are a global icon of Indonesian culture. This course introduces the vibrant and dynamic gamelan traditions of Bali and Central Java in historical and contemporary perspectives, surveying diverse repertoires including ritual, court, village, dance, theater, and popular musics. Students learn the fundamentals of Indonesian music theory and the elements of form and design that create the distinctive sounds of gamelan music. The role of Hinduism and Islam in Indonesian musical life is discussed, along with the impact of Dutch colonization, decolonization, and tourism. Emphasis is placed on performance and creative components; students compose and perform gamelan music and participate in hands-on workshops with Indonesian musicians. The class culminates in a public performance, in which students present music learned during the course. All students are welcome; no prior musical background needed. The class is team-taught by an Indonesian musician and an ethnomusicologist. This course meets the ethnomusicology requirement for the music minor. As a cross-listing with Anthropology, it centers on humans as producers of music, situates musical activity comparatively, and makes meaningful connections with the body of knowledge and theory of cultural anthropology. Meets the Critical Perspectives: Global Cultures

requirement. Meets the Critical Learning: CP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **MU301 - Composition**

Practical guidance in the composition of original music, with reference to 20th century music theory and compositional methods. Students will be able to concentrate on both the creative and the analytical aspects of contemporary composition. Meets the Critical Learning: CP requirement.

*Prerequisite:* Music 199 Music Fundamentals or consent of instructor.

1 unit

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### **MU302 - Advanced Composition and**

This advanced course combines the study of the ranges, capabilities, and characteristics of orchestral instruments with practical guidance in the composition of original music. Examines orchestration techniques with emphasis on the historical evolution of the orchestra, starting with the Baroque era and its basso continuo, through Classical, Romantic, and 20th-century orchestration techniques. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **MU303 - Advanced Theory and Formal Analysis.**

Harmonic practices of the late 19th century; elementary instrumentation and score-reading; keyboard harmony, ear-training, and sight-singing. (Not offered 2024-25).

*Prerequisite:* Music 251 (Tonal Harmony).

1 unit

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### **MU315 - Music History I**

Music of the Ancient World, Middle Ages, Renaissance, and Baroque. Forms, techniques, media, and aesthetic elements as fundamentals of style. An examination of music and music theory from classical antiquity through the middle of the 18th century, including the diffusion of early Christian chant, the rise of mainstream sacred polyphony in Paris during the twelfth and thirteenth centuries, the spread of sacred and secular forms during the late Middle Ages, the influence of English style on the French-Flemish composers who would dominate sacred musical style in the fifteenth and early sixteenth centuries, the appearance of important Italian composers in the late Renaissance, the national manifestations of Renaissance and early Baroque secular forms, and the

international High Baroque style of Vivaldi, Bach, Handel, and Rameau. (Not offered 2024-25).

*Prerequisite:* consent of instructor & 199. Music 315 & 316 TOGETHER equals 'W' credit.

1 unit

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### **MU316 - Music History II**

Music of the Classical and Romantic periods, and the 20th century until 1945. Forms, techniques, media, and aesthetic elements as foundations of style. Music of the Classical era concentrating on the works of Haydn, Mozart, and Beethoven, studied in the context of the age of Enlightenment and the freedom of the composer from patronage systems. The emergence of a romantic ideal in 19th century music with special focus on Schubert, Schumann, Chopin, Liszt, Berlioz, Brahms, Verdi, Wagner, nationalistic composers in Russia, and Mahler. The languages of 20th-century music as a part of rapid cultural change including the music of Debussy, Stravinsky, Schonberg, Webern, Berg, and Bartok. Note: Music History I and II do not have to be taken in sequence and credit is given for each course completed. (Not offered 2024-25).

*Prerequisite:* consent of instructor & 199. Music 315 & Music 316 TOGETHER equals 'W' credit.

1 unit

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### **MU321 - Advanced Performance (Fall Semester).**

Semester-long, advanced-level course in instrumental or vocal performance with exposure to a wide variety of music literature, styles, and genres through experiential learning. Students receive full-hour lesson each week and perform publicly at least once during that semester, participating in Music at Midday, teacher seminars, master classes by visiting artists, and demonstrations for academic classes as appropriate. (Not offered 2024-25).

.5 unit

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### **MU322 - Advanced Performance (Spring Semester).**

Semester-long, advanced-level course in instrumental or vocal performance with exposure to a wide variety of music literature, styles, and genres through experiential learning. Students receive full-hour lesson each week and perform publicly at least once during that semester, participating in Music at Midday, teacher seminars, master classes by visiting artists, and demonstrations for academic classes as appropriate. (Not offered 2024-25).

.5 unit

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### **MU325 - Conducting (Instrumental)**

Basic conducting and rehearsal techniques; interpretation in light of performance practices of various historical periods. Some outside reading required. Taught as an extended format course and must be taken for a full year. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **MU342 - Music Education in the Elementary Grades**

(Not offered 2024-25).

*Prerequisite:* consent of instructor (extended format).

.5 to 1 unit

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### **MU354 - Gender, Body, Sound**

This upper-level seminar will introduce you to complex theories of gendered and sexual identity from the perspective of music and sound. Considering insights from the intersection of feminist studies and ethnomusicology, we will develop a critical stance toward the study of gender and sexuality as we explore the power dynamics that play into the social construction of the body. We will examine how manifestations of sound and gender can be structurally mobilized to reproduce oppression across different socio-cultural settings over time. Simultaneously, we will also explore how these form sites of performative resistance that also challenge and defy structures of power through projects of reclamation centered in music and art. Furthermore, this course critically engages with the wide variety of approaches and discourses from musicians and activists around the world working to further LGBTQIA+ rights, while also considering how these (successfully and problematically) manifest in unique ways in relation to race, class, gender, religion, and nationality across varying social contexts from around the globe. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Any 200-level music or FGS course or Music 301 or Music 360.

1 unit

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### **MU360 - American Folk Music**

This upper-level course explores the roots and branches of folk music in the United States of America with an emphasis on the bluegrass tradition. Given the inherently social nature of the subject, students consider music of the past and present through a combination of oral history and performance. Co-taught by a musicologist and professional bluegrass musician, the course enables students to enhance their documentary, listening, and analytical skills, while immersing themselves in the tradition through performance. Instrumental and vocal tutorials provide both musical

instruction and a sense of the development of the tradition over the course of time. Students must be able to play an acoustic instrument with basic chords and rhythm strumming. Emphasis is placed on the process of creation, including authorship, arranging, and presentation. When schedules permit, there may be a field trip to the Durango Bluegrass Meltdown or another music festival. Should such a trip take place, travel and other expenses will be covered by the department. Fulfills the Musicianship Performance Oriented Course requirement for majors. Meets the Critical Learning: CP requirement.

1 unit

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### **MU373 - Projects in Digital Music**

This course is designed to offer a hands-on workshop setting for the development of individual advanced creative projects within the wide field of digital music. During the block, each student will choose and design their own creative projects, work towards learning and implementing the necessary tools for realizing them and develop the projects from conception to a finalized version. Guidance and support will be provided by the course instructor as well as the music department's technical director, with the creative processes also aided by collaboration and feedback from peers. This course is welcoming to any form of personal musical expression, with aesthetic and technical aspects examined and explored within the framework of each student's creative intentions and learning goals. Work will utilize CC's recording studio and other music technology facilities, equipment, and resources.

*Prerequisite:* Music 272.

1 unit

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### **MU391 - Independent Study (Fall Semester).**

Independent, in-depth investigation of a subject previously studied or an area of academic interest not covered in a regular departmental course. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

1 unit

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### **MU392 - : Independent Study (Spring Semester).**

Independent, in-depth investigation of a subject previously studied or an area of academic interest not covered in a regular departmental course. Meets the Critical Perspectives: Quantitative Reasoning requirement.

.5 or 1 unit

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### **MU393 - Comparative Music Theory**

Thinking about music is a universal human behavior, although people from diverse musical cultures think about music in very different ways. This course investigates the fundamentals of musical thought around the world and explores alternative approaches to the analysis of world musics. Students learn about the history and methods of music notation and pitch naming systems from global perspectives and compare practices of musical transmission, musicianship, and creativity around the world. Students apply ear-training and music dictation skills to the transcription of archival recordings from Spanish New Mexico, and demonstrate competence in transcription, analysis, and research methods through an individually-designed project. Students develop critical thought by reading and discussing analytical case studies from Bali, Bulgaria, Central African Republic, China, Cuba, India, Iran, Java, Native America, and other musical cultures. This course meets the ethnomusicology requirement for the music minor. As a cross-listing with Anthropology, it centers on humans as producers of music, situates musical activity comparatively, and makes meaningful connections with the body of knowledge and theory of cultural anthropology. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Music 392.

1 unit

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### **MU397 - Advanced Topics in Music**

Particular topics in music that require a more advanced background in music theory and history. Specific offerings vary from year to year and focus on periods, composers, areas, or mediums that are not otherwise offered through the regular curriculum

*Prerequisite:* consent of instructor.

1 unit

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### **MU398 - Advanced Topics in Music**

Particular topics in music that require a more advanced background in music theory and history. Specific offerings vary from year to year and focus on periods, composers, areas, or mediums that are not otherwise offered through the regular curriculum (Not offered 2024-25).

1 unit

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### **MU401 - Readings in Music: (Fall Semester)**

Specialized concentration in fields appropriate to the needs of the individual student, under the direction of the music faculty. May be taken by non-music majors.

*Prerequisite:* consent of instructor.

1 unit

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**MU402 - Readings in Music: (Spring Semester)**

Specialized concentration in fields appropriate to the needs of the individual student, under the direction of the music faculty. May be taken by non-music majors.

*Prerequisite:* consent of instructor.

1 unit

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**MU435 - Junior Seminar**

This course prepares students to successfully complete their Senior Capstone projects. Development of research topics, questions, and proposal, with emphasis on project design, exploration of secondary literature and primary sources, bibliographic construction, and format. Students will complete a formal project proposal for submission to music department faculty for approval as well as prepare research funding proposals (such as a Venture Grant) for their respective project. Capstone projects in the music department capstone project may take one of several forms, depending on the student's interests and focus within the field of music. Students may conduct original research in ethnomusicology, music history, or music theory; they may compose or arrange a large-scale piece of music; or they may perform a public recital approximately 45 minutes in length; or some combination of these options. In all instances, students will also offer public presentations of their work as well as write a formal paper in accordance with the guidelines set forward by their advisors.

1 unit

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**MU437 - Senior Capstone (Fall Semester)**

Advanced work on the senior capstone project in music oriented towards individual student's interest and focus. Ordinarily taken following MU 435 (Capstone Seminar).

1 unit

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**MU438 - Senior Capstone (Spring Semester)**

Advanced work on the senior capstone project in music oriented towards individual student's interest and focus. Ordinarily taken following MU 435 (Capstone Seminar).

1 unit

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**MU440 - Music Education Capstone Block**

Advanced individual work on the senior capstone project with emphasis on music education-oriented research or creativity. Music Education students will work with two advisors from the Music and Education departments, respectively. Capstone Projects will be presented at the annual Music Senior Colloquium. (Not offered 2024-25).



*Prerequisite:* Music 435: Junior Seminar.

1 unit

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**NS100 - Hughes Summer Science Program:**

(Summer only 2024-25).

.5 to 1 unit

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**NS102 - San Luis Valley Program (with Emphasis on Writing)**

(Summer only 2024-25).

.5 unit

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**NS103 - Outdoor Leadership Institute:**

Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Summer only 2024-25).

1 unit

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**NS108 - Material Science and Instrument Design**

Explores the physical properties of a wide range of materials through applications, such as robotics, and the design of instrument parts via discussion and hands-on experience. Manufacture of assigned instruments and/or parts leads to an understanding of the tolerances that can be expected of common machinery, including a mill, lathe, and a CNC (computer numerical control) mill for the automation of tasks. The course will develop practical skills useful for experimental science or any discipline or trade that requires improvisation or prototyping. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.5 unit

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**NS109 - The Material World (Writing Intensive)**

Natural and synthetic materials; their properties, their functions in living and engineered structures, and the environmental impacts of their use. Applications to human-powered vehicles, lasers, superconductors, medical prostheses, and other systems familiar and exotic. (Not offered 2024-25).

1 unit

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### **NS125 - The Science of Scuba Diving**

(Summer only 2024-25).

1 unit

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### **NS160 - Mathematics and Geology of the Great American Desert**

A two block FYE course where the central goal is to educate students about the role of mathematics and geology in understanding the development of the Western United States, both naturally and via human intervention, including what this means for our future. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

*Prerequisite:* High school algebra and trigonometry.

1 to 2 units

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### **NS221 - Dynamic Web Design**

(Summer only 2024-25).

1 unit

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### **NS527 - Integral Outdoor Environmental Education**

(Summer only 2024-25).

*Prerequisite:* Open to all MAT's.

1 unit

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### **PA100 - Japanese: Introduction to Language and Culture**

(Summer only 2024-25).

1 unit

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### **PA101 - Elementary Chinese**

Introduction to Mandarin Chinese, emphasis on basic grammar, speaking, and listening comprehension as well as mastery of some 500 characters for reading and writing. Language laboratory required. Meets the Language Requirement requirement.

2 units

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## **PA102 - Elementary Japanese**

Introduction to Japanese language. Students will be introduced to basic spoken and written structures of 'standard' Japanese, the two Kana alphabets, approximately 70 kanji, and the development of the basic skills with attention to the cultural context. Language laboratory required. Meets the Language Requirement requirement.

2 units

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## **PA103 - Topics:**

(Not offered 2024-25).

1 unit

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## **PA105 - Japanese Skill Maintenance (Beginning)**

Conversation and limited reading and writing practice in Japanese language.

*Prerequisite:* Japanese 101.

.25 unit

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## **PA106 - Japanese Skill Maintenance (Beginning)**

Conversation and limited reading and writing practice in Japanese language.

*Prerequisite:* Japanese 101.

.25 unit

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## **PA107 - Chinese in China**

(Summer only 2024-25).

2 units

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## **PA108 - Identity and Incarceration: Japanese Americans during WWII**

WWII presented a unique set of social and identity-based challenges for Japanese Americans. We examine the manner in which the events of WWII influenced Japanese American identity. We also examine the perspectives of policy makers and non-Japanese Americans. The course includes a field trip. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 to 2 units

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### **PA109 - Chinese Meditative Arts**

The history and philosophy of Chinese arts will be introduced with its applications for meditation, relaxation, concentration, and physical development. Short forms of Taichi, Taichi sword and health-related techniques will be taught in conjunction with the art and practice of Chinese brush calligraphy and seal carving. Other art forms such as Chinese music, theater, and dance will be introduced briefly. The correlation/interface of the Chinese body movement and the arts practice would, hopefully, rekindle one's interest in and lead to further exploration of the Asian culture. (Offered through the Biology in China program.) (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **PA110 - Topics in Asian Studies:**

(Not offered 2024-25).

.5 to 1 unit

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### **PA111 - Introduction to Asian Studies**

This course will introduce students to major debates and diverse critical approaches in the study of Asia from an interdisciplinary perspective. To be taught in rotation by program faculty, the course will address the study of Asia thematically. Themes will vary but may include: colonialism/anti-colonialism; globalization & economic development; gender and sexuality; poetry & literature; performance; popular culture; art and architecture; climate change; public health, and Asian diasporas. Meets the Equity and Power: EPG requirement.

1 unit

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### **PA113 - Chinese Skill Maintenance**

Conversation and limited reading and writing practice in Chinese language.

*Prerequisite:* Chinese Language 101.

.25 unit

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### **PA114 - Chinese Skill Maintenance (Beginning)**

Conversation and limited reading and writing practice in Chinese language.

*Prerequisite:* Chinese Language 101.

.25 unit

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### **PA115 - Confluence and Conflict in Asian Culture**

Indian, Chinese, Japanese and Korean literature, art and politics with particular attention to interrelationships among Asian countries and their ongoing dialogue with Western cultures. Course includes a museum visit, a number of films, and opportunities to examine Asian art objects firsthand. (Also listed as AH 115.) Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* First Year Experience Course. 1st Years Only.

2 units

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### **PA116 - Chinese Basic Prep/Review**

Is an oral language functional review and extension class. The class is an intensive immersion with systematic reviews of modern standard Chinese. It is designed for students who have had two blocks of beginning Chinese or have taken Chinese previously. (Not offered 2024-25).

*Prerequisite:* Chinese Language 101.

.5 unit

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### **PA117 - Introduction to Asian Art**

(Not offered 2024-25).

1 unit

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### **PA118 - Civilization in East Asia**

May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

2 units

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### **PA121 - Introduction to the Sanskrit Language**

(Not offered 2024-25).

.5 unit

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### **PA122 - Introduction to the Sanskrit Language**

(Not offered 2024-25).

.5 unit

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**PA123 - Sanskrit**

(Not offered 2024-25).

.5 unit

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**PA124 - Sanskrit**

Meets the Language Requirement requirement. (Not offered 2024-25).

.5 unit

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**PA130 - Japanese Culture**

This course presents a critical appreciation of popular Japanese icons (Shintoism, Buddhism, budo, samurai, haiku poetry, tea ceremony, kabuki theatre, and rice) that scrutinizes how cultural practices and institutions have evolved and been adapted to symbolize Japan, both by Japanese and foreign observers. All readings, discussion, and writing will be in English. (Not offered 2024-25).

1 unit

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**PA131 - Balinese Gamelon Music**

Study and performance of the Balinese gamelan angklung orchestral tradition. Group lessons for all levels, developing skills in technique, musicianship and repertory. Meets twice a week. Performances on and off campus. Open without audition. (Semester-long extended format.) (Not offered 2024-25).

.25 unit

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**PA151 - The United States and China: Images, Perceptions and Realities**

(Not offered 2024-25).

.5 unit

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**PA155 - The Art of China**

Chinese art from ancient to modern times in its cultural context. Artistic and archaeological materials will be examined in order to learn where, when and how the culture we call Chinese evolved. Special attention will be given to attitudes toward art today, and to recent archaeological discoveries. (Not offered 2024-25).

1 unit

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### **PA158 - Experiencing Asia Through Music and Art**

Introduces students to the peoples and expressive cultures of Asia through interdisciplinary humanities perspectives, focusing on music and art but also referencing poetry, literature, dance, theater, and film. Considers case studies in the artistic and musical traditions of India, Indonesia, China, and Japan in three historical eras: classical (antiquity through ca. 1100 CE), early modern (ca. 1550-1800 CE), and modern (ca. 1800 to present). Central themes of the course include the representation of gender ideologies and social inequalities in Asian visual and performing arts, particularly in the wake of European colonialism. Coursework includes hands-on explorations through music performance, museum visits, and art projects, as well as a series of class presentations and papers. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

2 units

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### **PA160 - Expressions of Hinduism: Text, Image, Ritual**

A historical and thematic introduction to Hindu traditions from ancient India to the present day, focusing on classic texts, iconography, and popular rituals. Topics include the Upanishads and the rise of Buddhism, the Sanskrit epics (Mahabharata and Ramayana), Yoga, Indian art and music, devotional movements and poetry, and the ethical system and social hierarchy encompassed by Dharma. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement.

1 unit

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### **PA170 - Buddhism**

An introduction to the life and times of the Buddha, his basic teachings and central monastic and lay practices. Emphases include key elements in the development of Buddhist philosophy, the purposes and styles of meditation, and theory and practice in Zen and Tibetan Buddhism. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **PA180 - East Asian Religions**

A survey of the three major religions that originated and continue to thrive in China and Japan: Confucianism, Taoism, and Shinto. Will treat classical texts and practices as well as modern manifestations. Reference will be made to connections with the related traditions of Popular Religion and Buddhism. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **PA195 - Introduction to Arabic**

(Summer only 2024-25).

*Prerequisite:* No 1st years.

2 units

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### **PA199 - Islam**

A historical and thematic introduction to Islamic traditions from the seventh century CE to the present day, focusing on fundamental texts and practices. Topics include the Abrahamic context of Islam, the Prophet Muhammad, the Qur'an, the rise of sectarian movements (Shi'a and Sunni), ritual and pilgrimage, Islamic law, Sufism, women in Islam, the challenges of modernity, and Islam in America. Meets the Critical Perspectives: Global Cultures requirement. Meets the Writing in the Discipline requirement.

1 unit

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### **PA200 - Topics in Asian Studies:**

(Not offered 2024-25).

1 unit

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### **PA201 - Intermediate Chinese Language I**

The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context.

*Prerequisite:* Chinese Language 101.

1 unit

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### **PA202 - Intermediate Chinese Language II**

The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. Meets the Language Requirement requirement.

*Prerequisite:* Chinese Language 201.

1 unit

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## **PA203 - Buddhism**

The out-of-body journey of the shaman, a quiet act of prayer, the ecstasy of the Christian mystic, the enlightenment of the Buddhist monk, the reverie of the nature lover, 'speaking in tongues' among Christian charismatics - these are examples of what many call 'religious experience' and regard as the very essence of religion. This course will examine primary texts that testify to the reality and power of religious experience in various traditions and will acquaint students with scholarly analyses of the claims of devotees and adepts. At least one previous course in Religion strongly recommended. (Not offered 2024-25).

1 unit

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## **PA204 - Colonialism and Religion**

The role of religion in the context of modern colonialism has been pivotal. European colonizers, in their global pursuits, consistently justified colonial dominance through Christianity. They sponsored missionary initiatives for conversion, while also regulating the traditions and practices of the colonized. Some scholars assert that modern conceptions of religion and world religions emerged from these colonial conquests. This course is a deep dive into the intrinsic relationship between colonialism and religion, guided by two overarching questions: How did the colonial encounter shape contemporary knowledge of religion? How did colonial tools of governance—such as law, education, census, surveillance, and welfare—bring about changes in the religious beliefs, traditions, and practices of both the colonizers and the colonized? Our exploration spans various modern empires in the Americas, Asia, Africa, and the Middle East. The course delves into how religion played a constitutive role in modern colonialism, its intersections with other realms of social power like race, gender, and nation, and its influence on resistance to colonialism. Key themes include religious conversion and freedom of religion, reforms within religious institutions, textuality and interpretation, ritual and material cultures, and legal reforms and regulation. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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## **PA205 - Chinese Skill Maintenance (Upper Level)**

Students will develop conceptual and affective tools with which to incorporate interdisciplinary global education into their teaching. Using Japan as a case study, students will examine experiential and hands-on methods of understanding and teaching the history, literature, economics, geography and cultures of another country while also placing that country in the context of regional and global connections, communications, responsibilities, and dependencies.

.25 unit

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**PA206 - Chinese Skill Maintenance**

.25 unit

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**PA207 - Chinese in China**

(Not offered 2024-25).

1 to 2 units

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**PA208 - Asian Dance Forms I:**

This course taught by a native Indonesian artist introduces traditional Balinese dance. (Semester-long extended format.) (Not offered 2024-25).

.25 unit

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**PA211 - Masterpieces of Chinese Literature in Translation**

(Not offered 2024-25).

1 unit

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**PA212 - Japanese Literature in Translation**

This course examines the way in which post-war Japanese literature reflects the transformation and enduring tensions within Japanese society. Topics include gender roles, the family, individuality, and dissension. Of central concern is the capacity of literature to reflect massive social and economic changes within contemporary Japan and to assess the assumptions of continuity, consensus, and conformity. Works by the following writers will be included: Ibuse Masuji, Yasuoka Shotaro, Hayashi Fumiko, Kawabata Yasunari, Abe Kobo, Enchi Fumiko, and Oe Kenzaburo. Novels and shorts stories will be supplemented with film and other readings. All readings, discussion, and writing will be in English. (Not offered 2024-25).

1 unit

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**PA215 - Japanese Skill Maintenance**

.25 unit

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**PA216 - Japanese Skill Maintenance**

.25 unit

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### **PA217 - China in the Age of Confucius**

May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PA219 - Dance Studio: Tai Chi**

(Not offered 2024-25).

.25 unit

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### **PA220 - Philosophies of India**

The development of Indian philosophy from its roots in the Vedic tradition of Hinduism. The focus of the course will be both on the ethical, epistemological, and metaphysical systems that grew out of the Hindu tradition and on the challenges to this tradition posed by Buddhism and by 20th century developments. (Also listed as PH 281.) (Not offered 2024-25).

1 unit

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### **PA221 - Intermediate Japanese I**

The course emphasizes the development of speaking, listening, reading and writing skills after the elementary level. Video materials supplement the course and place the language in a cultural context. Meets the Language Requirement requirement.

*Prerequisite:* Japanese 101.

1 unit

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### **PA222 - Advanced Intermediate Japanese II**

The course builds on the language proficiency gained in 201. Increased use of the written and spoken language designed to build proficiency. Meets the Language Requirement requirement.

*Prerequisite:* Japanese 201.

1 unit

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### **PA223 - Topics in Ethnomusicology:**

Special topics in ethnomusicology, approached through emphasis on a particular musical area, theoretical issue, genre or repertory, compositional technique, or

instrument. The course is devoted to non-western musical cultures. (Not offered 2024-25).

1 unit

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### **PA224 - Chinese Women Writers and Their Works**

This course will focus on a comparative study of the voice of Chinese women writers in the 1920s and 1980s, examine women writers' works in a social-historical context, and discuss the difference of women's places and problems in traditional Chinese culture and modern Chinese society. The course will also try to define the similar and different expressions of 'feminism' as a term in the West and the East. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **PA225 - The Dalai Lama of Tibet: Philosopher, Statesman, Monk**

(Not offered 2024-25).

.5 unit

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### **PA228 - East Asia Since 1200**

Examines the history of East Asia from the height of the imperial system before the Mongol invasion to the changes in society, economy, and culture during the Late Imperial Period (14th-19th centuries). Political and social history of China, Japan, and Korea will form the focus of this course. This course will prepare students for advanced study on China and Japan. (Not offered 2024-25).

.25 to 2 units

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### **PA229 - 20th Century China**

This course will follow the turbulent history and politics of China from the Boxer Rebellion of 1900 through the post-Mao reforms. Using primary documents, personal accounts, and scholarly studies, students will assess China's political and cultural changes and continuities in historical context. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PA230 - 20th Century Japan**

This course will trace the social, political, and cultural developments in Japan from the first Parliamentary elections in 1890 to the current fiscal crisis in the 1990s. Using a

wide range of sources, students will explore major themes in Japan's empire, World War, economic miracle, and troubled role as Asian leader. Major themes will include cross-cultural contact, world systems, and women's history. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PA233 - Women, Religion and Society: Hinduism, Islam, and Buddhism**

(Not offered 2024-25).

1 unit

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### **PA242 - Religion in China**

(Not offered 2024-25).

1 unit

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### **PA243 - Religion in Japan**

(Not offered 2024-25).

1 unit

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### **PA247 - Modern Southeast Asia**

The history of mainland and maritime Southeast Asian societies from the seventeenth to the twentieth century, with special attention to Vietnam, Cambodia, Indonesia, Singapore, Malaysia, Burma and the Philippines. How did the social, cultural, and ecological diversity of the region impact the evolution of these societies? What role did Chinese and South Asian diasporas play in this process? How did the colonial experiences of British, French, Spanish and American rule shape their emergence as modern nations? Explores these and other questions via a variety of visual and textual sources including novels, photographs, film, and historical narrative. (Not offered 2024-25).

1 unit

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### **PA248 - History of Korea**

A thematic survey of Korean history from the earliest times to the present covering social, cultural and political developments from the Three Kingdoms period through the Silla unification, Koryo and Choson dynasties to the modern era. Special emphasis on the twentieth century. (May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement.) May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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**PA250 - Topics in Asian Studies:**

Study of a selected topic in Asian Studies. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty and visiting faculty.

.25 or 1 unit

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**PA251 - Japanese Women Writers [writing emphasis]**

Japanese women writers wrote the most heralded novels and poetic diaries in the classical literary canon; this celebration of women's literary contributions is an anomaly among world literatures. Yet for over five hundred years, women's literary voices were silenced before reemerging in the modern era, when a renaissance of 'women's literature' (joryu bungaku) captured popular imagination, even as it confronted critical disparagement. This course traces the rise, fall and return of writing by women and the influence of attitudes toward gender on what was written and read through a wide array of literary texts, historical documents, and cultural artifacts. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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**PA252 - Gender and Sexuality in Japanese Lit, Film and Manga**

This course explores how Japanese writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources such as *The Tale of Genji* by Murasaki Shikibu (11th c.), *Five Women Who Loved Love* by Ihara Saikaku (17th c.), and *Kitchen* by Yoshimoto Banana (20th c.), as well as films and manga, we will analyze how both male and female authors have portrayed gender and sexuality within an ever-changing landscape. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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**PA253 - Women in Hinduism & Islam**

An exploration of constructions of gender and the status of women in Hindu and Islamic cultures, with attention to both texts and practices. Primary and secondary readings survey a variety of topics from classical and modern periods, including marriage, sexuality and reproduction, sati, Islamic law, devotion, renunciation and tantra. (Not offered 2024-25).

*Prerequisite:* Religion 140 or 160 or consent of instructor.

1 unit

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### **PA254 - The Art of China**

Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the handscroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **PA255 - The Art of Japan**

Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock print. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **PA256 - Gender and Sexuality in South Asia**

This course explores changes in gender and sexual relations across social communities and through time in South Asia. Key topics covered in this course include the impact of colonialism, nationalism, and socio-religious reform movements; law and the postcolonial state; the cultural politics of sexuality; masculinities; and local and transnational feminisms. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PA261 - Women, Demons, Deities & Other Dangerous Fantasies**

An examination of gender and power in Hindu traditions, through an in-depth study of divine figures or historical women identified with goddesses, such as S##, R#dh#, and K##, or medieval saints and contemporary global gurus. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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## **PA262 - Politics, Religion, and the Secular**

Since the Enlightenment, philosophers and historians have argued that individual freedom and autonomy depend upon the confinement of religious beliefs and practices to the private sphere. On their view, the spread and entrenchment of institutions of modernity would result in the decline of religion as an active moral and political force. These modern ways of thinking assume that there are discrete entities called religion and the secular, where the latter is conceived as the arena of activities such as politics, economics, and science in which religion has no place. In this seminar, we will examine the phenomena of religion and the secular and their place in the modern world through close readings of historical, sociological, philosophical, and anthropological works that address the question of religion and its relationship to politics in diverse contexts such as the Middle East, South Asia, Europe, and the United States. Our aim will be to acquire an understanding of the variety of ways in which the relationship between religion and politics is configured and debated and to complicate our understanding of key concepts and problems such as modernity, progress, freedom, citizenship and belonging, religious difference, toleration, and the question of religious minorities. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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## **PA263 - Classical Chinese Philosophy**

An exploration of classical Chinese philosophy (~600-200 BCE). The course focuses on primary texts in English translation – the Analects of Confucius, Mozi, Mengzi, Laozi (the Daodejing), Zhuangzi, and Xunzi– and considers topics and themes such as ethics, moral development, governance, and human nature. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **PA265 - China/Europe/Japan Art and International Trade**

Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where, how increasingly global trade affected particular economies; how the East India companies operated, and what effects stepped up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a theoretical level, the course addresses 'things foreign' as a means of asserting the artist's practice and identity. (Not offered 2024-25).

1 unit

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## **PA281 - Zen and Daoist Poetry of Asia**

The premodern poetic traditions of China and Japan focusing on Daoist, Buddhist, and Shinto influences. This course explores connections between poetry, meditation,



painting, spirituality, and the natural world. Students will study individual poet's lives and historical contexts and will examine the impact of Zen aesthetics on haiku expression. (Not offered 2024-25).

1 unit

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### **PA290 - Studying Asia**

A critical interrogation of the ways Asian societies have been viewed, studied, and represented in the west from a variety of disciplinary perspectives. How has the study of Asia in the west been shaped by historical processes of colonialism and geopolitics? How do disciplinary epistemologies construct these understandings of Asia? In this course, students will read sources from multiple disciplines in order to think critically about the construction of Asia as a discourse and object of study in the west, and to situate their own understanding of Asia's plural societies and cultures. 1 unit. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **PA293 - Music in Culture: Asia**

Music is a cornerstone of Asian expressive traditions, providing a lens through which the complex social interactions within the region may be understood. This course introduces the musical cultures of India, China, and Japan in historical and contemporary perspectives, surveying diverse repertoires including ritual, court, folk, popular, and film music. It focuses on three pivotal time periods in each region—the classical era, the early modern era, and the twentieth century—and on the elements of style that create a distinctive sound within each culture. Students participate in hands-on performance workshops led by masters of Asian musics. Assignments are project-based and discussion-oriented. Course material is enhanced by guided listening and films. All students are welcome; no prior musical background needed. This course meets the ethnomusicology requirement for the music minor. As a cross-listing with Anthropology, it centers on humans as producers of music, situates musical activity comparatively, and makes meaningful connections with the body of knowledge and theory of cultural anthropology. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **PA295 - Music in Culture: Indonesia**

Gamelan orchestras, featuring a variety of bronze, bamboo, and wooden percussion instruments, are a global icon of Indonesian culture. This course introduces the vibrant and dynamic gamelan traditions of Bali and Central Java in historical and contemporary perspectives, surveying diverse repertoires including ritual, court, village, dance, theater, and popular musics. Students learn the fundamentals of Indonesian music

theory and the elements of form and design that create the distinctive sounds of gamelan music. The role of Hinduism and Islam in Indonesian musical life is discussed, along with the impact of Dutch colonization, decolonization, and tourism. Emphasis is placed on performance and creative components; students compose and perform gamelan music and participate in hands-on workshops with Indonesian musicians. The class culminates in a public performance, in which students present music learned during the course. All students are welcome; no prior musical background needed. The class is team-taught by an Indonesian musician and an ethnomusicologist. This course meets the ethnomusicology requirement for the music minor. As a cross-listing with Anthropology, it centers on humans as producers of music, situates musical activity comparatively, and makes meaningful connections with the body of knowledge and theory of cultural anthropology. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **PA300 - Conversational Chinese**

(Summer only 2024-25).

*Prerequisite:* consent of instructor and Taught in China. Continuation of Block 8 course. Extra Expense.

1 to 2 units

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### **PA301 - Advanced Japanese Language**

Intensive practice in reading, writing, speaking and comprehending modern Japanese. (Offered as an extended format course Blocks 1-8.) Meets the Language Requirement requirement.

*Prerequisite:* consent of instructor.

1 unit

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### **PA302 - Advanced Chinese Language I**

Intensive practice in reading, writing, speaking, and comprehending modern Chinese. (Semester-long extended format.)

1 unit

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### **PA303 - Advanced Japanese Language**

Meets the Language Requirement requirement. (Not offered 2024-25).

*Prerequisite:* Japanese 202.

1 unit

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### **PA304 - Advanced Chinese Language II**

*Prerequisite:* Chinese Language 301 or consent of instructor.

1 unit

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### **PA308 - Conservation Chinese**

(Not offered 2024-25).

1 to 2 units

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### **PA311 - Advanced Readings in Chinese:**

Supervised projects in Chinese language, literature and culture for advanced students. Consent of department required. Offered as a block course (1 unit) or semester extended format (1/2 unit).

*Prerequisite:* consent of department.

1 unit

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### **PA323 - Minority Politics**

A comparative analysis of the political experience and responses of major ethnic minorities and women to the American political process. (Not offered 2024-25).

1 unit

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### **PA324 - Modern China**

This survey course, covering Chinese history and politics from the Boxer Rebellion and the first Western influences to the successful revolution by the Chinese Communist Party, will provide a basic understanding of Chinese history and politics in the modern era. (Not offered 2024-25).

1 unit

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### **PA326 - Japanese Politics**

Survey course on the development of modern politics in Japan, from the Meiji restoration to the contemporary corporatist partnership between the state and the business and financial communities. (Not offered 2024-25).

.25 to 1 unit

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### **PA328 - 20th Century Japan**

(Summer only 2024-25).

1 unit

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### **PA331 - Comparative Politics: China Under Reform**

Emphasis on the period of reform and opening to the world after 1976 and the contemporary politics of the People's Republic of China.) Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PA339 - The East Asian Tigers**

This course focuses on the common characteristics and diversity of East Asian growth experiences and the rise and fall of belief in a uniquely East Asian model of economic development. (Not offered 2024-25).

1 unit

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### **PA345 - The Dervish Diaries**

Selected readings in Islamic literature in translation. (Not offered 2024-25).

1 unit

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### **PA346 - Western Political Thought in China**

Exploration of contemporary Chinese perspectives on modern Western political thinkers. (Not offered 2024-25).

1 unit

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### **PA350 - Advanced Topics in Asian Literature & Culture**

Study of a selected topic in one or more Asian societies and cultures. The course will cover subjects not listed in the regular curriculum and may vary from year to year; taught by Asian Studies faculty or visiting faculty.

1 unit

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### **PA352 - Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia**

Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient vedic literature, or in the heterodox traditions of Buddhism and Jainism and the

Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints -- the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or Religion 170 or consent of instructor.

1 unit

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### **PA357 - Women in Hinduism & Buddhism**

An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PA362 - Bhakti: Devotion in South Asia**

A study of diverse Hindu devotional movements from classical and medieval periods. Primary readings include poetry by both men and women, devotees of Vishnu, Krishna, Shiva, Rama, and the Great Goddess. Critical articles help situate the devotees and their songs in cultural context. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or consent of instructor.

1 unit

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### **PA363 - Devi: Goddesses of India**

A study of various Hindu goddesses, including their iconography and particular powers, as well as the ritualistic ways in which they are worshipped in diverse regions of India, with a glimpse of feminist appropriations of Kali in the West as well. Primary and secondary readings include poetry, theology, and historical-critical studies. Films depict a variety of rituals. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or consent of instructor.

1 unit

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### **PA371 - Seminar in Buddhist Practice**

A study of the devotional, contemplative, liturgical, and philosophical dimensions of the ritually and artistically rich traditions of Pure Land and Tantric Buddhism. Will investigate historical examples from various Buddhist countries, with particular emphasis on Tibet and Japan. (Offered alternate years.) Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 170 or consent of instructor.

1 unit

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### **PA372 - The Madhyamaka School of Buddhism**

An in-depth treatment of important themes, or textual traditions, in the history of Buddhist thought. Examples might include topics such as karma, death and rebirth, compassion, or possibly a body of writings from a particular author or Buddhist school. (Also listed as Asian Studies 372.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Offered in alternate years.) Prerequisite: RE 170 or COI. 1 unit - Gardiner. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 170 or consent of instructor.

1 unit

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### **PA380 - Japanese Existentialism: The Kyoto School**

The most widely read and translated Japanese philosophers of the modern era, Nishida Kitarô and Nishitani Keiji flourished in the early through late twentieth century. Their distinctive school of thought builds upon both European and Asian sources in an effort to comprehend the fundamental character of experience, the limits of reason, and the possibility of overcoming nihilism.

*Prerequisite:* One unit in Philosophy or consent of instructor.

1 unit

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### **PA384 - Late Imperial China**

Social and cultural history of China under the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911), with emphasis on print culture and popular literature, examination culture, religious belief and practice, social structure and statecraft.

1 unit

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### **PA385 - Social and Cultural History of Japan**

Japanese ways of life and thought and the interaction of local social patterns with government and the elite ideals. Focuses on the Tokugawa shogunate in the 18th century. (May be offered with Writing Emphasis.) (Not offered 2024-25).

1 unit

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### **PA386 - Crime and Punishment in Late Imperial China**

Analyzes the relationship between law, society and culture in China during the Ming (1368-1644) and Qing (1644-1910) dynasties. Considers the classical foundations of Chinese jurisprudence, then examines late imperial culture using legal codes, case records, popular fiction and contemporary historical scholarship to explore the relationship between state and society in this period, in particular the relationship between social hierarchies and configurations of power. Culminates in a substantial research project based on primary sources. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PA390 - Advanced Topics in Asian Studies:**

(Not offered 2024-25).

1 unit

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### **PA400 - Senior Thesis**

Thesis subject chosen by student and approved by the program prior to the beginning of the course.

*Prerequisite:* consent of instructor.

1 unit

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### **PA401 - Senior Thesis**

Thesis subject chosen by student and approved by the program prior to the beginning of the course.

*Prerequisite:* consent of instructor.

1 to 2 units

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### **PA403 - Japanese Culture and Language**

(Not offered 2024-25).

*Prerequisite:* Japanese 302 or consent of instructor.

1 unit

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### **PA404 - Chinese Language and Culture**

Application of Chinese language skills in the study of Chinese culture, including literature, history, or business. Taught as an extended format course over the full academic year.

1 unit

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### **PA405 - Independent Study in Asian Studies**

Independent study for advanced students who wish to do work supplementary to that offered in the Catalog

1 unit

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### **PA406 - Senior Seminar**

Preparation for the senior thesis; opportunity for students to discuss their work, the work of their colleagues, and theoretical texts of common interest in a workshop setting. Examination of what it means to engage in the study of Asian Studies. Majors will work on independent thesis projects and meet as a group to discuss their works in progress.

1 unit

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### **PC108 - Introduction to Machining and Fabrication**

Introduces machining and fabrication through hands-on experience. Provides an introduction to use of a mill, lathe, band saw, plasma and oxyacetylene torch, welding equipment and other common machining and fabrication tools. Also introduces use of precision measurement tools and mechanical drawing. Using these tools, students will complete an independent project. The course will lead to an understanding of possibilities, limitations and tolerances for custom machined and fabricated parts. Such knowledge is essential for experimental scientists designing equipment, entrepreneurs designing prototypes, and others who work with machinists. Extended format.

.5 unit

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### **PC120 - Topics in Physics:**

Experimental or occasional courses taught by visiting professors or permanent faculty. Courses under this rubric will vary year to year. Meets the Critical Perspectives: Quantitative Reasoning requirement.

1 unit



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### **PC129 - Musical Acoustics**

Physics of vibrations, waves, and sound with applications to hearing, physics of music, musical instruments and the human voice, and architectural acoustics. 1 unit. Meets the Critical Learning: FRL requirement. (Not offered 2024-25).

1 unit

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### **PC132 - Observational Astronomy for Amateurs**

A course for non-physics majors who are interested in learning to use a telescope and studying the sky. Class activities will include: understanding and learning to use the telescope and CCD camera, learning to manipulate and reduce images, offering observational opportunities for campus and community members, and performing individual or group observational projects, such as looking for Messier objects, tracking the orbits of Uranus and Neptune, and observing the tilt of Saturn's rings.

*Prerequisite:* No credit after completing Physics 362; may be taken up to two times for credit.

.25 unit

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### **PC133 - Astronomy**

Our solar system, our galaxy, the expanding universe of galaxies. Methods for obtaining astronomical data; fundamental properties of planets, stars, interstellar matter and galaxies; their origin and evolution; unusual objects like pulsars, quasars and black holes; life in the universe. (Meets the laboratory/field requirement for natural sciences.) Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

1 unit

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### **PC135 - Meteorology**

Basic physics principles are introduced and used to study dynamic processes in the atmosphere: atmospheric energy flow, solar radiation, green-house effect, large-scale circulation of the atmosphere, small-scale processes including clouds and storms, weather forecasting, man's impact on weather and climate. Laboratory and field experiments and field trips will be utilized. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

1 unit

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### **PC136 - How Things Work**

A practical introduction to the physics in everyday life. Covers examples from simple experiences like ice skating and drinking through a straw to complicated devices like televisions and microwaves, these are explained using physical principles, logical arguments, schematic diagrams, lots of demonstrations, and a few equations. Each student dissects and explains a mechanical or electrical device, such as a wind up clock, bicycle, or vacuum cleaner, using principles and techniques developed in the course. Requires no previous experience with physics. Those with significant previous physics experience will find some repetition, but significant new applications. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

1 unit

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### **PC141 - Physics for the Life Sciences I**

This is the first block of a two-block sequence in introductory physics tailored to students majoring in one of the life sciences. This course covers mechanics, thermodynamics, and fluids. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 125 or 126.

1 unit

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### **PC142 - Physics for the Life Sciences II**

This is the second block of a two-block sequence in introductory physics tailored to students majoring in one of the life sciences. This course covers electricity, magnetism, basic electrical circuits, waves, optics, and quantum physics. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 125 or Mathematics 126, and Physics 141 or Physics 241.

1 unit

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### **PC150 - Physics in Biology and Medicine**

(Summer only 2024-25).

.75 units

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### **PC151 - Biophysics: Physics and Living Things**

How physical principles apply to living things. Some examples of the kinds of topics to be discussed are muscle action, running, jumping, flying, circulation of blood, keeping warm, keeping cool, nerve action, hearing, and seeing. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement. (Not offered 2024-25).

1 unit

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### **PC210 - Investigations in Engineering**

Project-based course taught by a visiting engineer to introduce students to a particular field of engineering. Content will vary substantially between offerings.

.5 unit

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### **PC220 - Topics in Physics:**

Courses offered under this rubric will vary year to year. Meets the Critical Perspectives: Quantitative Reasoning requirement.

1 unit

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### **PC241 - Physics for the Physical Sciences I: Mechanics**

This is the first block of a two-block sequence in introductory physics for students planning to major in the physical sciences or enter an engineering program. This course covers mechanics and thermodynamics. The course emphasizes mathematically rigorous problem solving. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 125 or 126.

1 unit

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### **PC242 - Physics for the Physical Sciences II: Electricity & Magnetism**

This is the second block of a two-block sequence in introductory physics for students planning to major in the physical sciences or enter an engineering program. This course covers electricity & magnetism, waves, and optics. The course emphasizes mathematically rigorous problem solving. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Mathematics 129 and Physics 241.

1 unit

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### **PC251 - Introductory Modern Physics**

A continuation of introductory physics begun in 241 and carried forward in 242. The course focuses on special relativity and quantum mechanics. It includes an experimental exploration of these topics, and basic scientific computational skills are introduced. 1 unit. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement. Meets the Critical Learning: SA requirement.

*Prerequisite:* Physics 242.

1 unit

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### **PC261 - Electronics**

This course explores discrete circuit elements as well as common analog and digital circuits. We will use a combination of analytical theory, simulation, and hardware to understand both physical mechanisms and design constraints in electronics. Every student undertakes a significant final project. Electronics emphasizes growth via failure and perseverance, as iterative work and troubleshooting are core aspects of the course. 1 unit. Meets the Critical Learning: FRL requirement.

*Prerequisite:* Physics 251.

1 unit

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### **PC263 - Computational Physics**

Numerical modeling of physical systems, data acquisition and analysis. The use of data analysis/visualization tools, analytic computation tools, and a general scientific programming language are covered.

*Prerequisite:* Physics 261.

.5 unit

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### **PC270 - Readings in Physics:**

Directed readings in selected areas of physics with discussions and written reports.

*Prerequisite:* consent of instructor.

.5 to 1 unit

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### **PC308 - Introductory Geophysics**

Applications of physics to the study of Earth structure from crust to core. Seismology, magnetism, gravity, and geodesy. Explores history of Earth's formation, current geologic and tectonic problems, and uniqueness of interpretation issues. (Not offered 2024-25).

*Prerequisite:* Calc 1 (Mathematics 125 or 126). Introductory Physics (Physics 141 or 241), and Geology 260 or consent of instructor.

1 unit

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### **PC311 - Vector Analysis**

Vector functions, divergence and curl. Green's and Stokes's theorems, and the properties of three-dimensional curves and surfaces. Related topics from linear algebra and differential equations. (Not offered 2024-25).

*Prerequisite:* Mathematics 204.

1 unit

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### **PC320 - Topics in Physics:**

Courses offered under this rubric will vary year to year.

*Prerequisite:* Physics 251.

1 unit

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### **PC333 - Solid State Physics**

Explores the nature of condensed matter and the geometrical arrangement of atoms in a crystal and how that arrangement affects the electronic structure of that material. Understanding of the different band structures of metals, semiconductors, and insulators, and how these govern the interactions of each material with photons and electrons and lead to the very different roles of these materials in the objects we create and use. Particular subjects are likely to include semiconductor devices, alloys, and the effect of dislocations and impurities on material properties. (Not offered 2024-25).

*Prerequisite:* Physics 251.

1 unit

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### **PC341 - Mechanics**

Forces, potentials and motion according to Newton, Lagrange and Hamilton. Conditions for conservation of momentum, energy and angular momentum. Topics such as gravitation, oscillations, chaos, scattering and things that go bump in the night.

*Prerequisite:* Mathematics 204 & Physics 261.

1 unit

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### **PC349 - Thermal Physics**

First and second laws of thermodynamics and their applications. Statistical mechanics, kinetic theory, elementary transport processes. Maxwell-Boltzmann, Fermi Dirac, and Bose-Einstein statistics and their applications in solid state, nuclear and molecular physics.

*Prerequisite:* Mathematics 204 & Physics 261.

1 unit

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### **PC352 - Electromagnetic Theory and Vector Analysis**

This course combines instruction of electromagnetic theory in parallel with its associated mathematical tools. The course covers the theory of electricity and magnetism including electric charges, forces, fields and potentials; electric currents; magnetic forces, fields and potentials; electromagnetic induction; and Maxwell's equations and plane waves in vacuum. Required mathematical theories are developed alongside the physics and include vector functions, divergence and curl, Green's and Stokes's theorems, the properties of three-dimensional curves and surfaces, and Fourier Analysis.

*Prerequisite:* Physics 261 and Mathematics 204.

2 units

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### **PC353 - Electromagnetic Theory**

The theory of electricity and magnetism: electric charges, forces, fields and potentials; electric currents, magnetic forces, fields and potentials. Electromagnetic induction. Maxwell's equations, plane waves in vacuum. (Not offered 2024-25).

*Prerequisite:* Physics 261, and Physics 311.

1 unit

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### **PC354 - Electromagnetic Waves and Optics**

Electromagnetic waves in vacuum and in matter, including reflection, refraction, polarization, interference and diffraction. Additional topics, such as lasers or Fourier optics, may be covered. (Not offered 2024-25).

*Prerequisite:* Physics 251.

1 unit

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### **PC357 - Astrophysics**

An introduction to stellar structure and evolution with an emphasis on the physics underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. (Not offered 2024-25).

*Prerequisite:* Physics 251.

1 unit

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### **PC358 - Extragalactic Astronomy and Cosmology**

A study of the large scale structure of the universe and evolution of the universe from the Big Bang to the present epoch. Topics include expansion of the universe, dark matter, dark energy, cosmic background radiation and the formation and evolution of galaxies and clusters of galaxies.

*Prerequisite:* Physics 251.

1 unit

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### **PC361 - Techniques of Experimental Physics**

The design, execution, and analysis of experiments in physics. Data analysis, probability and statistics. One or more laboratory projects to be completed.

*Prerequisite:* Physics 251, and Physics 261.

1 unit

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### **PC362 - Observational Astronomy**

The design and execution of observations of astronomical objects. Reduction and analysis of astronomical data. Probability and statistics applied to astronomical observations. Includes a weeklong observing run at major research observatory.

*Prerequisite:* Physics 251, 261.

1 unit

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### **PC370 - Readings in Physics:**

Directed readings in selected areas of physics with discussions and written reports.

*Prerequisite:* consent of instructor.

.5 or 1 unit

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### **PC391 - Investigations in Physics:**

Independent experimental and/or theoretical research in any area of physics. As many as four units of Investigations may be taken for credit

1 unit

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### **PC420 - Advanced Topics in Physics:**

An advanced course in a topic of current interest in physics. Examples: special and general relativity; quantum mechanics of atoms, molecules, and solids; elementary particle physics, relativistic quantum mechanics. Topics vary from year to year. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **PC431 - Air: Atmospheric Physics and Chemistry**

Introduction to atmospheric circulation, radiation transfer, thermodynamics and radiation balance as they determine the vertical structure of the atmosphere and regulate the surface temperature. Kinetics, modeling, and reaction systems as they relate to air pollution and ozone chemistry in the stratosphere and troposphere. Course includes a student-designed laboratory/field project related to local air pollution issues. (Not offered 2024-25).

*Prerequisite:* Environmental Program 212 or Chemistry & Biochemistry 108 and Physics 241 or Physics 251.

1 unit

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### **PC441 - Quantum Mechanics I**

General formulation of quantum mechanics: hermitian operators, eigenfunctions and eigenvalues, physical content of the wave function, indeterminacy relations and simultaneous observables, angular momentum and spin. Solutions of the Schrodinger equation in one and several dimensions, the hydrogen atom.

*Prerequisite:* Physics 341, and Mathematics 120.

1 unit

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### **PC442 - Quantum Mechanics and Relativity II**

Applications of quantum mechanics. Perturbation theory, scattering theory, and interpretations of quantum mechanics. A short introduction to relativistic quantum theory.

*Prerequisite:* Physics 441.



1 unit

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### **PC450 - Senior Capstone Experience**

Students research and complete a senior capstone paper and presentation on an upper-level physics topic that extends a student's knowledge of physics. Over the course of the block, students complete workshops, topic proposals, peer review sessions, and increasingly complex presentations. This work leads to a paper completed over the course of the fall semester, supported by additional workshops and peer review sessions. Presentations are scheduled in the spring semester. Successful completion of this course is required of all physics majors. 1 unit.

*Prerequisite:* Declared Physics Major and Physics 251 and one physics course numbered Physics 320 or higher.

1 unit

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### **PC451 - Senior Capstone Advising**

A continuation to PC450 Senior Capstone Experience. In this course students are assigned to a particular faculty advisor for ongoing development of their Capstone paper and presentation, a process which is begun in PC 450 and continues through the academic year. Students work with the faculty member to develop and research a topic, write and revise their capstone paper, and write and practice their oral presentation.

*Prerequisite:* Physics 450.

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### **PC470 - Readings in Physics:**

Directed readings in selected areas of physics with discussions and written reports.

*Prerequisite:* consent of instructor.

.5 or 1 unit

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### **PG101 - Elementary Portuguese**

Introduces students to basic grammar structures and communication in the Portuguese language, with a focus on Brazilian culture and pronunciation. Develops proficiency in speaking, listening, reading, and writing. Meets the Language Requirement requirement. (Not offered 2024-25).

1 to 2 units

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### **PG103 - Review of Elementary Portuguese**

An elementary-level maintenance course for students who plan to continue their study of Portuguese. A systematic review of grammar with supervised conversation practice.

.25 unit

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### **PG104 - Review of Elementary Portuguese**

An elementary-level maintenance course for students who plan to continue their study of Portuguese. A systematic review of grammar with supervised conversation practice.

.25 unit

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### **PG199 - Brazilian Music and Language**

This course will introduce students to some of the musical traditions of twentieth and twenty-first century Brazil as well as basic communication in Portuguese language. Students will explore traditions such as forró, samba, bossa nova, tropicália, MPB, sertaneja, batucada, funk, among others. Course may be taught in Portuguese depending on enrollment and prior language experience of students. (Not offered 2024-25).

.5 unit

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### **PG203 - Oral Review of Intermediate Portuguese**

An intermediate-level skills maintenance course for students who plan to continue their study of Portuguese. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Portuguese 298 or equivalent.

.25 unit

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### **PG204 - Oral Review of Intermediate Portuguese**

An intermediate-level skills maintenance course for students who plan to continue their study of Portuguese. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Portuguese 298 or equivalent.

.25 unit

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### **PG216 - Topics in Brazilian Culture**

This course will explore Brazilian authors, genres, literary periods, cinema or cultural trends at the introductory level. The structure of this course is determined by the nature or the topic and the preference of instructor. This course will be conducted in English or Portuguese, at instructor discretion. May be taught in Brazil. (Not offered 2024-25).

1 unit

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### **PG297 - Accelerated Portuguese Abroad**

Meets the Language Requirement requirement. (Summer only 2024-25).

2 units

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### **PG298 - Accelerated Portuguese Abroad**

This course is an intensive introduction to Portuguese language for both students who have some prior (elementary) knowledge of Portuguese language as well as those students who have no prior experience with Portuguese but have a keen and dedicated interest in the language. Through accelerated language study in the four modalities—speaking, listening, reading, and writing—students will gain elementary level skills. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **PG299 - Accelerated Portuguese**

Offers Romance Language speaking students the opportunity to study Portuguese language at an accelerated pace. Emphasizes the development of speaking, listening, reading and writing skills beyond the elementary level and incorporates readings and discussion on topics in Lusophone cultures. (Not offered 2024-25).

*Prerequisite:* Portuguese 101, Spanish, French or Italian or consent of instructor.

.5 unit

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### **PG300 - Portuguese for Spanish-speakers**

This course is designed for students who are either native speakers of Spanish or those who have studied Spanish through the intermediate level. This course will rely upon the linguistic skills attained by Spanish-speakers to introduce grammatical structures and vocabulary at an accelerated pace. The focus of the course will be on communication within Brazilian Portuguese including speaking, listening, writing, and reading. Using a communicative and context-based methodology this course will take students through the intermediate level of Portuguese and prepare them for more advanced language study. Meets the Language Requirement requirement.

*Prerequisite:* Portuguese 101, Spanish 201, placement into Spanish 305 or consent of instructor. .

1 unit

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### **PG301 - Review of Language with Emphasis on Civilizations and Cultures of the Portuguese-speaking Regions**

(Not offered 2024-25).

*Prerequisite:* Portuguese 300.

.25 unit

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### **PG302 - Review of Language with Emphasis on Civilization and Cultures of the Portuguese-speaking Regions**

(Not offered 2024-25).

*Prerequisite:* Consent of Instructor and Portuguese 300.

.25 unit

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### **PG305 - Cultural Context and Written Expression**

Advanced composition and conversation practice through the study of literary and cultural texts of the Portuguese-speaking world. Thematic and regional emphases will vary by instructor and year. Meets the Language Requirement requirement.

*Prerequisite:* Portuguese 300 or consent of instructor.

1 unit

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### **PG307 - Lusophone Language and Cultures**

Introduction to one or several Lusophone countries through Portuguese language study and their cultural productions, such as film, art, music, and literature. Ordinarily taught as part of a foreign study program. (Not offered 2024-25).

*Prerequisite:* Spanish 201, Portuguese 300 or consent of instructor.

1 unit

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### **PG308 - Culture and Language Across the Curriculum in Portuguese**

This course may be taught in the Spanish and Portuguese Department or cross-listed in another program or department. The course must include some readings/discussion in Spanish and written assignments will be produced in Portuguese. Cross-lists must be approved by Spanish and Portuguese Department. Topics will vary depending on instructor. 1 unit.

*Prerequisite:* Portuguese 300.

1 unit

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### **PG309 - Independent Readings**

This independent study is designed for students majoring in Romance Languages and/or students completing the Luso-Brazilian Studies thematic minor.

*Prerequisite:* consent of department.

1 unit

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### **PG310 - Accelerated Portuguese II**

Designed to build on the half-block course PG299, this course offers Portuguese language students the opportunity to advance their language skills beyond the elementary level. Emphasis on the development of speaking, listening, reading, and writing skills beyond the elementary level. Incorporates readings and discussion on topics in Lusophone culture. (Not offered 2024-25).

*Prerequisite:* Portuguese 101 and Portuguese 299, or consent of instructor.

.5 unit

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### **PG315 - Afro-Brazilian Cultures in Brazil**

This thematic course will be taught in northeastern Brazil and explores the history and culture of the nation from a multidisciplinary perspective. The course focuses on the particular configuration of race relations in Bahia and the formation of Afro-Brazilian identity and its cultural expressions from a variety of historical and contemporary perspectives with the objective of providing the tools for critical assessment of complex social and cultural relations. In addition to course discussions led by the professor, students will have the opportunity to meet with local faculty and experts in the fields of Afro-Brazilian religions, Afro-Brazilian performing arts, and Afro-Brazilian history while on site in Salvador, Brazil. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.5 unit

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### **PG316 - Topics in Brazilian Culture**

This course will explore Brazilian authors, genres, literary periods, cinematic, or cultural trends. Course structure is determined by the nature of the topic as well as instructor preference. This course may be conducted in English or Portuguese, at the discretion of the instructor. May be taught in Brazil. (Not offered 2024-25).

*Prerequisite:* Portuguese 101.

1 unit

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### **PG320 - Topics in Lusophone Culture**

Study of culture, genres, art film or literature of one or more Portuguese-speaking countries or region (Not offered 2024-25).

1 unit

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### **PH101 - Greek Philosophy**

An examination of the origins of Western philosophy as it arose in ancient Greece. The course begins with the Pre-Socratic philosophers, centers on the philosophies of Plato and Aristotle, and closes with the important Hellenistic traditions of Stoicism, Skepticism, Epicureanism, Cynicism, and Neoplatonism. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **PH116 - Greek History and Philosophy: Origins of Western Culture**

Aegean and Greek archaeological, historical, literary and philosophical texts, with emphasis on ideas formative of Western culture. The development and transformations of these ideas as reflected in selected texts from the early Christian era, the Enlightenment, and the Modern Age. We concentrate on concepts of what it means to be human, and the relation of individuals to community, nature, and the divine in such authors as Homer, Sophocles, Aeschylus, Euripides, Plato, Aristotle, Augustine, Dante, Descartes, Goethe, Nietzsche, and Heidegger (Also listed as History 116 and Philosophy 116.) Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PH122 - Philosophical Argument & Writing**

An introduction to critical thinking and conceptual argument, this course will cover basic principles of logic as they pertain to philosophical writing and thinking. Students will master essential skills for reading and evaluating arguments, engage with a variety of methods and styles of philosophical inquiry, and learn techniques of composition that enhance the clarity and elegance of their written work. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: CP requirement.

1 unit

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### **PH140 - Ethics**

An exploration of the questions of what constitutes a good human life, what it means to be a moral human being, and whether reasoning about ethical and moral values can

be objective. Texts may include works by Plato, Aristotle, Kant, and Nietzsche, among others. Meets the Critical Learning: AIM requirement.

1 unit

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### **PH141 - Philosophy & Literature**

Through a study of the literary style of certain philosophical texts and the philosophical significance of selected literary works of art, this course will study the comparative ability of different modes of writing to address traditional philosophical questions and to illuminate particular features of human experience. Meets the Critical Learning: AIM requirement.

1 unit

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### **PH142 - Philosophy and Science Fiction**

An introduction to philosophy through works of science fiction. Many profound questions about the nature of reality and the nature of humanity have been raised in sci fi and discussed in philosophical essays. Students in this course will consider a wide range of important philosophical questions with the help of mutually illuminating works of philosophy and science fiction. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH160 - Kierkegaard: An Introduction to Existential Philosophy**

Generally regarded as the first existentialist, Søren Kierkegaard wrote a remarkable variety of texts with profound philosophical, spiritual, and literary significance. This course is a survey of his works and an introduction to the existential tradition, against the background of Kierkegaard's biography. It deals with themes such as anxiety, faith, despair, love, selfhood, ethics, possibility, God, and the meaning of life.

1 unit

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### **PH180 - Power and Equity: Philosophical Perspectives**

An exploration of the conceptual roots of discrimination against racial and ethnic groups, women, and minoritized people. The course examines the ways in which self-professed ideals of equality have been inconsistently realized; investigates relations between patriarchy, racism, and capitalism; and considers the role of reason in both advancing and hindering justice and equity. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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## **PH201 - Modern European Philosophy: Birth of 'The Modern Mind'**

This course explores how 17th and 18th century European philosophers critiqued the religious epistemology and way of being that reigned for a millennium in the West. In contrast, they proposed novel ways to attain knowledge and to conceive of the powers and limitations of the human mind. These philosophies helped create a “modern mind”: one that demands rational arguments and/or empirical evidence to establish knowledge, that doubts authorities claiming to know metaphysical realities, that demands freedom to pursue its individual life, and that is prone to nihilism. This kind of mind, increasingly dominant globally, appears natural and underlies a problematic way of being in the world. Philosophers studied may include Descartes, Spinoza, Hume, Kant, and Nietzsche. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **PH202 - Modern European Philosophy: A View from the Margins of Reason**

A study of the evolution of philosophical “modernity” and of the “modern” concept of the subject or self. The course includes major ethical, epistemological, and metaphysical developments from the mid-17th century to the mid-19th, as situated in medieval philosophy. The course also includes a critique from the margins of modern Europe, interrogating the concepts “Europe,” “Modernity,” “Enlightenment” and “Reason,” which are key to the European project of modernity. Modernity is more than an intellectual initiative; it is the expansion of a way of life that has encompassed the world. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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## **PH203 - Topics in Philosophy:**

Experimental and occasional courses taught by either visiting professors or permanent staff. Courses offered under this rubric will vary from year to year.

1 unit

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## **PH204 - American Philosophy**

An exploration of the philosophical thought of American philosophers, focusing on those associated with transcendentalism and pragmatism, with an emphasis on their conceptions of nature, the construction of truth, and their theories of individualism. Thinkers to be read can include Emerson, Thoreau, Pierce, James, Dewey, Whitehead, Mead, Santayana, Rorty, and Cavell. Meets the Critical Learning: AIM requirement.

1 unit

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## **PH205 - French Philosophy in Context: 1930 to the Present**

An exploration of the development of French philosophy from the interwar period to the present. Using the city of Paris as its context, the course examines how dramatic social and political challenges influenced the paths of French philosophical reflection, moving thinkers to question the foundations of knowledge, morals, and politics, leading ultimately to what might be called a “decentered” cosmopolitanism. Taught in Paris. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **PH207 - Philosophical Topics:**

A thematically or historically organized course dealing with a single topic or set of related topics in philosophy, to be taught as an extended format course over one semester or part of a semester. Topics will vary from year to year. .25 unit (Not offered 2024-25).

.25 unit

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## **PH208 - Philosophical Topics:**

A thematically or historically organized course dealing with a single topic or set of related topics in philosophy, to be taught either during half-block or as a one-semester extended format course. Topics will vary from year to year. (Not offered 2024-25).

.5 unit

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## **PH210 - Ancient to Early Modern Western Philosophy.**

Surveys the development of philosophy from its beginnings in classical Greece through the early modern period in Europe, culminating in Kant’s philosophical revolution. This two-block course introduces major figures in the history of Western philosophy, selected areas of philosophical inquiry, and central questions that remain pertinent today. The course may incorporate some amount of non-Western thought, to provide comparative perspectives. (Not offered 2024-25).

2 units

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## **PH226 - Formal Logic**

An introduction to the study of logical reasoning through formal languages. Students will use a variety of tools to evaluate and construct arguments, including the languages of sentential logic and first-order Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: FRL requirement.

1 unit

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### **PH228 - Philosophy of Science**

An introduction to contemporary issues in the philosophy of science, focusing on the nature of science; scientific epistemology; values and objectivity in science; and relationships between science and society. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH229 - Philosophy of Language**

An exploration of the nature of language and its relation to thought and reality. Specifically, we will consider communication and coordination between people, as well as language's essential role in conceptual thought. Readings will be mostly contemporary. Meets the Critical Learning: AIM requirement.

1 unit

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### **PH243 - Philosophy and Politics of Identity**

Considers the meanings, problems, and possibilities of contemporary identity politics. Explores different approaches toward identity and politics, including liberal, existential, and traditionalist understandings. Traces the emergence of a new kind of identity politics out of racial, feminist, and queer movements of the late twentieth and early twenty-first centuries. Assesses contemporary discussions of identity and politics, in relation to both the history of Western thought and contemporary multicultural societies. Authors discussed may include Locke, Sartre, MacIntyre, Fanon, Young, Taylor, Butler, Azoulay, and Alcoff. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **PH244 - Classical Social and Political Philosophy**

Explores major works of classical idealist philosophy, considered in contexts of Greek, Roman, Biblical, and medieval political orders. Addresses the tensions between philosophical visions of the good and democratic or republican politics. Texts discussed may include works by Plato, Aristotle, Cicero, Augustine, or Pizan, as well as Biblical sources. Meets the Critical Learning: HP requirement.

1 unit

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### **PH245 - Modern Social and Political Philosophy**

Investigates leading modern and contemporary political philosophers, highlighting the ways these thinkers sought to break with tradition and rethink political membership, ethical obligations, and governmental authority in light of the evolution of modern states

and societies. Addresses tensions between proclamations of human equality and the emergence of new forms of hierarchy and exclusion in states formally committed to inclusive democratic principles. Meets the Critical Learning: HP requirement.

1 unit

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### **PH246 - Environmental Ethics**

This course explores the ethical dimensions of humans' relationships with the environment and one another, focusing on environmental ethics as developed in and through practice as well as theory. We will consider topics such as animal ethics, land and ecological ethics, ecofeminism, environmental justice, climate ethics, and intergenerational ethics. Meets the Critical Learning: AIM requirement.

1 unit

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### **PH247 - Aesthetics**

This course deals with the creation and appreciation of works of the imagination, including such questions as: what is art?, how are we to evaluate works of art?, and how does art enrich our lives? Meets the Critical Learning: AIM requirement.

1 unit

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### **PH248 - Contesting Climate Justice**

An examination of multiple conceptions of fairness, equity, and justice in relation to climate change, and how calls for justice and fairness are used both to reinforce and to challenge existing power relations, within and among nations. Prerequisites: None. 1 unit. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **PH249 - Philosophy of Education**

What does education mean and what are its purposes and values? Topics examined: education vs. schooling; education for critical consciousness vs. conservation of values; training vs. the search for wisdom; how can students learn to educate themselves, and how can schools, administrators and teachers aid in education? (Not offered 2024-25).

1 unit

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### **PH260 - Existential Philosophy**

A study of several thinkers in the existential tradition, which has its origin in the 19th century writings of Kierkegaard and Nietzsche and includes such 20th century authors

as Heidegger and Camus, among others. Issues to be covered include freedom, authenticity, meaning, the absurd, the predicament of the contingent individual, and the aims of philosophy itself. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH261 - Philosophy of Mind**

An examination of different ways of understanding the mind, beginning with classic arguments for dualism and materialism and moving on to contemporary views which seek to avoid either separating mind and body or reducing one to the other. Consideration of various functions of the embodied mind and of the difference between mental and physical concepts. 1 unit - Furtak

1 unit

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### **PH262 - Discovering the Unconscious**

Major psychoanalytic perspectives of the late 19th and 20th centuries on the concept of the unconscious in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Readings from such authors as Freud, Jung, Klein, Winnicott, Kohut, and Yalom. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **PH263 - Contemporary Psychoanalysis: Theory and Practice**

An introductory study of Freud and Kohut and the transformation of their theories in contemporary psychoanalysis. Students will read the works of and meet with distinguished psychoanalysts who will present new approaches to understanding psychoanalytic theory and therapeutic action. We will also explore how psychoanalysis can be used in the interpretation of culture, especially art and theater. 1 unit. Taught in part in Chicago at the Chicago Psychoanalytic Institute. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **PH265 - Sigmund Freud**

An exploration of the work of Sigmund Freud designed to introduce the wide-ranging scope and the dramatic evolution of his thought. Beginning with his collaboration with Josef Breuer in *Studies on Hysteria* (1895), the course continues with a careful examination of Freud's approach to dream interpretation, his account of psychosexual development, and his nuanced theory of unconscious processes. On the basis of this review of classical psychoanalytic theory, the course then delves into Freud's

controversial but influential use of psychoanalysis as a tool for cultural criticism, while also turning to Freud's continual revision of his fundamental theoretical models during the 1920s and 1930s. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH280 - Comparative Philosophies**

This course explores central issues in philosophy from a cross-cultural, comparative perspective. Drawing on classical and contemporary texts, the course covers topics such as ethics, metaphysics, epistemology, and conceptions of the self from a comparative point of view. The challenge of comparing concepts and traditions across cultures is discussed. (Not offered 2021-22). Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH281 - Indian Philosophy**

The development of Indian philosophy from its roots in the Vedic tradition of Hinduism. The focus of the course will be both on the ethical, epistemological, and metaphysical systems that grew out of the Hindu tradition and on the challenges to this tradition posed by Buddhism and by 20th century developments. (Meets the Diverse Cultures and Critiques requirement.) (Also listed as Asian Studies 220) 1 unit - Lee Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement.

1 unit

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### **PH282 - Africana Philosophy**

An exploration of themes in African, Caribbean, and North American thought, this course looks closely at ways in which philosophers of the African diaspora have responded to colonialism, the process of decolonization, and the postcolonial situation. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PH283 - Latin-American Philosophy**

A survey of philosophical writings by Latin-American authors in the social and historical context of the region. Texts studied include Indigenous philosophies of the pre-Hispanic tradition, as well as those of the colonial and postcolonial periods. Particular attention will be devoted to issues that are central to this philosophical tradition, such as identity, consciousness through education, and philosophies of liberation. Our readings draw

from Aztec or Maya sources, as well as from Leon-Portilla, Vasconcelos, Paz, Freire, Gutierrez, Dussel. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH284 - Feminist Philosophies**

An exploration of feminism through the lens of philosophy, this course will involve both classic and contemporary works of feminist thought. Topics may range from political philosophy and ethics to epistemology and metaphysics, including issues to do with the body, race, class, sexuality, work, family, science, climate change, or disability. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **PH285 - Philosophy & Race**

Race is a social construct that invites a number of philosophical questions, such as those of identity, inter-subjectivity, justice, rationality, and culturally different ways of knowing. The course will examine, among others, philosophical reflections on race by the following thinkers: Douglass, West, Fanon, Vasconcelos, Appiah, Bernsaconi, Outlaw, Levinas, Mendieta. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **PH286 - Classical Chinese Philosophy**

An exploration of classical Chinese philosophy (~600-200 BCE). The course focuses on primary texts in English translation – the Analects of Confucius, Mozi, Mengzi, Laozi (the Daodejing), Zhuangzi, and Xunzi– and considers topics and themes such as ethics, moral development, governance, and human nature. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PH302 - Recent Continental Philosophy**

An exploration of trends in European philosophy since the Second World War. Movements covered may include phenomenology, existentialism, hermeneutics, structuralism, post-structuralism, and posthumanism. Philosophers covered may include, among others, Husserl, Heidegger, Sartre, de Beauvoir, Levinas, Arendt, Foucault, Deleuze, and Derrida. 1 unit

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH303 - Advanced Topics in Philosophy:**

An in-depth study of an important period, idea, text or philosopher. Courses offered under this rubric will vary from year to year. 1 unit

*Prerequisite:* One unit of Philosophy or consent of Instructor.

1 unit

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### **PH314 - Text Seminar:**

A study of one or more major texts by a single important philosopher. Possible texts for study might include, among others: Plato, Republic; Aristotle, Metaphysics; Descartes, Meditations on First Philosophy and The Passions of the Soul; Spinoza, Ethics; Hume, A Treatise of Human Nature; Kant, Critique of Pure Reason; Heidegger, Being and Time; Wittgenstein, Philosophical Investigations. (Not offered 2024-25).

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH321 - Metaphysics**

An advanced investigation into the nature of reality, this course will require students to consider the world in strange and challenging ways. Specific topics covered will vary, but may include: space and time, the existence and nature of God, causation, freedom and determinism, and the nature of persons. Readings will be from historical and contemporary sources. 1 unit (Not offered 2024-25).

*Prerequisite:* One unit in philosophy or Consent of Instructor.

1 unit

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### **PH327 - Epistemology**

This course focuses on philosophical questions concerning knowledge and belief, for example, how beliefs are acquired and justified, the possible limits to knowledge, interactions among people with conflicting beliefs, and issues of epistemic justice. Readings will be from historical and contemporary sources. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH340 - Ethics & Contemporary Life**

An advanced investigation into pressing ethical issues we face today. Students will work to develop both nuanced understandings of the issues as well as their own positions on them. 1 unit

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH341 - Contemporary Political Philosophy**

Examines works of influential recent or contemporary political philosophers, with a focus on debates raised initially by the works of prominent liberal theorist John Rawls. The concepts or topics discussed reflect concerns central to contemporary political philosophy: justice and liberalism, discourse and the public, equality and law, representation and diversity, sovereignty, and human rights, and capabilities and globalization. In addition to Rawls, authors discussed may include, Habermas, Sandel, Charles Mills, Iris Young, and Sen. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

*Prerequisite:* 1 unit in philosophy, or consent of instructor.

1 unit

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### **PH342 - Critical Theory**

Investigates the radical interdisciplinary social philosophy that German scholars hostile to fascism developed by combining Marxist philosophy with Freudian psychoanalysis, in an effort to understand the promise and dangers of mass societies. The course addresses both the origins of critical theory and the more contemporary modernist and postmodernist variants. Authors discussed may include Horkheimer, Adorno, Marcuse, Althusser, Habermas, Foucault, and more recent thinkers. Meets the Critical Learning: SHB requirement.

*Prerequisite:* One unit in Philosophy, or Consent of Instructor.

1 unit

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### **PH350 - History-Philosophy Seminar:**

This 300-level, co-taught course brings together historical and philosophical methodologies to explore a rotating theme, such as: "African History and Philosophy," "History and Philosophy of Science," or "The Philosophy of History." Although conceived as a cornerstone course for the History-Philosophy Major, all are welcome. Students may take the course more than once, if taught on a different topic. With approval from the student's advisors, it may be used to satisfy the 300-level History-Philosophy course requirements listed under "Thematic Coursework."

1 unit



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### **PH360 - Philosophy & Psychoanalysis**

An exploration of what the discovery of unconscious mental functioning means in relation to philosophical problems in ethics, philosophical psychology, social theory, and theory of meaning. The course is grounded in the work of Freud and may include such post-Freudians as Lacan, Cixous, Winnicott, Klein, and Kohut. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement.

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH361 - Philosophy of Emotions**

Explores a range of theoretical attempts to explain the emotions and their place in human life. Emotions such as fear, anxiety, hope, love, and regret will be studied both for their own sake and as sources of insight into the nature of meaningful experience. Attention will be paid to the distinction between momentary passions and abiding affective dispositions, and to such questions as how emotions might be justified and what sort of cognition they involve. (Not offered 2024-25).

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH380 - Japanese Existentialism: The Kyoto School**

The most widely read and translated Japanese philosophers of the modern era, Nishida Kitarô and Nishitani Keiji flourished in the early through late twentieth century. Their distinctive school of thought builds upon both European and Asian sources in an effort to comprehend the fundamental character of experience, the limits of reason, and the possibility of overcoming nihilism.

*Prerequisite:* One unit in Philosophy or Consent of Instructor.

1 unit

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### **PH425 - History-Philosophy Thesis**

An interdisciplinary, primary-source based thesis on a subject of interest to the student and supervised by two faculty supervisors, one in Philosophy and one in History. Independent study format with regular consultation between the student and faculty supervisors.

*Prerequisite:* Consent of both faculty supervisors and registration in History 425 in the same academic year. Both courses must be completed at some point during blocks 1-6 or the senior year.

1 unit

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### **PH452 - Junior Seminar**

An examination of the work of a living philosopher, especially as this contemporary work relates to broader traditions and themes in philosophy. When possible, the philosopher in question will participate in the seminar.

*Prerequisite:* One unit in Philosophy and a declared major in Philosophy.

1 unit

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### **PH453 - Independent Readings:**

Independent study for advanced students who wish to do work supplementary to that offered in the Catalog.

.5 to 1 unit

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### **PH454 - Independent Study:**

Independent study for advanced students who wish to do work supplementary to that offered in the Catalog.

1 unit

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### **PH456 - Senior Colloquium**

Year-long, extended format seminar for advanced students in philosophy centered on the work of the philosophy department's colloquium speakers and on the practice of philosophical discourse. Course emphasizes critical engagement with contemporary philosophical research. Pass/Fail Only. 1 unit

*Prerequisite:* Declared Philosophy or History-Philosophy Majors and two units of Philosophy or Consent of Instructor. Pass/Fail Only.

1 unit

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### **PH475 - Senior Essay**

An intensive individual exploration of a particular philosophical issue or problem in the work of one or more philosophers. Must be taken prior to Senior Seminar (PH 476). Arranged by the student and the department in Block 7 of the student's junior year. 1 unit

*Prerequisite:* Declared Philosophy Major and at least one 300-level Philosophy course.

1 unit

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### **PH476 - Senior Seminar**

Revision and presentation of senior essays. Students collaborate in substantial revision of their essays and the development of oral presentations of their research. The course culminates in public presentations of the students' work. Pass/Fail Only. 1 unit

*Prerequisite:* Philosophy 475. Pass/Fail Only.

1 unit

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### **PS101 - What is Politics? Examines enduring themes in political life**

Questions explored include the balance between state authority and individual liberty; analogies between the exercise of power in government and other areas of human life; the nature of ethical judgment in governance; and the varying ways in which constitutional regimes give expression to and tame the exercise of power. (Formerly 201 Political Analysis.) (Cannot be taken after 103.) (Not offered 2024-25).

*Prerequisite:* No credit after 103.

1 unit

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### **PS102 - Freedom and Empire: The Drama of Ancient Politics**

This course examines the gripping drama of ancient Roman politics, from the struggle for freedom to the temptations of empire, as it is notoriously described by Machiavelli in "The Prince," and vividly portrayed in Shakespeare's Roman plays. (Summer only 2024-25).

*Prerequisite:* Pre college course.

.25 to 1 unit

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### **PS200 - United States Politics and Government**

The structure and process of United States national politics and government. Special attention to the ideas and values, institutions, and political processes that shape contemporary public policies in this country. 1 unit. Meets the Critical Learning: SHB requirement.

1 unit

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### **PS203 - Topics in Politics:**

1 unit

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## **PS205 - Foundations of Political Economy**

Examines enduring themes of Political Economy with a focus on the balance between individual liberty, state authority, regulation of economic activity and the relation of the polity to economy.

1 unit

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## **PS209 - Introduction to International Relations**

Introduction to the theory and practice of the contemporary state system. Emphasis on the last hundred years of inter-state rivalry.

*Prerequisite:* Either 209 or 225 can be counted towards the PS and IPE majors, but not both.

1 unit

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## **PS210 - The Law & Social Justice**

Analysis of significant and controversial Supreme Court decisions on issues such as racism and the legacy of slavery, school desegregation, affirmative action, gender discrimination, sexual harassment, the right to an abortion, criminal law, freedom of speech, and the separation of church and state. (Not offered 2024-25).

1 unit

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## **PS211 - Women, Government and Public Policy**

Examines the relationship between women, government, and public policy -- with the primary goal of understanding how politics is gendered. Topics include the 'waves' of feminism, how female lawmakers navigate the electoral and legislative arenas, and the role of gender in public policy. Meets the Equity and Power: EPUS requirement.

1 unit

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## **PS213 - Leadership and Governance**

Introduction to models and theories of leadership. Analysis of skills, styles and abilities that are frequently associated with effective leadership in political and organizational settings. Analysis of the paradoxes of leadership and the tensions among leadership, democracy, and creativity. (Not offered 2024-25).

1 unit

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## **PS220 - Socrates**

Famously condemned by democratic Athens as an impious and immoral corrupter of the young, Socrates has subsequently become a kind of hero of intellectual freedom. Yet Socrates's radical pursuit of self-knowledge, his claim that 'the unexamined life is not worth living for a human being' has also continuously provoked profound philosophical debates. What does it mean to live an "examined life"? Why is self-knowledge the most important kind of knowledge? Does progress in Socratic self-knowledge help to strengthen – can it even comport with – our heartfelt commitments to moral, religious, and political progress? In this course, we begin to explore Socrates' enigmatic life and teachings through accounts given of him by Plato and Xenophon, as well as through the many different and thoughtful judgments made of him through the ages - from Aristophanes and Aristotle to Rousseau, Nietzsche, Kierkegaard, and beyond. .5 or 1 unit. (Not offered 2024-25).

.5 or 1 unit

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## **PS222 - Just War Theory**

The course investigates the origins and development of theories justifying, and also seeking to limit, resort to war and conduct in war. The readings include ancient and modern formulations of what came to be known as the principles of justifying war, which have also gained recognition in international law. This includes consideration of the changing historical circumstances in which the principles are to be interpreted and applied to the use of force especially in relation to the issues of our time such as nuclear weapons and terrorism. (Not offered 2024-25).

1 unit

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## **PS225 - Conduct of U.S. Foreign Policy**

Ideas and Institutions which condition the formulation and execution of the nation's foreign policy. (Not offered 2024-25).

*Prerequisite:* Either 209 or 225 can be counted towards the PS and IPE majors, but not both.

1 unit

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## **PS226 - Gender & Politics**

Examines the following questions: Are there politically relevant differences between the sexes, and if so, are they the product of nature and/or convention? What is/ought to be the relation between the political community and private attachments? How has liberalism answered these questions? How does consideration of gender challenge liberal theories such as contract, individual rights, and human nature? Readings in both political theory and in feminist literature. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PS230 - Waging Nonviolent Conflict**

An investigation into the strengths and limitations of nonviolent conflict in bringing social and political change. After a week investigating social movement theory drawing from several disciplines, students participate in a workshop in which they envision, organize and strategically guide a virtual nonviolent social movement. Class requires substantial engagement in class and group projects and a final exam.

1 unit

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### **PS231 - Political Campaigning**

Student internships in primary and general elections. Post-campaign written analysis required. (Offered as an independent study.)

*Prerequisite:* consent of instructor & may be arranged any block.

1 unit

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### **PS233 - Governmental Participation**

Directed internships in national, state and local government agencies. Written analysis of the work experience required. (Offered as an independent study.)

*Prerequisite:* consent of instructor & may be arranged any block.

.5 to 1 unit

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### **PS234 - Freedom and Empire: The Drama of Ancient Politics**

Examines ancient politics, from the struggle for freedom to the temptations of empire, insofar as it is vividly portrayed in Shakespeare and the classical literature of Greece and Rome: the greatness, challenges and defects of the ancient republic; the nature of political and military ambition; and the causes and character of empire. Focus/possible works: Shakespeare's Roman plays; the Socratic Xenophon's novel on the rise and rule of Cyrus the Great; Tacitus on Roman emperors. The course may also draw upon Machiavelli on Rome. (Not offered 2024-25).

1 unit

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### **PS235 - Shakespeare's Political Wisdom**

This course will explore Shakespeare's dramas as political philosophy. In his plays, Shakespeare often immerses the audience in richly detailed political situations that give rise to profound political and moral dilemmas which human beings continue to confront to this day. The class will pursue the moral and political education that

thoughtful and prudent political men and women had for generations found in so many of Shakespeare's dramas.

1 unit

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### **PS236 - Introduction to Comparative Politics**

This course introduces the concepts, definitions, theories and scholarly approaches used to study comparative politics with reference to selected case studies in different regions of the world. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **PS237 - The Art of Insurgency: Performance and Political Order**

Investigates the arts' relation to narratives of power--those stories that justify why certain structures dominate, and why alternatives do not. An examination into those arts that expose these narratives, reveal silenced alternatives, and present challenger stories that aspire to power themselves. Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed.

1 unit

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### **PS242 - Conservatism & Liberalism**

Examination of leading conservative and liberal thinkers in America since 1945.

1 unit

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### **PS246 - Politics in Literature**

Reading and discussion of classic and contemporary works of fiction and drama known both for their literary merit and for their insight into politics. (Not offered 2024-25).

1 unit

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### **PS253 - Introduction to International Development**

Drawing on politics, economics, sociology and anthropology, this course critically examines the First World's relations with the Third World through the lens of 'development.' (Not offered 2024-25).

1 unit

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### **PS270 - Equality and Power: Hobbes, Rousseau, and Tocqueville**

The superiority of liberal democracy to other forms of government rested, in the thought of the early modern philosophers who sought to establish it, upon more fundamental claims about the truth of human equality, the right to individual liberty and, more surprisingly, on the primacy in human life of the need for power. Through careful study of the writings of Hobbes, Rousseau, and Tocqueville, we will explore the philosophical and political questions surrounding these claims, questions such as: What is the philosophical case for human “equality,” and what is its relation to justice? What do we mean by “power,” why do human beings pursue it, and how does that pursuit relate to our concerns for equality and justice? For freedom? Are equality and freedom in harmony, or in tension with one another? 1 unit (Not offered 2024-25).

1 unit

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### **PS272 - Cities, Sustainability, and Environmental Justice**

This course examines the relationship between urban development and environmental justice in the United States, with a particular emphasis on the role of urban planning practices in creating and maintaining the disproportionate exposure to pollution and the unequal access to environmental amenities faced by communities of color. It also investigates the political processes through which municipal sustainability efforts are being used by activists and city officials to create solutions to environmental and social injustices in urban areas. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **PS274 - U.S. Environmental Politics and Policy**

Considers contemporary and historical environmental politics in the United States and how politics is translated into policy. Examines federal policies and their effectiveness in protecting the environment and furthering environmental justice and investigates the role of actors including social movements, environmental organizations, industry, and state and local governments in shaping environmental governance. Environmental Studies majors and minors may count this course or EV271 toward the major, but not both. Prerequisites: None. Recommended prerequisites: EV145 or PS200. 1 unit. - McKendry. (Not offered 2024-25).

*Prerequisite:* Environmental Program 141 or Political Science 200 recommended. EV Policy majors and EV Integrated Science majors can count this course or Environmental Program 271 toward the major, but not both.

1 unit

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### **PS276 - Syria in Revolution and War**

This course explores how Syria's peaceful 2011 uprising transformed into a bloody international war. Key themes include authoritarianism, mass mobilization, sectarianism, militarization, proxy conflicts, and the power of political ideology. Note: the materials for this course include a significant amount of graphic imagery. Meets the Critical Learning: CP requirement.

1 unit

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### **PS281 - Independent Study**

Independent Study, readings on special topics for non-majors or students with little or no previous political science coursework.

1 unit

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### **PS290 - Introduction to Political Philosophy**

Investigates the foundation and aims of political rule as well as fundamental debates over the meaning of justice, liberty, power, authority, law and rights through an examination of basic but competing perspectives drawn from ancient, medieval, and modern texts. Thinkers include, but are not limited to, Aristotle, Aquinas, Machiavelli, and Locke. (Also offered as a CC120 course.)

1 unit

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### **PS292 - American Political Thought**

An examination of the political theory of the American founding and its relevance to contemporary political problems.

1 unit

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### **PS301 - Europe and its Governments:**

A comparative study of the political systems and political cultures of selected European countries with consideration of the history and prospects of European Union.

1 unit

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### **PS303 - The Uses of the Past**

Examination of modern philosophies of history since Hegel. Taught as an independent study, extended format or Summer Readings course in accordance with student schedules by arrangement with the instructor. Also fulfills a requirement in the Classics-History-Political Science major. COI.

.5 to 1 unit

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### **PS304 - Political Psychology**

An overview of the interdisciplinary field of political psychology. Questions include: 1)Why do people engage in 'evil' behavior; 2)Why is there intergroup conflict; 3)How does the media alter political attitudes; and 4)Why do people make 'irrational political decisions? To answer these questions we will engage the situationist - dispositionist debate which shapes political behavior more, the situations in which individuals find themselves, or the psychological dispositions of those individuals? Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **PS305 - Marxist Political Economy and the Crisis of Capitalism**

'Someone once said it is easier to imagine the end of the world than to imagine the end of capitalism.' (Fredric Jameson) This class examines Marx's diagnosis of capitalist political economy and imagines the end of capitalism from a Marxist perspective. We will also engage Marxist, post-Marxist, and neo-communist thinkers, such as Lenin, Gramsci, Althusser, David Harvey, Slavoj, Žižek, Jodi Dean, and others. (Not offered 2024-25).

1 unit

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### **PS306 - Democracy & Markets**

A comparative examination of the introduction of democracy and markets in Latin America, Africa, Eastern Europe, and Asia, featuring an analysis of how the contemporary package of neo-liberal policies known as 'the Washington consensus' interacts with political institutions. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **PS307 - Advanced Topics in Political Science:**

Rotating, advanced courses in political science, with topic and subfield varying by instructor.

1 unit

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### **PS308 - Comparative Politics: Russia**

The roots, rise, maturity, and collapse of Soviet Leninism. Addresses implications of the Soviet legacy and contemporary conditions of the post-Soviet political order in Russia and other successor states of the Soviet Union. (Not offered 2024-25).

1 unit

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### **PS309 - Origins of the Modern State System**

Examines the development of international thought from the Renaissance to the Scottish, French, and American Enlightenments. How the modern thinkers saw antiquity, and how their thought is relevant to contemporary trends and debates, are key themes. (Not offered 2024-25).

1 to 2 units

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### **PS310 - Conduct of Chinese Foreign Policy**

How does the Chinese government see the world? How does China's domestic political concerns shape their actions on the global stage? How does the U.S. government see China? In what ways, do China and the U.S. misunderstand each other? This class examines key policy issues in Chinese foreign policy, and debates over the meaning of contemporary events, as artifacts of different world-views and understandings of power. (Not offered 2024-25).

1 unit

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### **PS312 - Balkan Politics**

Focuses on Yugoslavia's disintegration in the 1990's and the subsequent international response. Evaluates theories developed in the fields of international relations and comparative politics that purport to explain events. Places specific focus on the interaction of identity and political institutions. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

.5 to 1 unit

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### **PS313 - Comparative Politics: The Middle East and North Africa**

Traces major themes and developments in MENA politics through the 20th and 21st centuries, with an emphasis on better understanding contemporary events. This course takes seriously the complexity of Middle East politics, engaging with both social scientific theory and lived experience. Topics explored include authoritarianism, state capacity, ethnic and sectarian politics, ideology, and nationalism, approached through

case studies, art, fiction, and film. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 to 3 units

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### **PS314 - International Politics of the Middle East and North Africa**

The re-emergence of the Middle East as a regional subsystem in the 20th Century. The role of foreign powers, the rise and decline of Arabism, the Israeli-Palestinian conflict, wars in the Gulf, and the impact of the Islamist movements since 1967. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **PS315 - Elections**

This course considers current elections, with a focus on presidential and congressional races. We will pay particular attention to voting behavior, political parties, and elite messaging.

1 unit

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### **PS317 - The American Founding**

Examines the main characters, events, and ideas of the era of revolution and constitution building. Focuses on the debates over the Federal Constitution and the diplomacy of the early republic. Considers changing views of the Constitution's significance over time. Also listed as History 240. (Not offered 2024-25).

.5 to 2 units

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### **PS318 - The American Presidency**

Examines and evaluates the institution, the politics and policy impact of the American presidency with special emphasis on theories, models and strategies of presidential leadership. (Not offered 2024-25).

1 to 2 units

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### **PS319 - Ideology in the United States**

This course uncovers the paradox of ideology in the United States: while Americans, on average, prefer to call themselves 'conservatives,' they hold mostly liberal policy preferences on cultural and economic matters. By evaluating ideology at both the macro and micro level, this course considers the myriad of forces that shape ideological identification. 1 unit (Not offered 2024-25).

1 unit

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### **PS320 - The United States Congress**

Structure and operation of the United States House of Representatives and the United States Senate. Emphasis on political organization, the committee system, lobby groups, roll-call analysis, and congressional relations with the executive and the bureaucracy. (Not offered 2024-25).

1 unit

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### **PS321 - Public Policymaking**

Forces shaping public policies and decisions; internal politics of the national bureaucracy, the Presidency and Congress. Applies theories of policymaking to such cases as the environment, race and military affairs. Meets the Critical Learning: SHB requirement.

1 unit

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### **PS322 - The Judiciary**

This course examines the function of the courts in the United States as legal and governmental institutions, focusing primarily but not exclusively on the federal judiciary. It begins with the historical development of the trial courts and the adversarial system, and then considers the organization and function of the federal circuit courts and the Supreme Court of the United States. It concludes with an examination of legal reasoning, including the significance of legal sources, the doctrine of precedent, analogical reasoning, and the method and purpose of judicial decision-making. Some of the questions addressed during the course include: Are trials a search for truth? Should courts be concerned primarily with resolving legal disputes or creating legal rules? Are federal judges insulated from political motivations and influences? Is the Supreme Court a legal institution or a political institution? Why do judges follow precedent? What is the relationship between judges and justice? Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PS323 - Subnational Climate Governance**

Examines the role of subnational governments such as states, cities, and provinces in climate change politics, with a particular focus on the role of cities in mitigating and adapting to a changing climate. Investigates how local political actors ranging from business interests to social justice activists shape climate initiatives as well as the relationship between subnational climate policies and higher levels of government. (Not offered 2024-25).

*Prerequisite:* EV/PS 272 or consent of instructor.

1 unit

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### **PS325 - The American Century**

A study of the world involvement of the United States from World War I to the present. Examines themes of rise and decline; isolation and intervention; union and empire; military industrial complex and national security state; domestic influences on foreign policy. (Not offered 2024-25).

1 unit

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### **PS326 - Race and the Judicial Process**

This course explores the role of the courts in the experience of racial minorities in the United States. Primarily, but not exclusively, the course examines the courts' impact on African Americans. Where race is concerned, the courts have figured prominently in some of America's proudest and most shameful moments. Slavery, segregation, affirmative action, political representation, and the criminal justice system are some of the topics addressed. The course considers some of the ways in which certain legal, political and policy debates are defined, informed and constrained by the historical arc of racial inequities in American law and politics. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **PS328 - Philosophy of Law**

This course studies the theory of law. It examines fundamental and recurring subjects of the field, including principally the relationship between law and morality, along with further links between law and justice, power and authority. Some of the questions addressed include: Must valid laws possess some moral value? Are laws the commands of the powerful, or the rules of self-government, or something else? Does law have any legitimate claim to obedience? What is the justification for legal punishment? Students will read the work of canonical and contemporary legal theorists including Austin, Hart, Aquinas, Finnis, Dworkin, MacKinnon, and others. The course also involves applying these theoretical writings to concrete legal disputes and debates, primarily through analysis of constitutional provisions, judicial decisions and legislation.

1 unit

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### **PS329 - Secrecy Surveillance and Democracy**

This course explores the impacts of secrecy and surveillance on the exercise of democracy. How do secrets affect the governed and the state? How does surveillance affect the watcher and the watched? Is informed consent possible in a national security

state? Who defines national security? Who benefits from the definition? How are civil rights safeguarded, and how is privacy redefined? How do secrecy and surveillance, in the digital age influence the practice of journalism and the exercise of citizenship?

1 unit

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### **PS330 - Colloquium in History and Political Science:**

A seminar organized around comparative analysis of a common theme or topic, employing both historical and political science approaches to analysis and research. Designed principally for History/Political Science majors, but others may be admitted with consent of instructor.

*Prerequisite:* HY/PS major or consent of instructor.

1 unit

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### **PS331 - Comparative Politics: China**

This course provides an introduction into China's domestic politics and the challenges faced by its political system. How does the Communist Party rule? What are its sources of authority and power? How do China's Maoist legacies influence its present governance strategies? How is Chinese society shaped by China's political system, and how is the political system shaped by social changes and pressures? Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PS332 - Comparative Law**

This course explores most of the major legal traditions of the world. It considers the concepts, functions and methods of comparative legal study. In doing so, it examines broad and specific distinctions between the common law and civil law traditions, with special emphasis on two common law systems (the United States and the United Kingdom) and two civil law systems (France and Germany). It then explores the EU legal system as an amalgam of these two traditions. This course addresses the relationship between legal systems and legal cultures, the challenge of understanding the mechanisms through which different legal traditions attempt to achieve the sometimes competing political, legal and social goals of order and justice, and it evaluates the purposes that constitutions and courts perform in maintaining the rule of law. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **PS333 - The European Union**

Students acquire the historical background and analytical tools necessary to understand the European Union. Covers EU history, institutions, and contemporary policies. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **PS334 - The U.S. Environmental Movement**

This course examines the politics of environmentalism and environmental activism in the United States. It focuses on the development and transformation of environmentalism as a social movement from its roots in the preservationists of the late 19th century, through the emergence of the modern environmental movement in the mid-twentieth century, up to through the challenges environmentalism has faced from across the political spectrum in the past thirty years. It also examines the principal debates that have divided the environmental movement itself, including the debate between conservationism and reservationism, the relationship between wilderness protection and environmental justice, and debates about the efficacy of the movement's traditional focus on state regulation. Finally, the course investigates the successes and failures of the environmental movement and the challenges and opportunities that mark environmental politics today (Not offered 2024-25).

*Prerequisite:* Political Science 200 or Environmental Program 271 recommended.

1 unit

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### **PS335 - Comparative Politics of Latin America**

An overview of theories of political change and a comparative analysis of the politics of Argentina, Brazil and Chile. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **PS336 - The Cuban Revolution**

This course examines theories of revolution through the lens of the Cuban experience. Special focus on the evolution of the Cuban regime and the evaluation of its performance. Additional topics include the analysis of U.S. policy toward the Castro government. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Political Science 335 or consent of instructor.

1 unit

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### **PS337 - Power and Everyday Life**

How do the spaces in which people live and work shape their identities? How do strategies of agency and resistance interact with contexts of domination? Students will obtain training in ethnographic methods and interviewing techniques. Meets the Critical Perspectives: Global Cultures requirement.

1 unit

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### **PS338 - Language and Power**

In the words of George Orwell, 'political language is designed to make lies sound truthful and murder respectable.' This course examines different uses of language in political life. Why is speaking political? How does language frame reality? We will study cases of political language, including: political discourse of the Third Reich in Nazi Germany, Communist-era propaganda in the Soviet Union, the tweets of President Trump, and more. (Not offered 2024-25).

1 unit

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### **PS339 - The Politics of Sub-Saharan Africa**

Africa's diverse social and geographic landscape offers rich intellectual opportunities for the student of politics. This course broadly seeks two goals: to teach as much information as possible about Africa's politics and to provide a continent-wide theoretical framework. This course satisfies the comparative politics requirement for the Political Science major (Not offered 2024-25).

1 unit

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### **PS340 - Conduct of U.S. Foreign Policy**

The field of International Relations is structured around broad theories that help us explain general outcomes surrounding the distribution of power in the international system. While useful for their intended purposes, these abstract theories are often insufficient for students who are seeking to understand the behaviors of individual states. In order to explain the motivations of particular states as they interact with other actors, we need to turn to more fine-grained analyses of foreign policy. Taking the United States as a case study, this course will explore the factors that influence how a state defines its foreign policy goals and the strategies it employs to execute those goals.

1 unit

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### **PS342 - Intervention, the Drug War and Human Migration: The U.S.-Latin American Relationship**

The U.S.-Latin American Relationship: Explores the evolution of the U.S.- Latin American relationship over the last century. Focuses primarily on overt and covert intervention; the genesis and evolution of the drug war; and, the impacts of human migration. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **PS344 - What is Justice?**

If we claim the mantle of change on behalf of social justice, we would be irresponsible to do so without first asking ourselves: what is justice and why do we care about it? Through careful reflection on what are widely acknowledged to be some of the most radical and thought-provoking philosophical works on the question of justice, we will seek to develop: a rigorous and critical understanding of what we mean by this word; careful reflection on the true character of our aspirations to justice; and a more precise assessment of the degree to which our aspirations can be made effectual, and of what would be necessary to make our hopes for a truly just society come to be.

1 unit

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### **PS348 - Conduct of Russian Foreign Policy**

Investigates competing narratives explaining Russia's patterns of conflict and cooperation with the West. An in-depth empirical study of the historical record enables students to develop an informed, critical analysis of Russian foreign policy. (Not offered 2024-25).

1 unit

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### **PS350 - Theories of the Contemporary International Politics.**

Surveys contending theories of the contemporary global system, with attention to topics such as globalization, U.S. hegemony, regional conflict, the just war, and the environment. (Not offered 2024-25).

*Prerequisite:* Political Science 209, 225 or consent of instructor.

1 unit

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### **PS355 - Authoritarianism**

The vast majority of humans throughout history have lived in undemocratic regimes. What is authoritarianism? How do we define and identify authoritarian regimes? How do they work, and under what circumstances do they collapse? Through case studies,

fiction, memoir, and theory, this course explores authoritarian politics at both macro and micro levels. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **PS356 - Global Environmental Policy**

An interdisciplinary analysis of environmental policy formulation and regulation at the international level. Examines the negative impact of human activity upon complex ecosystems and the 'global commons,' and analyses the efficacy of international regimes, such as the Kyoto Protocol. Debates the linkages between environmental change, prosperity, and conceptualizations of security. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **PS366 - Politics of Global Health**

Analyzes the relationship between domains of public health, global governance and international development. Examines how health, effective governance and poverty alleviation combine to create virtuous spirals that accelerate trajectories of international development. Examines the relationship between health and human rights and effect of health on international security. (Not offered 2024-25).

*Prerequisite:* Political Science 209 or Political Science 225.

1 unit

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### **PS371 - Political Thought from Kant to Nietzsche**

Examination of works fundamental to the development of modern political philosophy, including Kant, Hegel, Marx, Mill and Nietzsche. (Not offered 2024-25).

1 unit

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### **PS372 - Political Thought Since Nietzsche**

Reading of major essays in political thought from Nietzsche to the present including such thinkers as Hannah Arendt, Friedrich Hayek, Pierre Manent, Michael Oakeshott, Leo Strauss and Eric Voegelin. (Not offered 2024-25).

*Prerequisite:* Junior standing or consent of instructor.

1 unit

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### **PS375 - Introduction to International Political Economy**

Examination of classic and modern conceptions of political economy. Emphasis on understanding theory and applying it to explain political and economic outcomes within states and among states in the international arena. Open to declared junior International Political Economy majors, and to others with consent of instructor. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Economics 201.

1 unit

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### **PS377 - Global Politics of Energy and Climate Change**

Explores the effects of fossil fuels, nuclear and various renewable energy technologies on carbon emissions. Investigates the political and technological challenges to climate mitigation and adaptation, examines the projected perils that climate change poses to international security, and analyzes shortcomings in global governance that obstruct coherent solutions to climate change. (Not offered 2024-25).

*Prerequisite:* Political Science 209 or Political Science 225.

1 unit

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### **PS380 - Constitutional Law in United States Politics**

Examines (1) the political and social dynamics and interpretive methods that shape the constitutional decisions of the U. S. Supreme Court, and (2) the political impact of the Court's constitutional decisions and doctrines on political and social conditions. Emphasis given to the shift from judicial concern with governmental structures and powers to the contemporary concern with individual and group rights. 1 unit Meets the Critical Learning: AIM requirement.

*Prerequisite:* consent of instructor or Political Science 200.

1 unit

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### **PS381 - Political Research and Analysis**

This course introduces students to the foundational concepts, questions, and debates in political science research methods. At its core, this course is designed to demonstrate how the choices one makes about research design and methods have significant consequences; the way that we ask research questions (and the choice about which questions to ask), the methodology that we use, and the way that we analyze the data all influence our 'knowledge' about politics and society. (Not offered 2024-25).

1 unit

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### **PS385 - Rousseau Contra Nietzsche**

The writings of Jean-Jacques Rousseau and Friedrich Nietzsche - as penetrating as they are eloquent, as radical in their philosophical explorations as they are revolutionary in their moral and political implications – continue to have a profound influence on our age. Both Rousseau and Nietzsche leveled scathing critiques at emergent modernity and incisively detailed its powerful but corrupting effects on our lives, while painting competing visions of how to ennoble modern values, politics and culture. Yet they seem to do so as polar opposites; indeed, Nietzsche directs his immense rhetorical firepower at Rousseau as a thinker who fostered values - values central to us now - that would only serve to deepen the problems that concern him. Nietzsche's condemnation of Rousseau, however, is the obverse of his high regard for the latter as the originator of one of the most profound alternatives to modernity. The course will seek to enter into this great contest through an attentive reading of a number of Rousseau's and Nietzsche's fundamental texts. (Not offered 2024-25).

1 unit

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### **PS402 - Independent Research in Political Science**

A project normally organized around preparation of a substantial paper. Proposed and carried out at student initiative, under supervision of a department faculty member, in an area in which the student has already completed basic course work. (May also be listed as North American Studies 402 if emphasis is on Canada.)

.5 to 2 units

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### **PS403 - Independent Study:**

1 unit

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### **PS404 - Tutorial in United States Politics**

A directed research project on a topic of the student's choice. The project might involve an extended research paper, empirical research designed to test a hypothesis or describe some phenomena, a theoretical study of a political thinker or institution of government, or some combination of these. 1 unit.

1 unit

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### **PS408 - Tutorial in Political Theory**

May be taught as a block course or as an extended format year-long course.

1 unit

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## **PS410 - Tutorial in International Relations**

1 unit

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## **PS412 - Tutorial in Comparative Politics**

1 unit

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## **PS419 - Seminar in Political Philosophy:**

A semester long intensive study of advanced texts and topics in political philosophy. The seminar takes one of two forms: *Morality of Power*. Examines various accounts and defenses of the human interest in the pursuit of power; what constitutes power; and the relations among power, political rule, and justice. *Philosophy and Politics in Post-modernity*. An introduction to radical changes in philosophic thinking and their potential significance for our understanding of American politics and its principles. This introduction will take place, in part, through a debate with a modern approach to philosophy, politics and morals, including a consideration of its possible connection to Nihilism. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

.5 to 1 unit

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## **PS424 - History-Political Science Thesis**

*Prerequisite:* Consent of both Departments.

2 units

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## **PS450 - Political Science Thesis**

Thesis on a subject chosen by the student with approval from the department. Independent-study format with regular consultation between student and faculty supervisor.

1 unit

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## **PS470 - Tutorial in International Political Economy**

Focuses on the historical development and current role of international institutions and multilateral treaties in the regulation of the world economy and environment, with emphasis on the impact of and challenges presented by globalization. Students write a substantial paper exploring some aspect of this interaction, but have considerable freedom in defining their research agenda.

*Prerequisite:* IPE major or consent of instructor.

1 unit

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### **PS490 - Political Economy Distinction Thesis**

Optional for majors in American Political Economy and International Political Economy, upon application to, and approval of, the departments of Political Science and Economics and Business. (Must be taken in conjunction with Economics 491 for a total of 2 units.)

1 to 2 units

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### **PY100 - Introduction to Psychology: Bases of Behavior**

issues in psychology such as intelligence, development, perception, learning, abnormal behavior, language, and social behavior are explored. Scientific methodology and its application to psychological phenomena are stressed. Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Learning: SA requirement.

1 unit

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### **PY105 - Introduction to Psychological Science**

Examination of psychological phenomena from biobehavioral and sociobehavioral perspectives. Contemporary issues in psychology such as intelligence, development, perception, learning, abnormal behavior, language, and social behavior are explored. Scientific methodology and its application to psychological phenomena are stressed. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* .No Credit if taken after Psychology 100.

1 unit

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### **PY110 - A Critical Inquiry of Mental Illness**

This course will cover the sociological, psychological, religious, and biological contributions to what is called mental illness inside and outside of the United States. Care will be taken to place our current diagnostic system in historical context and to note the Western frame that currently permeates much of the world's attention to mental illness. Select disorders will be chosen to focus on rather than surveying a broad swath of diagnoses, and stigma emanating from medicalization in the West will be addressed. (Not offered 2024-25).

*Prerequisite:* No credit if previously taken as CC First Year Foundations 100.

1 unit

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### **PY112 - Feminist Psychology of Embodiment**

In this course, we will be applying a feminist psychological science lens to the study of the body and the self, asking how is gender embodied and how are bodies gendered? We will pay special attention to examining the ways in which the body is always experienced and evaluated within contexts of power, and will focus particularly on how women's bodies are disproportionately targeted for objectification, commodification, medicalization and exploitation. In addition to readings, we will be interrogating and curating works of art to explore how embodiment is integral to aesthetic experience, can serve to undermine the objectifying gaze, and hence may provide a foundation for feminist political resistance. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

*Prerequisite:* No credit if previously taken as CC First Year Foundations 100.

1 unit

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### **PY116 - Cultural Psychology**

Introduces students to the theories and methods of studying culture and psychology. Focus is on psychological research that links culture to mental processes and the comparative study of cultural effects. Several topics are covered: development and socialization, self and personality, diversity and multicultural ideologies, ethnic and racial identities, bi/multiculturalism and intersectionality, stereotyping and bias, enculturation and acculturation, intergroup contact, motivation, cognition and perception, judgement and decision making, close relationships, emotion and mental health, and morality and justice. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **PY120 - Psychoanalysis and Psychotherapy: Discovering the Unconscious**

Major psychoanalytic perspectives of the late 19th and 20th centuries on the concept of the unconscious in theory, case studies, and fiction. Emphasis on unconscious processes as they relate to the formation of identity. Reading from such authors as Freud, Jung, Klein, Winnicott, Kohut, and Yalom. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **PY123 - Identity and Incarceration: Japanese Americans during WWII**

WWII presented a unique set of social and identity-based challenges for Japanese Americans. We examine the manner in which the events of WWII influenced Japanese American identity. We also examine the perspectives of policy makers and non-



Japanese Americans. The course includes a field trip. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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### **PY130 - Gazing in Italy:**

What does it mean to “gaze?” What can psychological theories and research about emotion expression and empathy tell us about how and what we see in works of art such as frescoes, paintings, portraiture and sculpture? How is our appreciation of art embodied? How do expressive features in art works of the Renaissance tell a story about the emergence of individuality? How are genders depicted differently in such art works, and how do socio-cultural norms, values and beliefs about gender influence how we see the faces, bodies and emotions of others portrayed in art? How does our “gazing” itself proscribe and police the faces, bodies and emotions we see depicted in art and the real humans we see in the world? These are the questions that will guide our studies in both a classroom and in the “laboratory” of the museums, chapels, galleries, gardens and squares of Florence, Italy. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: CP requirement.

1 unit

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### **PY135 - Introduction to Behavioral Game Theory**

Whenever people make decisions that depend upon what others do or are expected to do, they are playing games. Game theory explores how people should play games in order to achieve the best outcome. However, failing to employ an optimal strategy can reveal a great deal about the psychological processes involved in decision making. This course offers an introduction to game theory and explores why people fail to make optimal decisions. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. Meets the Critical Learning: FRL requirement. (Not offered 2024-25).

1 unit

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### **PY160 - Women & Madness**

What does it mean to be 'mad'? Is madness in the eyes of the beholder? This course examines the concept of madness as it has been applied to women from historical, psychological, social, and feminist perspectives. Our goal will be to critically examine the diagnostic criteria used by the psychiatric community and popular culture to define deviance. Using case material, we will investigate the 'logic' of madness, asking to what extent madness might be a reasonable response to unreasonable conditions? The course will include a careful consideration of the rising use of psychopharmacology, particularly in the treatment of depression in women. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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**PY178 - Topics in Psychology:**

Introduction to a problem of classic or contemporary interest covering source material in depth, and stressing history, theory and method.

1 unit

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**PY182 - The Psychology of Prejudice and Intergroup Relationships**

What are racism and sexism? Why are people prejudiced? What can be done to improve the strained relationship between groups? This course will introduce students to various frameworks for understanding prejudice, intergroup perception/relations, and the management of conflict between social groups. Students will examine case studies, psychology theories, and will think about their own perceptions of and interactions with people from different social groups. Students will also reflect on the notions of multiculturalism and social justice. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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**PY183 - Psychology of Environmental Conservation**

Introduction to how psychological processes influence behaviors that help or hurt the environment, and how psychology can help encourage environmental conservation. Readings will be drawn from all areas of psychology. Investigates psychological theories relevant to environmental conservation and how to design research-based interventions to promote conservation. (Not offered 2024-25).

.5 unit

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**PY205 - Introduction to Methods and Statistics ('Methods I')**

This course introduces students to the common methods used in psychological science, as well as the statistical, written, and graphical tools for appropriately conveying research in psychological science. Topics covered include critical thinking in evaluating quality of information, the process of scientific inquiry in psychology, ethics of research with both human and non-human animals, basic issues in measurement, reliability and validity, inferential statistical thinking, and the American Psychological Association's stylistic conventions for writing about and presenting empirical research.

*Prerequisite:* Psychology 100 or Psychology 105.

1 unit

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### **PY251 - Psychological Investigations:**

Research in an area supervised by a faculty member. The project may be a review of the literature or a research apprenticeship with a faculty member.

*Prerequisite:* consent of instructor & Psychology 100 or 105.

1 unit

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### **PY252 - Psychological Investigations**

Research in an area supervised by a faculty member and completed in its entirety in a single block. The project may be a review of the literature, a research apprenticeship with a faculty member that may include participant runs, data analysis or lab work, or a directed field study.

*Prerequisite:* consent of instructor & Psychology 251.

1 unit

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### **PY253 - Psychological Investigations**

Research in an area supervised by a faculty member and completed in its entirety in a single block. The project may be a review of the literature, a research apprenticeship with a faculty member that may include participant runs, data analysis or lab work, or a directed field study.

*Prerequisite:* consent of instructor & Psychology 252.

1 unit

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### **PY260 - Positive Psychology**

What is happiness? Do we really know what will make us happy? This course will introduce students to the science of positive psychology, which encompasses the study of positive experiences, character strengths, relationships, institutions and practices that facilitate well-being. We will address questions of how meaning, compassion, fulfillment and resilience relate to happiness and living a satisfying life. We will learn about the basic areas of theory and research in positive psychology and the methods that researchers use to study happiness. We will discuss how the scientific findings related to happiness can be put into practice to allow us to live a happier and more fulfilling life. Finally, we will also discuss how to apply these findings beyond our own lives to enable our communities to flourish.

*Prerequisite:* Psychology 100 or Psychology 105.

1 unit

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## **PY270 - Educational Psychology: The Science and Art of Teaching**

Explores the intersection of developmental psychology and learning theories from early childhood through adolescence. Across the course, the focus is on understanding how development milestones facilitate learning and what teachers can do to cultivate students' skills and identities as learners. Drawing from contemporary works in cognitive and social development, special education, and the learning sciences, this course connects theory to educational practice both in and out of formal classrooms. It is strongly recommended students take this course after ED260 or equivalent research methods course.

*Prerequisite:* Education 101 and one of the following; Education 210 or Education 211, or Education 218, or Education 222, or Education 225, or Education 235, or Education 255.

1 unit

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## **PY281 - Personality**

This course will be an in-depth exploration into the lives and theories of a number of influential personality theorists. We will cover several theories from their earliest versions, through changes and modifications with time and research, in order to explore the process of theory-building with respect to understanding people. We will also delve into a number of scientific controversies surrounding personality. For example, what units shall be used to measure personality? Are humans more the product of their dispositions or of the situations in which they find themselves? Is the concept of the self useful and necessary? What is the unconscious? Why do or don't people change?

*Prerequisite:* Psychology 100 or Psychology 105.

1 unit

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## **PY283 - Industrial and Organizational Psychology**

This course provides an introduction to Industrial and Organizational Psychology, the psychological study of human experience and performance in the workplace. Topics include personnel selection, performance appraisal, professional mentoring, assessment validity, motivation and attitudes, leadership, etc. An important objective of this course is to use an anti-racist approach to understand workplace and organizational dynamics so as to contribute to building future workplaces that are equitable and just. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

*Prerequisite:* Psychology 100 or Psychology 105.

1 unit

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## **PY296 - Functional Neuroscience**

An introduction to the neural bases of behavior, cognition, and emotion. Focus is on neurofunctional systems involved in information processing, plasticity, endocrine regulation, sensation and perception, learning and memory, motivation, and motor systems. Cannot be taken after PY299. (Not offered 2024-25).

*Prerequisite:* Psychology 100 or Psychology 105 or Molecular Biology 131 or consent of instructor. May not count toward major requirements if taken after passing Psychology 299.

1 unit

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## **PY299 - Neuroscience**

An in-depth exploration of neuroanatomy, neurophysiology, and neuropharmacology. The neural substrates and functional underpinnings of processes such as sensation, movement, emotion, memory, and (sub)cortical processing are examined.

*Prerequisite:* Psychology 100 or Psychology 105, or Molecular Biology 131, or consent of instructor.

1 or 2 units

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## **PY300 - Topical Issues in Psychology:**

Provides students with the opportunity to explore topical areas of psychology in depth, study the current literature, and conduct empirical research.

*Prerequisite:* Psychology 205.

1 unit

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## **PY301 - Advanced Methods and Statistics: Mechanisms and Interactions**

Mediation (identifying mechanisms) and moderation (identifying interaction effects) allow us to determine why, when, and how an effect occurs. In this course, we will explore the theoretical and computational issues that underlie mediation and moderation analyses. We will also combine these two approaches and consider more advanced modeling techniques, such as conditional process analysis (moderated mediation).

*Prerequisite:* Psychology 205.

1 unit

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## **PY305 - Topics in Advanced Methods and Statistics ('MethodsII'):**

Building on the statistical skills developed in PY205, students will explore more advanced statistical techniques. Each section of PY305 will emphasize different areas

of statistics and may use different software, so check the department website for more details on each section. Example topics include: Statistical Analyses with R, Experimental Designs using ANOVA, and Mechanisms and Interactions. In all sections, students will design, conduct, and write up their own study.

*Prerequisite:* Psychology 205.

1 unit

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### **PY318 - Topical Issues in Neuroscience**

This half-block course provides students with the opportunity to explore topical areas of neuroscience through current publications. These readings will consist of recent trade books, review articles, journal articles, and/or neuroscience information in the popular press. The course will be conducted in a seminar format with heavy emphasis on discussion of the relevant readings. May be repeated multiple times for credit. (Half block) 0. (Not offered 2024-25).

*Prerequisite:* Psychology 299. Does NOT count toward Neuroscience major.

.5 unit

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### **PY321 - Perception**

A research-based analysis of perceptual processes associated with vision, audition, somatosensory, and the integration of these senses. Emphasis will be placed on psychophysical methods and experimental techniques used to investigate sensation and perception. Lecture, discussion and laboratory. (Not offered 2024-25).

*Prerequisite:* Psychology 205 or consent of instructor.

1 unit

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### **PY332 - Learning & Adaptive Behavior**

Functional relations between animal and environment that defines learning. The course emphasizes the significance of behavior and plasticity in adaptation and concentrates on learning and how evolutionary processes affect learning. Experimental work involves a range of animals. Lecture, discussion and laboratory.

*Prerequisite:* Psychology 205 or consent of instructor.

1 unit

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### **PY344 - Cognition**

The process of knowing explored from an empirical perspective. Topics include remembering, thinking, categorizing, meaning, representing, problem solving, imaging, sensing, perceiving and acting. The course has a significant laboratory component of original research using human subjects.

*Prerequisite:* Psychology 205.

1 unit

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### **PY362 - Abnormal Psychology**

Surveys major psychological disorders as scientific as well as sociocultural constructs. Prevalence, assessment, causal factors, treatment approaches, and the legal and ethical implications of 'abnormality' are addressed.

*Prerequisite:* Psychology 100 or Psychology 105, and Psychology 205.

1 unit

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### **PY363 - Science and Pseudoscience in Clinical Psychology**

An investigation into the efficacy claims of controversial assessment techniques, diagnoses, and forms of psychotherapy. Assessment of whether claims are empirically supported according to scientific as well as legal standards of evidence. The Commercialization of mental health treatments will also be addressed. (Not offered 2024-25).

*Prerequisite:* Psychology 100 or Psychology 105.

.5 unit

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### **PY364 - Emotion**

An in-depth exploration of the psychological science of emotion, examining theoretical, philosophical, and empirical research on the nature of emotional experience, expression, and biopsychosocial construction.

*Prerequisite:* Psychology 205 or consent of instructor.

1 unit

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### **PY374 - Lifespan Developmental Psychology**

A research-based analysis of perspectives, issues, and influences on human development from conception to death. Content areas to be examined include aspects of cognitive, social-emotional, and physical development. Course combines lecture, discussion and laboratory work.

*Prerequisite:* Psychology 205.

1 unit

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### **PY382 - Social Psychology**

Social psychology is the scientific study of the way people think, feel, and behave in social situations. Topics include attitudes and persuasion, conformity and obedience, social cognition, aggression, prejudice, self-justification, and attraction, with emphasis on critical thinking about integrating theory, research, and everyday situations. (Not offered 2024-25).

*Prerequisite:* Psychology 205 or consent of instructor.

1 unit

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### **PY408 - Topical Seminar:**

For advanced students to do intensive study in a special area of current faculty interest.

*Prerequisite:* Psychology 202 or Psychology 205.

1 unit

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### **PY412 - Human Neuropsychology**

An in-depth consideration of the functional organization of the human central nervous system. General topics explored include neurology (e. g., language, spatial memory, sensorimotor, and emotional disorders), brain imaging techniques, and neuropsychological assessment. Field experience with brain-damaged/impaired individuals.

*Prerequisite:* Psychology 205 and Psychology 296 or Psychology 299.

1 unit

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### **PY413 - Developmental Psychopathology**

An empirically-based survey of the prevalence, etiology, course and treatment of child and adolescent psychological disorders. Biological and sociocultural aspects of psychopathology are addressed and ethical implications of common treatment strategies are discussed.

*Prerequisite:* Psychology 374 or Psychology 362, or consent of instructor.

1 unit

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### **PY419 - Neuroscience Methods**

Introduction to basic neuroscience laboratory and research methodology. Students will gain experience in nonhuman behavioral analyses, drug administration, and perfusion techniques; tissue preparation, histology, and sectioning; quantitative neuromorphology and stereology techniques. (Not offered 2024-25).



*Prerequisite:* Psychology 205, Psychology 299, and consent of instructor.

1 unit

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### **PY423 - Psychology of Morality and Conflict**

This course will examine questions of morality, moral behavior and conflict in humans and non-humans from a wide variety of angles within psychology. We will place special emphasis on social psychology's efforts to unravel the causes and consequences of 'evil.' Finally, we will conduct an in-depth analysis of a current area of moral and political conflict - capital punishment, abortion, global sustainability, etc. - in an effort to apply the lessons learned from psychology to its resolution. (Not offered 2024-25).

*Prerequisite:* Psychology 205, 281 or 309.

1 unit

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### **PY426 - Sport Psychology**

An exploration of psychological variables that impact sport participation and behavior in sport settings. Applied, experimental, and clinical aspects of sport psychology are covered in a discussion-based format. Specific topics, which originate from core psychological principles, include but are not limited to sport-related motivation, superstition, and anxiety, the use of imagery and drugs, and how age, gender, race, and spectators impact sport. (Not offered 2024-25).

*Prerequisite:* Psychology 205, 3 core courses in PY.

1 unit

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### **PY430 - Adolescence**

Is 'storm and stress' a normal part of adolescence? Is adolescence a discrete developmental stage or a social construction? This course examines the adolescent experience from theoretical, empirical, cross-cultural, and biographical perspectives. A case analysis approach is used to examine the implications of cognitive, socio-emotional and physical changes that occur during adolescence. The course investigates the nature of the adolescent passage in its typical and atypical forms and examines socio-cultural factors that contribute to healthy or maladaptive adolescent development.

*Prerequisite:* Psychology 362 or Psychology 374 or consent of instructor.

1 unit

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### **PY433 - Neuropharmacology**

Neuroscience is based on the premise that thoughts, sensations and actions are, at some level, encoded in chemical and electrical signals. This course explores central nervous system pharmacology at multiple levels, including the cellular and

molecular bases of neurochemical signaling and its modulation, mechanisms of action of pharmacological agents on neurotransmitter system dynamics, and foundations of behavioral pharmacology. Having covered these fundamentals, the course explores current topics, including cellular models of learning and memory, pharmacology of neurological diseases and their treatment, and drug abuse and dependence.

*Prerequisite:* Psychology 205 and Psychology 299.

1 unit

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### **PY435 - Behavioral Game Theory**

Game Theory is used in a variety of fields to explore how people (and other animals) should make decisions when the actions of others are involved in the outcome. Game theory can tell us the optimal solution in these kinds of interactions. However, failing to employ an optimal strategy can reveal a great deal about the psychological processes involved in decision making. This course offers an introduction to game theory and explores why organisms fail to make optimal decisions. Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement. (Not offered 2024-25).

*Prerequisite:* Psychology 205, and either 332 or 344.

1 unit

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### **PY437 - Evolutionary Psychology**

This course explores the impact of natural selection on human and animal behavior. It begins with an overview of evolutionary processes and covers such topics as: emotion, morality, mate selection, learning, altruism, parent-offspring interaction, ownership and irrationality. The course focuses on primary reading from Darwin through contemporary scholarship in biology and psychology. Critiques of this approach are also discussed.

*Prerequisite:* Psychology 205, 3 core courses in Psychology, or consent of instructor.

1 unit

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### **PY451 - Final Project:**

In depth exploration of a particular topic under the supervision of a faculty member. A final project may take several forms: (a) supervised independent research leading to a publishable paper, (b) a review of the literature to address a particular issue, or (c) directed field study.

*Prerequisite:* consent of instructor & Psychology 305.

1 unit

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### **PY452 - Final Project:**

In depth exploration of a particular topic under the supervision of a faculty member. A final project may take several forms: (a) supervised independent research leading to a publishable paper, (b) a review of the literature to address a particular issue, or (c) directed field study.

*Prerequisite:* consent of instructor & Psychology 205.

1 unit

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### **PY453 - Final Project**

In depth exploration of a particular topic under the supervision of a faculty member. A final project may take several forms: (a) supervised independent research leading to a publishable paper, (b) a review of the literature to address a particular issue, or (c) directed field study.

*Prerequisite:* consent of instructor & Psychology 205.

1 unit

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### **RE101 - Introduction to Religion**

An introduction to the contemporary study of religion as a social and symbolic system. An examination of religious experience and convictions and their expression in symbol, ritual, myth, theology, ethics and community. Meets the Critical Learning: AIM requirement.

1 unit

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### **RE110 - The Bible: Myth and History**

Examines Jewish and Christian scriptures, with a focus on their ancient Near Eastern, Hellenistic, and Roman contexts. Surveys the Bible's broad range of literary genres, including myth, historical narrative, law, prophecy, poetry, biography, and apocalypse. Explores the relationship between the Hebrew Bible and the New Testament, with special attention to resonances of Jewish prophetic and apocalyptic traditions in the latter. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **RE120 - Judaism**

An introduction to the traditions, practices, and beliefs of Judaism as it has changed from biblical foundations to the transformations of the post-biblical period, to the creative flowering of rabbinic Judaism through the medieval and modern periods. This course

will explore Judaism's origins and the questions it faces in the future. (Not offered 2024-25).

1 unit

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### **RE130 - Christianity**

An introduction to Christianity as an object of intellectual inquiry. Attention to Christianity's internal diversities from first-century Palestine to the present; disputes over its boundaries and how 'it' should relate with its 'others'; complicity with and resistance to structures of power; literary and artistic expressions; role in shaping Western modernity; and contemporary growth in Latin America, Africa, and Asia.

1 unit

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### **RE140 - The Worlds of Islam**

An historical and thematic introduction to Islamic traditions from the seventh century CE to the present day, focusing on fundamental texts and practices. Topics include the Abrahamic context of Islam, the Prophet Muhammad, the Qur'an, the rise of sectarian movements (Shi'a and Sunni), ritual and pilgrimage, Islamic law, Sufism, women in Islam, the challenges of modernity, and Islam in America. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **RE160 - Expressions of Hinduism: Text, Image, Ritual**

A historical and thematic introduction to Hindu traditions from ancient India to the present day, focusing on classic texts, iconography, and popular rituals. Topics include the Upanishads and the rise of Buddhism, the Sanskrit epics (Mahabharata and Ramayana), Yoga, Indian art and music, devotional movements and poetry, and the ethical system and social hierarchy encompassed by Dharma. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement.

1 unit

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### **RE170 - Buddhism**

An introduction to the life and times of the Buddha, his basic teachings and central monastic and lay practices. Emphases include key elements in the development of Buddhist philosophy, the purposes and styles of meditation, and theory and practice in Zen and Tibetan Buddhism. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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## **RE172 - Asian Buddha, American Buddha**

This introduction considers the diverse traditions of Buddhism, drawing comparisons between centuries of developments in Asia and recent advancements in the West, particularly in the U.S., over the past century. The focus is twofold: (1) exploring the 5th century BCE life of Buddha, core teachings and practices, the dynamic relationship between monastic and lay communities, and the historical growth of Buddhism across Asia; and (2) examining early Western portrayals of Buddhism, the global spread of Buddhism beyond Asia, and the prominent patterns and issues associated with Buddhism's growth in the U.S., including aspects of commercialization. Meets the Critical Learning: AIM requirement.

1 unit

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## **RE200 - Topics in Religion**

Study of a topic in religious studies, drawing material from two or more religious traditions, examining different interpretive approaches within a tradition, or comparing patterns of the formation of religious identity or institutions in various traditions.

1 unit

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## **RE201 - Listening to Country: Learning in Aboriginal Australia**

(Summer only 2024-25).

*Prerequisite:* Program Fee: \$2,900.

1 unit

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## **RE202 - Colonialism and Religion**

Religion has been central to the project of modern colonialism. Everywhere European conquerors went, they justified colonial rule in the name of Christianity, sponsored missionary projects of conversion, and regulated the traditions and practices of the colonized. Indeed, some scholars have argued that modern conceptions of religion (and its cognate, world religions) emerged out of colonial conquests. This course explores the constitutive relationship between colonialism and religion. Two broad questions will inform our inquiry: How did the colonial encounter shape modern knowledge of religion? How did colonial technologies of rule (law, education, the census, surveillance, welfare) effect transformations in the religious beliefs, traditions, and practices of both the colonizer and the colonized? Our readings will include materials from various modern empires in the Americas, Asia, Africa, and the Middle East. We will explore how religion was constitutive of modern colonialism; how religion relates to other sites of social power including race, gender, and nation, and how religion has informed resistance to colonialism. Themes for the course may include religious conversion and freedom of religion, religious institutions and reforms, textuality and interpretation, ritual and

material cultures, and legal reforms and regulation. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **RE203 - Mysticism**

Across diverse cultures and historical epochs, individuals have asserted a profound 'mystical' connection to reality. In this context, mystics claim an intimate familiarity with an alternative reality or profess the ability to discern reality from mere appearance. This course focuses on exploring a broad spectrum of mystics, extending from Classical to late ancient Greeks, early to medieval Christians, Muslims, and Jews. Additionally, we will engage with contemporary mystics associated with these traditions, emphasizing that mysticism is not confined to the past. Meets the Equity and Power: EPG requirement.

1 unit

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### **RE204 - Readings in Religion:**

Directed readings and research in comparative study of religious traditions or in different interpretive approaches within a tradition. Courses under this rubric will not be counted toward fulfillment of distribution requirements of the major or minor in Religion. Prerequisite: Consent of instructor.

*Prerequisite:* consent of instructor.

.5 to 1 unit

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### **RE205 - Gnosticism**

An examination of the contested category known as 'gnosticism,' the texts found at Nag Hammadi, and the challenges posed by this material to our expectations as we attempt to understand developments in what became orthodox Christianity. (Not offered 2024-25).

1 unit

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### **RE206 - Gender and Sexuality in Biblical Traditions**

Study of early Jewish and Christian texts that reflect and construct varied notions of gender and sexuality in their ancient Near Eastern and Greco-Roman contexts. Considers a range of roles and expectations for women as well as men. Attentive to symbolic femininity in the literary tradition, biblical perspectives on sexuality and marriage, and related use of the Bible in modern religious and political debates. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement.

1 unit

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### **RE207 - Politics, Religion and the Secular**

Since the Enlightenment, philosophers and historians have argued that individual freedom and autonomy depend upon the confinement of religious beliefs and practices to the private sphere. On their view, the spread and entrenchment of institutions of modernity would result in the decline of religion as an active moral and political force. These modern ways of thinking assume that there are discrete entities called religion and the secular; where the latter is conceived as the arena of activities such as politics, economics and science in which religion has no place. In this seminar, we will examine the phenomena of religion and the secular and their place in the modern world through close readings of historical, sociological, philosophical and anthropological works that address the question of religion and its relationship to politics in diverse contexts such as the Middle East, South Asia, Europe and the United States. Our aim will be to acquire an understanding of the variety of ways in which the relationship between religion and politics is configured and debated and to complicate our understanding of key concepts and problems such as modernity, progress, freedom, citizenship and belonging, religious difference, toleration, and the question of religious minorities. Meets the Equity and Power: EPG requirement.

1 unit

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### **RE208 - Religion and Ritual**

Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **RE209 - Sociology of Religion**

The study of the social organization and function of religion with emphasis on its interaction with other ideas, social structures, and processes. Consideration of major theorists (Durkheim, Weber, Troeltsch) will be integrated with contemporary socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relations between religion and race, class, and gender. (No credit if taken after SO114.) (Not offered 2024-25).

*Prerequisite:* Any 100-level Sociology or Religion course or consent of instructor.

1 unit

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### **RE210 - Religion, Violence, and Non-Violence**

In popular media, religion and violence are often portrayed as deeply implicated in one another, with religion depicted as a cause of violence. There is no question that religious texts not only depict violent acts but also may be read to condone them. At the

same time, there is a growing body of scholarly literature that contests a simple cause-and-effect relation between the two. Drawing upon a wide variety of literature, film, historical, and scholarly reflection, this course introduces students to the claims and counterclaims in current circulation about the relation between religion and violence. In addition, it recognizes and interrogates the historical role that religion has played in promoting practices of non-violence. Studying religion's relationship to acts of violence and practices of non-violence equips students to think critically about issues that have become emblematic of our time. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **RE213 - Apocalypse**

A study of the genre of apocalypse, looking for common themes that characterize this popular and esoteric form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from early Jewish and Christian traditions. We will use an analytical perspective to explore the social functions of apocalyptic, and ask why this form has been so persistent and influential. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **RE215 - Excavating Israel: The Archaeology of Ancient Judaism and Christianity**

Participation in archaeological excavations in Israel. Field experience includes training in essential methods and theories of archaeology. Examination of early Judaism and Christian origins as well as the regional history, culture, and politics during the Hellenistic and Roman periods. Excursions to significant sites, including Jerusalem. Attention to the benefits and challenges of correlating ancient literary sources with the archaeological record. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **RE224 - Jewish Music**

This interdisciplinary course traces the many musical traditions of the Jewish world communities in a journey from Temple singing and desert ceremonies in biblical times, through music of Mendelssohn, Mahler, and Schoenberg, to works of individuals such as Gershwin, Copland, Berlin, and Bernstein. Included will be a comparative study of the three major religions of the Western world exploring their respective voices and musical interaction. Sociology, literature, religion, and history, as well as issues of ethnicity, anti-Semitism, cultural identities, social justice, and equality will be explored in depth throughout the course. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit



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### **RE231 - Philosophy of Religion**

An examination of critical questions philosophers raise about religious claims and a consideration of how religious thinkers respond to those criticisms. Topics of discussion include religious experience, arguments for God, problem of evil, ideas of immortality. Meets the Critical Learning: AIM requirement.

1 unit

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### **RE243 - Islam in the Americas**

Examines the historical role that varieties of Islam have played in North America as well as in the Caribbean and South America. Topics include: the trans-Atlantic slave trade that brought West African Muslims to North and South America; slave religion in the antebellum South; the complicated role that Islam has played in African-American identity and that race and religion have played in White (Euro-American) conceptions of Islam in the U.S. and abroad; Black Nationalist critiques of Christianity; and issues of race, ethnicity, socio-economic class, and religion affecting immigrant Muslim communities in the U.S. since 1965, May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RE251 - Queer(ing) Religious Thought: An Introduction to Queer Studies in Religion**

Explores the growing field of queer studies in religion. Students will explore how queerness is always and already present within the sacred texts of religious communities (giving special attention to the Hebrew and Christian scriptures). Students will explore ways in which queer persons queer traditional interpretations of sacred texts, disrupting and reimagining figures and teachings within varying religious faiths, and the discourse of queer theology, a field of study that brings queer studies to bear on Christian theological thought and claims. This course will introduce students to the ongoing discussion of how queer modes of being might be conceived as “religious” and spiritual in and of themselves. Meets the Equity and Power: EPUS requirement.

1 unit

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### **RE252 - Gods, Buddhas, Gurus & Other Masculine Superheroes**

Masculine superheroes have always been popular. Whether in biographies of the Buddha and later stories about Buddhist monks; whether in the ascetic traditions of yoga, or in the popular Puranas with stories of beloved Hindu gods; or in the lives of modern-day global gurus and superstars in film -- the leading man has been carefully fashioned to represent purity, beauty, virility, authority, and power. Exploring texts and traditions from South Asia and beyond, this course examines popular ideologies

that masculinize divinity, divinize masculinity, and thus marginalize women and non-masculine others Meets the Equity and Power: EPG requirement.

1 unit

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### **RE261 - Women, Demons, Deities & Other Dangerous Fantasies**

An examination of gender and power in Hindu traditions, through an in-depth study of divine figures or historical women identified with goddesses, such as S##, R#dh#, and K##, or medieval saints and contemporary global gurus. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **RE281 - Zen and Daoist Poetry of Asia**

The premodern poetic traditions of China and Japan focusing on Daoist, Buddhist, and Shinto influences. This course explores connections between poetry, meditation, painting, spirituality, and the natural world. Students will study individual poet's lives and historical contexts and will examine the impact of Zen aesthetics on haiku expression. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **RE291 - Black Religion in America**

Studies in the religious life of African-Americans from the 17th century to the present. Particular attention to religious organizations, theological formulations and experiential patterns of Black Americans and the relationship of those phenomena to American religious life in general. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RE292 - James Baldwin & Religion**

An introduction to James Baldwin's literature and his robust engagement of religious themes throughout his literary corpus. Students will explore the autobiographically inspired religious and theological questions which often serve as the foundation for Baldwin's complex understanding/critique of the socio-political realities of race, sexuality, and gender in the United States. This course also considers the ways in which Baldwin "queers" Christian theological language and symbols in putting forth his own unique post-Christian religious vision. Meets the Equity and Power: EPUS requirement.

1 unit

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### **RE300 - Topics in Religion:**

(Not offered 2024-25).

1 unit

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### **RE301 - Tutorial**

This course provides an individualized research and reading block, offering students the opportunity to examine a specific facet of religion in depth and in close collaboration with a faculty adviser. Required of all Religion majors and minors, this block ensures a focused and personalized experience in religious studies.

*Prerequisite:* Religion 101 and declared religion major or minor.

1 unit

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### **RE302 - Seminar in Theory & Method**

Investigation of theories of the origin and function of religion and of academic methods of religious studies through close reading of classic and contemporary texts. (Not offered 2024-25).

*Prerequisite:* Declared junior & senior majors.

.5 to 1 unit

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### **RE305 - Making and Faking Scriptures**

Explores how ancient Jewish and Christian writings came to be valued as sacred scriptures. "Making" encompasses the physical production and transmission of ancient texts (authorship, sources, material aspects, scribal activity, and circulation) as well as assertions of scriptural authority and related processes of canonization. "Faking" involves alleged forgeries, both ancient and modern, as well as intentional alterations to scriptural texts. *Prerequisite:* Any biblical studies based RE course or Consent of Instructor. Meets the Critical Learning: HP requirement. (Not offered 2024-25).

1 unit

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### **RE345 - The Dervish Diaries**

Selected readings in Islamic literature in translation. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 140.

1 unit

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**RE346 - The Qur'an**

The Qur'an in its historical and literary context. Students engage the text in translation but develop a technical vocabulary in transliterated Qur'anic Arabic; those who have prior experience with Arabic language are encouraged to develop their skills with the printed text of the Arabic Qur'an. Meets the Critical Learning: AIM requirement.

1 unit

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**RE352 - Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia**

Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient vedic literature, or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of yoga, the popular puranas, or the lives of modern-day saints -- the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or Religion 170 or consent of instructor.

1 unit

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**RE357 - Women in Hinduism and Buddhism**

An exploration of constructions of gender and the status of women in Hinduism and Buddhism, with primary focus on normative developments in ancient and medieval India and the impact of this formative history on the lives of contemporary women. Readings from primary and secondary materials, with attention to both ideology and practice. (Also listed as Asian Studies 257 and Feminist & Gender Studies 257.) (Offered in alternate years.) May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or 170 or consent of instructor.

1 unit

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**RE362 - Bhakti: Devotion in South Asia**

A study of diverse Hindu devotional movements from classical and medieval periods. Primary readings include poetry by both men and women, devotees of Vishnu, Krishna, Shiva, Rama, and the Great Goddess. Critical articles help situate the devotees and their songs in cultural context. (Offered in alternate years.) Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 160 or consent of instructor.

1 unit

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### **RE371 - Seminar in Buddhist Practice**

An in-depth look at either a particular practice tradition within Buddhism, such as Zen or Tantric meditation, or on a theme central to various traditions, such as devotional elements, artistic representations, ritual, visualization, and so on. (Offered in alternate years.) Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

*Prerequisite:* Religion 170 or consent of instructor.

1 unit

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### **RE372 - Seminar in Buddhist Philosophy**

An in-depth treatment of important themes, or textual traditions, in the history of Buddhist thought. Examples might include topics such as karma, death and rebirth, compassion, or possibly a body of writings from a particular author or Buddhist school. (Also listed as Asian Studies 372.) (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (Offered in alternate years.) Prerequisite: RE 170 or COI. 1 unit - Gardiner. Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

*Prerequisite:* Religion 170 or consent of instructor.

1 unit

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### **RE392 - Religion & Race in the Modern World**

Explores the intersections of race and religion in the modern world, alongside a brief examination of possible racialization in the medieval period. As contemporary theorists of race and religion have demonstrated, religion serves as a means of racializing various human groupings, producing understandings of “peoplehood” with the goal of categorizing and marginalizing particular communities within the social body. This course exposes students to competing definitions of race and the ways in which race and religion co-constitute one another both historically and contemporarily. Diverse historical and cultural moments will be examined, including but not limited to, European colonial expansion, transatlantic slavery, nineteenth-century U.S. American understandings of race in relation to the Bible, and the racialization of Islam in contemporary U.S. culture and politics. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Race, Ethnicity, and Migration 185, Race, Ethnicity, and Migration 212, or relevant coursework in RE or RM, with consent of instructor.

1 unit

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### **RE404 - Readings in Religion:**

Directed readings and research for advanced students. Prerequisite: Consent of instructor. 1 unit - department.

*Prerequisite:* consent of instructor.

1 unit

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### **RE406 - Senior Thesis**

An independent block of thesis composition and revision. Offered in the Spring.

*Prerequisite:* consent of instructor & Religion 405.

1 unit

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### **RE407 - Senior Research Paper**

An independent block of research paper composition and revision. Offered in the Spring.

1 unit

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### **RM104 - World Music**

Surveys the musical cultures of the world in their social, historical, and theoretical contexts; develops comprehension of the essential philosophies and aesthetics of the music studied and the ability to identify, describe, and discuss various musical styles, compositional forms, and techniques through listening and performance exercises; emphasizes an interdisciplinary approach. (Not offered 2024-25).

1 to 2 units

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### **RM113 - Racial Inequality**

The study of race as a dimension of inequality in the United States, Western Europe, Africa and Latin America. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. (No credit if taken after SO/CS233). Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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### **RM116 - Global Inequality**

This course introduces the global roots and dimensions of recent social change emphasizing development as a transnational project designed to integrate the world. Economic and political globalization and the powerful counter-movements responding to

rising inequality in the global south are explored during the course. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **RM120 - The American Past**

Two block course that introduces the full sweep of American History from its pre-contact, 'New World' beginnings to the recent past. Students will experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaptation complexities of ethnicity and immigration; movement; the success and failures of republican ideology, capitalism, individualism and community; and the formation of American cultures. (Not offered 2024-25).

2 units

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### **RM130 - World Music Ensemble: Mariachi Tigre**

(Not offered 2024-25).

.25 unit

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### **RM175 - The American Southwest: The Heritage and the Variety**

An interdisciplinary and intercultural introduction to the heritage of the American Southwest: its histories, its peoples, its cultures, its conflicting ethnic demands and common social problems. Through the use of a variety of anthropological, historical, and literary materials, the seminar examines the major Southwestern cultures in isolation and in relation to one another. No prerequisites. (Not offered 2024-25).

1 unit

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### **RM182 - Prejudice and Intergroup Relations**

What are racism and sexism? Why are people prejudiced? What can be done to improve the strained relationship between groups? This course will introduce students to various frameworks for understanding prejudice, intergroup perception/relations, and the management of conflict between social groups. Students will examine case studies, psychology theories, and will think about their own perceptions of and interactions with people from different social groups. Students will also reflect on the notions of multiculturalism and social justice. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **RM183 - Community Organizations in the Southwest**

(Not offered 2024-25).

.5 unit

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### **RM185 - Introduction to the Comparative Study of Race and Ethnicity**

Examines those social forces, both historical and contemporary, that have brought about racial and ethnic 'diversity' and 'difference' in the U.S. Attention to the histories and experiences of Native Peoples, African Americans, Latinos and Asian Americans. Taking a comparative approach, it puts into focus the shared histories of racialization among these groups without losing sight of asymmetrical relations of power informing these histories. The course sheds light on the ways these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **RM200 - Topics in Race, Ethnicity, and Migration Studies:**

Selected topics in the critical study of race and ethnicity. May be taught as block or half-block course.

.5 or 1 unit

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### **RM205 - Language and Culture**

An introduction to linguistic anthropology. Examines the interconnectedness of language and culture from ethnographic and sociolinguistic perspectives. Comparative study of speaking in cultural context aimed at understanding the ways in which people use talk to cooperate, manipulate, structure events, and negotiate identities. Cross-cultural focus, with examples from such languages and language varieties as Japanese, Navajo, Apache, French, African-American English, and Chicano English. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM207 - Hip Hop and Ya' Don't Stop: Issues, Debates and**

Provides a rigorous historical and theoretical understanding of the emergence of hip hop culture. The course examines how this expressive form both reflects and shapes existing social relations, and analyzes the relationship between hip hop, youth-politics,



youth-violence, commercialization and globalization. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM209 - Youth, Power and Social Movements**

Examines how youth-based and youth-led social movements emerge, how youth conceptualize and frame issues of social justice, and how youth who occupy marginal positions provide critical perspectives on social change based on their race, class, gender and sexuality. Explores the role of expressive forms such as art and music in the formation, development, and trajectory of social movements and political activism. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM212 - Theories of Race and Ethnicity**

Examines various theoretical and conceptual approaches to the study of race and ethnicity. Attention is given to the various ways race and ethnicity have been defined and understood including the ethnicity paradigm, class-based perspectives, and racial formation theory. Examines debates and controversies in the study of race and ethnicity as well as emergent themes and recent developments in the scholarship. Possible topics include a focus on the interrelations among race and other axes of difference such as gender, class, and sexuality, race and the structuring of space, the legal construction of race, race and media culture, and race and the prison-industrial complex. Meets the Critical Perspectives: Social Inequality requirement.

*Prerequisite:* Feminist & Gender Studies 110 or Race, Ethnicity, and Migration 185.

1 unit

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### **RM214 - Comparative Imperialisms: Empire, Nation-Building and World's Fairs and Expositions**

Critical interrogation of U.S. imperialism and its enduring legacies through an examination of the shared experiences of colonization, conquest, displacement, and genocide among Filipinos, Puerto Ricans, and Native Hawaiians. To accomplish this, we will investigate a number of sites and contexts central to the relationship between empire-building and nation-building including, U.S. military installations, world's fairs and expositions, and tourism. (Not offered 2024-25).

1 unit

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### **RM215 - Research Design: Method and Theory**

This course introduces students to research design, method, and theory across the humanities and social sciences. Students learn how to select a research topic

or problem site, examine academic scholarship, gather data, and conduct critical analysis through the composition of an extended research project. Along the way, students come to understand the formal conventions of an academic research paper, while engaging critical writing and discourse across a range of disciplinary fields and practices, with emphases on topics pertaining to race, ethnicity, indigeneity, gender, sexuality, transnationalism, migration, globalization, and colonialism, among others.

1 unit

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### **RM218 - Critical Analysis of Quantitative Data**

Historically and in the contemporary world, data and statistics have been both used and abused in the process of understanding and responding to racial, ethnic, and migration-related phenomena. This course gives Race, Ethnicity, and Migrations Studies students the analytical tools, methods, and habits of mind to critically interpret and evaluate different kinds of data that they will encounter in their classes, research, and daily life. (Meets the Critical Perspectives: Quantitative Reasoning requirement.) 1 unit. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Race, Ethnicity, and Migration 185 or Race, Ethnicity, and Migration 212 or Race, Ethnicity, and Migration 215 or Consent of Instructor.

1 unit

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### **RM219 - African Dance**

.25 unit

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### **RM220 - Blacks & the Cinema**

An introduction to the relationships Blacks have had to the American cinema: as filmmakers, performers, audiences and as 'characters' whose image have formed a critical vocabulary for American race relations. (Not offered 2024-25).

1 unit

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### **RM221 - Topics in Ethnomusicology: African Music**

(Not offered 2024-25).

1 unit

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### **RM223 - Racial Inequality**

The study of race as a dimension of inequality in the United States, Western Europe, Africa and Latin America. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. (Not offered 2024-25).

1 unit

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### **RM224 - Comparative Migrations: Borders, Narratives and Myths**

Comparative study of various forms of movement and migration that continue to shape our understanding of America. Relying on political documents, visual images, films, music, and literature, we will focus on specific forms of movement and migration—westward expansion, 19th century European immigration, overseas expansion, the Great Migration, postwar suburbanization, and post-1965 immigration to the U.S. —and their role in the formation of American identity and society. The course offers students a rigorous and critical understanding of the different facets of migration. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM227 - Black Religion in America**

Studies in the religious life of African-Americans from the 17th century to the present. Particular attention to religious organizations, theological formulations and experiential patterns of Black Americans and the relationship of those phenomena to American religious life in general. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM229 - Rewriting America: Playwrights and Cultural Identity**

From the bilingual flatbed truck actors of Luis Valdez to the rhythmic coffee house choreo-poems of Ntozake Shange, this course focuses on the theatrical voices of the American marginalized. Our mission will be to examine the societal circumstances that birthed alternative styles to the mainstream American stage. Selected playwrights will cover a cross section of race, gender and sexuality, from Tony award winners to virtual unknowns. Equal parts historical analysis and creative writing workshop, students will create multimedia presentations and original plays based around their research. (Not offered 2024-25).

1 unit

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### **RM230 - Introduction to Asian American Studies**

What do we mean when we say, “Asian American” or “Asian America”? Emerging from student activist movements in the 1960s and 1970s, these two terms signify an imagined community of highly diverse ethnic populations with very distinct cultural histories. In this way, “Asian American” and “Asian America” are social and political constructions that help us to think conceptually about nationhood, citizenship, identity, and belonging. This course explores literary and cultural production by and about Asian Americans from the nineteenth century to the present. We will analyze key concepts in Asian American Studies, including racism, empire, militarism, and activism; examine plantations, internment camps, and digital media platforms as social spaces; and engage a variety of textual modes and media to interrogate the constructed, pan-ethnic nature of Asian America as an imagined nation. (Not offered 2024-25).

1 unit

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### **RM231 - Hip Hop Dance**

.25 unit

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### **RM232 - Hip Hop Dance**

(Not offered 2024-25).

.25 unit

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### **RM233 - Topics in Journalism: Writing Inequality**

(Not offered 2024-25).

1 unit

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### **RM238 - Colonial Hispano-America**

(Not offered 2024-25).

1 unit

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### **RM239 - History of Mexico**

The Aztec and other Indian peoples' influence in Mexican history and thought; Spanish colonial legacy; Enlightenment, Liberal, and Conservative political philosophies; Mexico's relationship to the United States; roles of the Church and of violence from European encounter through Revolution (1910-1921) and into Mexico's current precarious social and political situation. (Not offered 2024-25).

1 unit

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**RM241 - Hispanic Folklore of the Southwest**

with Emphasis on Writing). This course is designed to introduce students to several approaches in folklore studies and to Mexican material culture, religion, music, and prose narratives in the Southwest region of the United States. We will examine how the different approaches used by historians, literary critics, anthropologists, and folklorists can enhance the study of Hispanic folklore and material culture. (Limited to 12 students.) Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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**RM242 - Anthropology of Food**

This course will explore food concepts, analytical methods, and the food habits of different ethnic groups. The class will have a field trip to the San Luis Valley, and to Northern New Mexico to document the production of food among farmers, cattle ranchers and restaurateurs. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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**RM243 - Slavery and Antislavery Movements to 1860**

African cultural backgrounds, African slavery in colonial British America and the U. S. to 1860; free Black people from 1790 to 1860 and antislavery movements. Meets the Critical Perspectives: Social Inequality requirement.

1 unit

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**RM244 - Black People in the U.S. since the Civil War**

Black Reconstruction; Black urban settlement; literary and artistic movements in the 1920s; civil rights struggles; recent social and political expressions.

1 unit

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**RM245 - Martin Luther King, Jr. and Malcolm X**

(Not offered 2024-25).

1 unit

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### **RM248 - History of Korea**

A thematic survey of Korean history from the earliest times to the present covering social, cultural and political developments from the Three Kingdoms period through the Silla unification, Koryo and Choson dynasties to the modern era. Special emphasis on the twentieth century. (Not offered 2024-25).

1 unit

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### **RM250 - Asian American Literature**

(Not offered 2024-25).

1 unit

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### **RM251 - Introduction to Indigenous Studies**

Introduces key concepts, epistemologies, worldviews, and focus areas of the multidisciplinary paradigm of Indigenous Studies. Using indigenous pedagogies, this course provides an overview of the histories, governance structures, economies, relationships to place and other beings, and cultures of Indigenous and Native Peoples of the US, from a decidedly indigenous perspective. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **RM253 - Literature of the American Southwest:**

(Not offered 2024-25).

1 unit

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### **RM257 - Globalization and Immigration on the U.S.-Mexico Border**

This course will examine changing patterns of U.S. immigration policy in the U.S.-Mexican border region, with an emphasis on the criminalization of U.S. immigration policy, and assess this policy in the context of a broader review of immigration theory. Other issues that will be explored include: the conditions within Mexico and Central America that have generated emigration to the U.S., the nature/challenges of the migrant journey to the U.S., and the role that Latino labor plays in the U.S. economy. The class typically includes a field component along the U.S.-Mexico border. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor & Any 100-level SO course, Sophomore standing. Spanish language skills recommended and consent of instructor.

1 unit

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### **RM267 - History of the Southwest under Spain and Mexico**

The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. (Not offered 2024-25).

1 unit

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### **RM268 - History of the Southwest since the Mexican War**

The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expressions, and works of fiction as well as historical sources. (Not offered 2024-25).

1 unit

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### **RM273 - Southwest Arts & Culture**

(Not offered 2024-25).

1 unit

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### **RM282 - Africana Philosophy**

An exploration of themes in African, Caribbean, and North American thought, this course looks closely at ways in which philosophers of the African diaspora have responded to colonialism, the process of decolonization, and the postcolonial situation. Meets the Critical Perspectives: Global Cultures requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

1 unit

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### **RM283 - Latin-American Philosophy**

A survey of philosophical writings by Latin-American authors in the social and historical context of the region. Texts studied include Indigenous philosophies of the pre-Hispanic tradition, as well as those of the colonial and postcolonial periods. Particular attention will be devoted to issues that are central to this philosophical tradition, such as identity, consciousness through education, and philosophies of liberation. Our readings draw from Aztec or Maya sources, as well as from Leon-Portilla, Vasconcelos, Paz, Freire, Gutierrez, Dussel. (Not offered 2024-25).

1 unit

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### **RM285 - Philosophy & Race**

Race is a social construct that invites a number of philosophical questions, such as those of identity, inter-subjectivity, justice, rationality, and culturally different ways of knowing. The course will examine, among others, philosophical reflections on race by the following thinkers: Douglass, West, Fanon, Vasconcelos, Appiah, Bernsaconi, Outlaw, Levinas, Mendieta. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **RM290 - Racial and Ethnic Identities (with Emphasis on Writing)**

(Not offered 2024-25).

1 unit

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### **RM300 - Advanced Topics in Race, Ethnicity, and Migration Studies:**

Selected advanced topics in the critical study of race and ethnicity.

1 unit

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### **RM301 - Post-Racial Discourses, Post-Racial Futures**

Examines the rise of post-racialism in the contemporary era and in particular the logic and assumptions underlying this ideology. Considers how racially marginalized groups challenge post[racialism and how they provide an alternative vision of a post-racial world. The course brings together insights from various fields of study including postcolonial theory. Afrofuturism and indigenous futurism. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Race, Ethnicity, & Migration 312 or Consent of Instructor.

1 unit

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### **RM306 - Women of Color Feminisms**

Examines the contours and trajectory of women of color feminisms in the United States. Considers how women of color feminisms broaden the parameters of feminism and how a critical consideration of race, class, sexuality and nation complicates the way we think about feminist theory and politics. Examines the nature of the relationships among women of color feminisms. Draws from Chicana feminism, Black feminism, indigenous feminism, Asian American feminism, and transnational feminism. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM309 - Unpacking the Invisible Knapsack: Critical Whiteness Studies**

This course introduces students to Critical Whiteness Studies, the scholarly interrogation of the social construction of whiteness: how whiteness converges with gender, socioeconomic status, and other social markers, to create and maintain fundamental sources of societal stratification. The course examines the historical and contemporary social, cultural, and political origins of and resistance to white supremacy and white privilege, particularly in the United States. Students will consider the economic and political forces responsible for the construction and maintenance of whiteness, and will critique the multiple axes of race, gender and class to understand the various mechanisms of privilege. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Feminist & Gender Studies 110, Feminist & Gender Studies 200, or consent of instructor).

1 unit

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### **RM310 - Anthropology and the History of Ideas**

The intellectual history of sociocultural anthropology will form the foundation of this course. It will discuss the ideas and intellectuals who contributed to the development of anthropology as a scholarly discipline and will consider the following theoretical perspectives: evolutionism, functionalism, historical particularism, cultural materialism, and interpretive approaches. Also, it will examine field research strategies that shaped anthropology. (Not offered 2024-25).

*Prerequisite:* Anthropology 102 or consent of instructor.

1 unit

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### **RM311 - Cultural Perspectives in Dance**

Study of dance practices and their specific histories within and across cultures. Themes of embodiment, race, ethnicity, identity, migrational flows, appropriation and cultural exchange inform the analysis of the selected dance traditions, fusions and innovations. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM312 - Theories of Migration**

This course introduces students to key theories, mechanisms, and geographies of migration from various disciplines. The readings and discussions will focus on the analysis of the causes of internal and transnational migration flows as well as their consequences for the social, economic, political, diplomatic, and cultural dimensions of human experience in the past and in our time. The course will distinguish between

the individual's motives and desires to move and the structural changes and events that encourage movement. 1 unit. (Not offered 2024-25).

1 unit

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### **RM313 - Black Feminist Theory**

Examines Black feminist theory through the lens of key Black feminists, such as bell hooks, Patricia Hill Collins, Audre Lorde, and Alice Walker. Relying primarily on a guiding principle of Black feminism, the idea that racism, sexism, and class oppression are inextricably linked (also known as intersectionality), we will discuss various topics such as Black women's relationships with Black men, motherhood, work inside and outside of the home, and religion and spirituality, among others.

1 unit

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### **RM317 - Intersections of Injustice: Race, Gender, & Crime**

This course examines the influence of gendered race relations on crime and justice within the intersections of race, ethnicity, gender, sexuality, class, age, and geographic region. Introduces key concepts and theoretical frameworks of critical race theory, critical feminist theory, intersectionality, and critical criminology to understand how social forces shape, foster, produce, and perpetuate inequalities throughout the main components of the criminal justice system: police, courts, and corrections. Covers victimization and criminal behavior patterns, theoretical explanations, and the dynamics of differential involvement of specific groups in the criminal justice system. (Not offered 2024-25).

*Prerequisite:* Race, Ethnicity, and Migration 185.

1 unit

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### **RM321 - Rio Grande: Culture, History and Region**

An interdisciplinary course based on history, culture, and water issues. It will explore the cultural heritage and creativity of groups whose historical experience has been shaped by the Rio Grande basin from its origin in Colorado to its mouth in the Gulf of Mexico. The course will engage a broad American and international public in the exploration of how the river basin and the people who live within it change, evolve, and develop together, and can affect each other. Limited to 12 students. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 102 or consent of instructor.

2 units

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### **RM323 - Minority Politics**

A comparative analysis of the political experience and responses of major ethnic minorities and women to the American political process. (Not offered 2024-25).

1 unit

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### **RM330 - Independent Readings**

Study for advanced students who wish to do work supplementary to that offered in the catalog.

*Prerequisite:* Race, Ethnicity, & Migration 185 and consent of instructor.

1 unit

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### **RM336 - The Cuban Revolution**

This course examines theories of revolution through the lens of the Cuban experience. Special focus on the evolution of the Cuban regime and the evaluation of its performance. Additional topics include the analysis of U.S. policy toward the Castro government. Prerequisite: Political Science 335 or consent of instructor Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM337 - Latino Literature in the US**

Comparative study of works of Chicano, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including political essays of Marti and Flores Magun and the contemporary works of Hinojosa, Mohr, Laviera, Rivera, Alegria, and Valenzuela. (Not offered 2024-25).

*Prerequisite:* consent of instructor or Spanish 306.

1 unit

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### **RM339 - Chicano Literature**

Critical study of the literary production of authors of Mexican heritage in the United States from 1848 to the present, with emphasis on contemporary Chicano works including Rivera, Anaya, Valdez, El Teatro Campesino, Cisneros, Castillo, and Moraga. (Offered alternate years.) (Not offered 2024-25).

1 unit

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### **RM342 - Intervention, the Drug War and Human Migration: The U.S.-Latin American Relationship**

The U.S.-Latin American Relationship: Explores the evolution of the U.S.- Latin American relationship over the last century. Focuses primarily on overt and covert intervention; the genesis and evolution of the drug war; and, the impacts of human migration. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **RM351 - Searching for the Homo Sacer: From the Plantation to the Camp**

The goal of this course is to carefully study the work of the modern philosopher and political theorist Giorgio Agamben whose text *Homo Sacer: Sovereign Power and Bare Life* imagines the Concentration Camp as exemplar of an exceptional space of violence that creates a particular type of political subject. This course will interrogate the Camps and the Atlantic World's Plantations to identify points of departure and convergence in these spaces of violent subject formation. The course will be taught in Italy, where it will be hosted at the University of Bologna's Department of History and Culture where Italian theorists are doing work on radical Italian and Black American Political Thought. (Not offered 2024-25).

1 unit

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### **RM360 - Issues in British Romanticism: Slavery and Abolition**

During the 1780s, a movement to abolish slavery and the slave trade gained momentum in Great Britain, catalysed by the loss of the North America colonies. This course considers changing representations of slavery in both British and American contexts as a function of both the immediate impact of empire and its legacy in the aftermath of the American Revolution. As the rise of the abolitionist movement coincided with the development of British Romanticism, we will examine the reciprocal relationship between literary production and the economic, social, and political events of the slave trade as it was rendered by those who encountered slavery first hand and through multiple generic modes of writing: memoir, poetry, drama, fiction, and political tracts. The course encourages a comparative approach both in terms of historical period and geographical location, and we will attempt to situate discussion of a wide range of literary texts in conceptual and theoretical frameworks that will facilitate the production of a critically informed response. Works examined will include poetry by Wordsworth, Coleridge, Moore, Wheatley, Opie, Cowper, Day, and Southey, prose tracts by Cugoana, Equiano, and Prince, and plays by Bellamy and Colman. We will also read theory and criticism by Fanon, Gilroy, Lott, Carey, Caretta, Lee, and Baucom. (Not offered 2024-25).

*Prerequisite:* English 221 or 250 or consent of instructor.

1 unit

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**RM370 - Stds Literature Periods: Literature of Harlem Renaissance**

Selected fiction, poetry, and non-fiction prose which looks at a problem or theme in 19th-century British and/or American literature such as narratives of identity, archetypes of city and nature, the politics of genre, comparisons of British and American culture, and the nature of literary periods themselves. (Not offered 2024-25).

1 unit

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**RM384 - The Negritude Movement: African and African-American Intellectuals & Artists in Paris 1900-1950**

Paris as a center for American, Caribbean, and African intellectuals from the black Diaspora. Readings from work of Aime Cesaire, Langston Hughes, Jessie Redmon Fauset, President Leopold Senghor, Eugene Bullard, Birago Diop and Cheikh Anta Diop. Emerging African and African American cultural identities; ideas of black nationalism within European, American and African society. Taught in Paris. Extra Expense \$\$\$\$. Also taught as EN 385 and FR 308. (Students enrolling in FR 308 will do readings and write papers in French.) May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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**RM385 - 20th Century African-American Literature**

Readings in black American writers such as W. E. B. Dubois, Ralph Ellison, Nella Larsen, and Rita Dove. Organized around aesthetic and cultural issues such as feminism, the 'anxiety of influence,' pressures of the marketplace, identity politics, and post-modern theory. (Not offered 2024-25).

1 unit

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**RM387 - African-American Women Writers and Literary Tradition**

Three centuries of texts by African-American women who have conspired with, rebelled against, and created literary traditions, such as Zora Neale Hurston, Pauline Hopkins, Rita Dove, Andrea Lee, and Nella Larsen. (Not offered 2024-25).

1 unit

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**RM399 - Independent Study:**

Advanced study of a topic chosen by the student in consultation with a member of the REMS Core Faculty and approved by the director.

1 unit

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**RM400 - Senior Seminar:**

Advanced study of a topic in Race, Ethnicity and Migration Studies required of all REMS majors. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Race, Ethnicity, and Migration 185, 212, and 318.

1 unit

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**RM499 - Senior Project:**

1 unit

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**RS150 - Interactive Communication Practice for Travel and Study in Russia**

This half-block course is aimed for those students who want to improve their Russian communication skills and are planning to study, work, or travel in Russia. Using the Communicative Approach, the class will aim at Intermediate or higher level of fluency (ACTFL scale) in speaking, listening, and reading comprehension. Through viewings and discussions of popular Russian films and texts on cultural studies (The Russian Context; The Russian's World), the class will explore the salient differences between Russians' and Americans' cultural and historical background knowledge and assumptions. The students will learn and practice the Russian norms of conduct, such as proper ways of greeting, negotiating levels of formality, and the etiquette of telephone and written communications, as well as appropriate language and protocol for expressing gratitude and lodging a complaint. By the end of the course, students will have broadened their understanding of Russian grammar, vocabulary, and norms of conduct; they will have learned more ways of accurately expressing and conducting themselves in a broad range of situations. (Not offered 2024-25).

.5 unit

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**RS200 - Topics in Russian and Eurasian Studies:**

1 unit

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**RS210 - Russian Women: The Search for Identity in Russian Film, 1920's to the Present**

Survey of the Soviet and Russian Cinema by (or about) Russian women, starting with the early Soviet propaganda films and ending with the present Russian version of hyper-realistic films. The course traces the evolution of Russian women, their changing self-awareness; it explores the conflict between the externally imposed role, and the women's own conception of her self and her destiny. The movies are analyzed through the prism of semiotic and discursive approach. (Those students who wish to advance

their Russian proficiency and have the competency to watch, read, write, and talk about these films in Russian my sign up for this course under RU311 after consultation with the instructor.) Prerequisite: None. 1 unit. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **RS308 - Comparative Politics: Russia**

(Not offered 2024-25).

1 unit

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### **RS400 - Advanced Seminar in Russian and Eurasian Studies**

This course is required of all majors, and will result in the completion of an extended essay or independent research project, based on a significant body of original research and/or the student's internship experience in the region. Students will present this essay at an annual faculty-student seminar.

1 unit

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### **RU101 - Elementary Russian I**

Introduction to the Russian culture, history, and current affairs through the study of the Russian language. This course focuses on the development of functional socio-cultural competence in listening, speaking, reading and writing. Meets the Language Requirement requirement.

1 unit

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### **RU102 - Elementary Russian II**

This course is designed to build on competencies and skills acquired in RU101 and to prepare the students to continue with the Intermediate Russian (RU201). Meets the Language Requirement requirement.

*Prerequisite:* Russian 101.

1 unit

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### **RU103 - Elementary Russian Skill Maintenance**

Review and maintenance of existing skills through readings and conversation until the student is able to progress to Russian 201.

*Prerequisite:* Russian 101.

.25 unit

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### **RU104 - Elementary Russian Skill Maintenance**

Review and maintenance of existing skills through readings and conversation until the student is able to progress to Russian 201.

*Prerequisite:* Russian 101.

.25 unit

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### **RU201 - Intermediate Russian I: Language through Film I**

Focus on development of four communicative skills (speaking, aural comprehension, reading comprehension, writing) through interactive activities and integrated use of popular Russian films. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (This course is also offered during the CC program in Russia.) Meets the Critical Perspectives: Global Cultures requirement. Meets the Language Requirement requirement.

*Prerequisite:* Russian 101 or consent of instructor.

1 unit

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### **RU202 - Intermediate Russian II: Language through Film**

Emphasis on active control of basic grammatical structures, readings, short essays, and discussions based on popular Russian films. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) (This course is also offered during the CC program in Russia.) Meets the Critical Perspectives: Global Cultures requirement.

*Prerequisite:* Russian 201 or consent of instructor.

1 unit

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### **RU205 - Intermediate Russian Skill Maintenance**

For students between 201 and 202 or 305.

*Prerequisite:* Russian 201.

.25 unit

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### **RU206 - Intermediate Russian Skill Maintenance**

For students between 201 and 202 or 305.

*Prerequisite:* Russian 201.

.25 unit

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### **RU255 - Russian History in Russian Literature I**

Survey of historically significant narratives representing Russian literary tradition preceding the Age of the Novel: from the ecclesiastic texts of the Kievan era, through baroque, the Schism, first biographies, secular tale, Russian Enlightenment (emergence of satire), to Russian Romanticism and the beginning of Realism (Pushkin, Lermontov, and Gogol). (Taught in English.) Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **RU256 - Russian History in Russian Literature II**

Sequel to RU255, this course examines post-Emancipation Russia (1861) through the lens of Realism, as well as the Soviet and post-Soviet periods as represented in Russian Modernism, Socialist Realism, and Postmodernism (Dostoevsky, Tolstoy, Chekhov, Gorky, Platonov, Bulgakov, Solzhenitsyn, Tolstaya and others). Meets the Critical Perspectives: Global Cultures requirement. Meets the Critical Learning: AIM requirement. Meets the Critical Learning: HP requirement.

1 unit

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### **RU305 - Advanced Russian Language I**

Intensive practice in oral self-expression and comprehension based on literary and audio-visual sources of modern standard Russian. (Taught in Russia.) Meets the Language Requirement requirement.

*Prerequisite:* Russian 202.

1 unit

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### **RU306 - Advanced Russian Language II**

Continued work toward proficiency in spoken and written modern standard Russian. (Taught in Russia.) Meets the Language Requirement requirement.

*Prerequisite:* Russian 305.

1 unit

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### **RU307 - Advanced Russian Skill Maintenance**

Review and maintenance of the existing skills in conversation, listening comprehension, reading, and writing.

*Prerequisite:* Russian 305 or consent of instructor.

.25 unit

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**RU308 - Advanced Russian Skill Maintenance**

Review and maintenance of the existing skills in conversation, listening comprehension, reading, and writing.

*Prerequisite:* Russian 305 or consent of instructor.

.25 unit

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**RU311 - Independent Study:**

For students wishing to read literature not covered by courses they have taken or to bridge scheduling difficulties.

*Prerequisite:* Russian 306 & consent of instructor.

.5 to 2 units

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**RU312 - Independent Study:**

For students wishing to read literature or to enhance their individual skills in Russian. (May be taken as one block or half-block or as an extended format course for one semester each, i. e., 311, 312.)

*Prerequisite:* consent of instructor & Russian 306.

.5 to 1 unit

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**RU345 - Dostoevsky or Tolstoy?**

Readings, discussions, and comparative analyses of Russia's two greatest novelists. Cast as irreconcilable geniuses already by their contemporaries, Dostoevsky as "the seer of spirit," and Tolstoy as "the seer of flesh," their texts continue to challenge us with their controversial artistic methods, provocative questions, and divergent statements about Russian identity, Russia's historical mission, the West, and the nature of Christianity. (Taught in English.) Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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**SC204 - Intro to Human Anatomy**

A lecture and cadaver-based lab course designed to help students gain an understanding of the fundamental concepts of the structure of the human body. Labs will include the study of the skeletal, muscular, nervous and circulatory systems utilizing models and human cadaver pro-sections as learning tools. Designed to meet the needs of students interested in graduate studies and allied health fields (Summer only 2024-25).

*Prerequisite:* Biology 101, 106, 109, 131, 210, Psychology 297, 299 or Sport Science 206 and Chemistry & Biochemistry 107 and sophomore standing.

1 unit

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### **SO100 - Thinking Sociologically**

An introduction to sociological perspectives through investigation of the social sources of the self; the unequal distribution of power, privilege, and prestige; the social construction of institutions and their impact on human activities; and processes of social change. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

1 unit

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### **SO101 - Inequality in the U.S.**

Examines various forms of social inequality in the U.S. from a sociological perspective, including systems of inequality based primarily on race, ethnicity, class, gender, sexuality, as well as their intersections. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SO102 - Communities and Networks**

(Summer only 2024-25).

*Prerequisite:* Pre college course.

.25 to 1 unit

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### **SO105 - Art and Society**

Examines the influence of art on society and of society on art, including the use of art as propaganda and social protest, the social sources of creativity, the relation between artists and audiences, the roles of patrons and critics, and the workings of arts organization. Meets the Critical Learning: CP requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SO107 - Inequality**

The causes of inequalities of wealth, income, power, and prestige. The effects of economic deprivation on personal life. The reproduction of inequality from generation to generation. The possibilities of the elimination of gross social inequalities. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SO112 - Gender Inequality**

How sex roles shape our experiences. Sources and consequences of the differences between males and females. Biological differences, cross-cultural patterns, socialization processes, participation in the economy and the family. Possibilities for and consequences of changing sex roles. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SO113 - Racial Inequality**

The study of race as a dimension of inequality. Individual and institutional forms of racism and discrimination. Historical, comparative and theoretical perspectives. Prerequisite: None. 1 unit. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SO116 - Global Inequality**

This course introduces the global roots and dimensions of recent social change emphasizing development as a transnational project designed to integrate the world. Economic and political globalization and the powerful counter-movements responding to rising inequality in the global south are explored during the course. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **SO118 - Deviance and Social Control**

An examination of rule and norm-breaking behavior and theories about why individuals and groups engage in such behaviors. This course focuses on how a sociological understanding of deviance is distinct from biological and psychological explanations. The topics to be considered include the origins and functions of deviance, the institutional production and categorization of deviance, the impact of deviance on personal and social identity, deviant careers and the relationship between deviance and social change. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SO130 - Environmental Sociology**

The relationship between human societies and their natural and built environments. Topics may include the social construction of nature; the relationships between capitalism, materialism, and environmental degradation at local and global levels; urban development and growth; environmental racism; environmental justice and activism; the politics of environmental regulation and resource management; and the prospects for environmental sustainability. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **SO152 - Engaging the Global: Health, Development and Citizenship**

This quarter-unit adjunct course surveys multiple aspects of global engagement, including global health, sustainable development, and global citizenship. Introduces students to relevant academic debates about each of these domains of global practice and the broader moral and ethical context of global engagement, focusing on issues of responsibility, accountability, and community participation. Meets weekly over the course of a semester (Not offered 2024-25).

.25 unit

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### **SO157 - Beyond Development: Andean Social Movements and Their**

May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Summer only 2024-25).

1.5 units

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### **SO158 - Globalization and Resistance in Latin America (in Ecuador)**

This course will focus on how the current era of globalization shapes the political economy of the Andean region of Latin America with a particular emphasis on the effect of neoliberal policies and the proliferation of new social movements. Based for four weeks in Quito, Ecuador, students will be placed in volunteer internships with non-governmental organizations that work on issues such as indigenous rights, indigenous education, environmental issues, and emigration to the United States and Spain. Reading and writing assignments will be supplemented by lectures by Ecuadorian academics on various facets of globalization and visits to local community organizations. Students will live with families and participate in course field trips to various regions of the country. During the final two weeks of the course, students will travel to La Paz and Cochabamba, Bolivia and meet with community organizations, academics, and government representatives engaged in issues such as privatization of water, nationalization of hydrocarbons, coca production and eradication efforts, indigenous activism, and efforts to expand free trade in the region. May meet either the

Critical Perspectives: Global Cultures or Social Inequality requirement. (Summer only 2024-25).

*Prerequisite:* Spanish 201 or equivalent. Program Fee: \$3,500. Taught in Quito, Ecuador.

2 units

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### **SO190 - Topics in Sociology**

Examination of a variety of sociological issues and problems. Topics will vary from year to year depending on the interests and expertise of the faculty. (Not offered 2024-25).

.75 to 2 units

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### **SO206 - Rethinking Violence in Society**

This class presents an introduction to the sociology of violence. Topics will include various modes of violence (e.g., interpersonal violence, community violence, state violence) and how individuals and collectives engage in, respond to, and address violence. This course prepares students to use their sociological imaginations to consider the factors that create and sustain violent conditions and the impacts of violence at the individual, family, community, and societal levels. (Not offered 2024-25).

*Prerequisite:* Sociology 100 or consent of instructor.

1 unit

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### **SO208 - Meeting our Neighbors: Experiencing Race and Ethnicity**

(Summer only 2024-25).

1 to 2 units

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### **SO214 - Sociology of Religion**

The study of the social organization and function of religion with emphasis on its interaction with other ideas, social structures, and processes. Consideration of major theorists (Durkheim, Weber, Troeltsch) will be integrated with contemporary socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relations between religion and race, class, and gender. (No credit if taken after SO114. Meets the Critical Learning: SHB requirement. (Not offered 2024-25).

*Prerequisite:* Any 100-level Sociology or Religion course or consent of instructor.

1 to 2 units

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## **SO215 - Race and Ethnicity: A Global Perspective**

(Summer only 2024-25).

1 unit

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## **SO228 - Social Theory**

Introduction to the foundations of sociological theory from the 18th through the 21st centuries. Explores individual theorists and schools of thought and their interrelations. Emphasis on connections between theory and substantive areas of sociological research.

*Prerequisite:* Any two sociology courses or consent of instructor.

1 unit

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## **SO229 - Sociological Research Design**

Survey of the variety of methods of sociological research, both quantitative and qualitative, focusing particularly on survey and interview, field research, content analysis, secondary analysis, experimentation, and historical-comparative methods. Labs will cover the basics of quantitative analysis and computer training in SPSS and N6. Includes the examination of exemplars from the sociological literature, as well as practice of hands-on research skills and sociological writing. Meets the Critical Perspectives: Quantitative Reasoning requirement. Meets the Critical Learning: SA requirement. Meets the Critical Learning: SHB requirement.

*Prerequisite:* Any 100 level sociology course or consent of instructor.

1 unit

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## **SO231 - Youth Organizing and Social Change**

This is a community based half-block/extended format introductory course. Our goal over half-block is to understand the theory of youth organizing and critical pedagogy. Colorado College students will then apply their learning via a partnership with local high school students. Colorado College students will mentor the high school students two afternoons per week throughout the spring semester with the goals of developing critical consciousness, facilitating critical pedagogies, and engaging the students in youth let community-based projects. (Not offered 2024-25).

*Prerequisite:* Any 100-level sociology course or consent of instructor.

1 unit

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### **SO233 - Spatial Analysis of Social Issues**

Examines the relevance of place in social life and the role of spatial thinking and analysis in understanding social issues and promoting social change. Topics ranging from poverty to segregation, community development, public health, environment, crime, and demographic change may be addressed. Unequal access to community amenities or exposure to disamenities will be a common theme throughout. Emphasis on applied sociology and the application of mapping (GIS) and statistics in support of social justice advocacy, social awareness, and community-based research. Some prior experience with basic social statistics is required. No prior experience with GIS is required. (Not offered 2024-25).

*Prerequisite:* Sociology 229 or consent of instructor.

1 unit

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### **SO235 - Sociology of Family**

An exploration of the social history of the American family, from its extended kinship form through the development of the nuclear family ideal, to the more varied forms existing in contemporary society. Emphasis is placed on how gender and race structure relationships within the family as well as the family forms themselves. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement.

*Prerequisite:* Any 100-level SO course or consent of instructor.

1 unit

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### **SO237 - Latino Immigration and Social Change**

Since the early 1980s, both legal and undocumented immigration to the United States have reached historic highs. This course examines contemporary migration from Latin America and how it has transformed urban and rural areas in the U. S. and prompted new questions about racial and ethnic diversity and immigrant rights. After considering the historical linkages between Latin America and the U. S. and the conditions that have generated high levels of migration, the course assesses urban economic restructuring and the ethnic and gendered divisions of labor, the role of immigrant networks in international migratory processes and immigrant organizing initiatives. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Any 100-level SO course or consent of instructor.

1 unit

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### **SO239 - Population, Development and Cuban Society in the Era of**

(Summer only 2024-25).

1 unit



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### **SO240 - Law and Society**

An examination of law as a ubiquitous and ongoing process in society. This course will consider broad interdisciplinary perspectives and models in law and society studies with special attention to social contexts, specific readings and case studies related to major law and society themes, and contemporary debates related to legal issues. Visits to El Paso County courts will include data collection on behalf of local court watch organizations Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* Any 100-level Sociology course or consent of instructor.

1 unit

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### **SO243 - Social Movements**

An examination of the conditions that facilitate social movement activism and the strategic choices activists face as their movements develop. Analysis of the changing grievances and goals of social movements in late modern societies. Examples from recent social movements of the left and right, such as the civil rights, student, women's, environmental, anti-tax, and anti-abortion movements. (Not offered 2024-25).

*Prerequisite:* Any 100-level SO course or consent of instructor.

1 unit

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### **SO246 - Sociology of Health and Medicine**

Presents a sociological alternative and complement to the bio-medical paradigm and critically examines public health, the healthcare system, and medicine in their larger social, economic, and political milieus. Topics may address the social determinants of health; domestic and global health-related inequities; policy; and health work as a profession. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Any 100 level sociology class or consent of instructor.

1 unit

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### **SO247 - Development and Social Change in the Global South**

This course is an introduction to the sociology of 'third world' development and provides an overview of the causes and consequences of economic growth and social development in Latin America, Asia, and Africa. After reviewing the historical creation of the 'global south' and the theoretical explanations of development and underdevelopment, the course focuses on emerging trends associated with the current era of globalization including the changing international division of labor, the dominance

of the International Monetary Fund and the World Bank and associated neoliberal economic policies, economic integration in the Western hemisphere, international migration, and both grassroots and state development initiatives. May meet either the Critical Perspectives: May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Any 100-level SO course or consent of instructor.

1 unit

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### **SO250 - Global Health and Gender**

Critically examines the field of Global Health from a Latin American Decolonial framework, allowing for a critical understanding of gender as a health outcome. (Not offered 2024-25).

*Prerequisite:* Any 100-level Sociology course or consent of instructor.

1 unit

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### **SO257 - Globalization and Immigration on the U.S.-Mexico Border**

This course will examine changing patterns of U.S. immigration policy in the U.S.-Mexican border region, with an emphasis on the criminalization of U.S. immigration policy, and assess this policy in the context of a broader review of immigration theory. Other issues that will be explored include: the conditions within Mexico and Central America that have generated emigration to the U.S., the nature/challenges of the migrant journey to the U.S., and the role that Latino labor plays in the U.S. economy. The class typically includes a field component along the U.S.-Mexico border. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Any 100-level SO course, Sophomore standing. Spanish language skills recommended and consent of instructor.

.5 to 1 unit

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### **SO265 - Immigrant Communities in Colorado**

The changing demographics of front range communities in Colorado and the socio-economic conditions that generate poverty will be examined as a case study of immigration theory. The increasing diversity of Colorado Springs, Denver, and Pueblo, due in part to high levels of immigration particularly from Latin America, creates new challenges for the city including the provision of adequate housing and social services and racial and ethnic integration in public schools and other institutions. This community based learning course offers students the opportunity to volunteer with a local organization serving immigrants. Particular emphasis will be placed on student

teaching of English as a Second Language classes to recently arrived immigrants. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Any 100-level SO course or consent of instructor Spanish language skills recommended. Must complete 1/2 block & extended format to receive credit.

1 unit

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### **SO267 - Development and Grassroots Resistance in Latin America: Theory into Practice**

This course reviews the prevalent theories within the field of sociology of development leading to specific examination of neoliberal and post neoliberal development policy in Latin America. Following this inquiry, the course explores the emergence of grassroots resistance in the region in the context of an assessment of new social movement theory. The course includes a substantial field component in Latin America. (Not offered 2024-25).

*Prerequisite:* Any 100-level SO course; consent of instructor.

1 unit

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### **SO270 - Contemporary French Society**

An examination of contemporary French society through the sociological analysis of structure, culture(s), and everyday life, especially as compared to the United States. Topics include: religion/secularism, taxation and welfare, education, gender and sexuality, race and ethnicity, immigration, commerce, politics, the environment, families, work, health issues, leisure food, and time. Taught in France; conducted in English. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Taught in France; conducted in English.

1 unit

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### **SO280 - Sociology of Education**

Functions of the school in modern society. The school as a social system and as a formal organization. Development and allocation of resources to public education. Impact of social and technological change on the school. The school as an agent of social control and of innovation and change. Problems of education in the urban setting, including the desegregation issue. (No credit if taken after SO380.)

*Prerequisite:* Any 100-level SO course or consent of instructor.

1 unit

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### **SO290 - Advanced Topics in Sociology:**

A more specialized examination of a variety of sociological issues and problems. Topics will vary from year to year depending on the interests and expertise of the faculty.

*Prerequisite:* Any 100 level SO class or consent of instructor.

1 unit

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### **SO292 - Sociology of Body and Health**

Investigates critical theories of the body in order to examine how the human body has been used as an object of medicine and a form of social control. The content in the course combines theories of the body rooted in feminist studies and sociology of health and illness with foundations in the method of content analysis. In the course, students will use their methodological training to launch their own investigation of the body as a social construction with complex meanings related to gender, race, sexuality, and social class. Topics covered may include weight, sex assignment, beauty, athletics, illness, and ability.

*Prerequisite:* Any Sociology 100 level or above or consent of instructor.

1 unit

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### **SO295 - Visual Ethnography**

Examines the visual as both technique of representation and mode of knowing, gaining competence in the aesthetic and technical dimensions of image production while developing a critical lens.

*Prerequisite:* Any 100-level Sociology course or consent of instructor.

1 unit

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### **SO303 - Sociology of Sexuality**

An advanced examination of the ways in which sexual identities, desires and practices are socially constructed and, as such, how they vary historically and culturally. Addresses a range of theoretical and methodological approaches that have contributed to the sociological study of sexuality, including psychoanalytic theory, survey research, social constructionism, feminist theory, critical race theory and queer theory. Specific topics include the political economy of sex; the construction of sexual identities; intersections of sexuality, gender, race and class; social movements; sexuality and institutions; families; marriage 'moral panics.' Offered in some years as a field research and writing course. (Not offered 2024-25).

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO312 - Communities & Networks**

How different types of community structures allow for different types of individual and group actions - deviance and conformity, successful and unsuccessful challenges to outside authority, the emergence of spectacular subcultures. Both historical and more contemporary case studies. Emphasis on network theory and its applications, using computer programs to analyze relations among actors. No prior programming experience is necessary.

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO314 - Sociology of Culture**

Examines the social base for cultural institutions, for constructing cultural meanings and for producing both high and popular culture. Cultural institutions as seats of both power and conflict. The impact of cultures and subcultures on identity formation. The response of cultural institutions to the rise of postmodernity. (Not offered 2024-25).

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO318 - Politics, Inequality, and Social Policy**

Examines ways in which sociology offers critical insight into social inequalities and how such insight can inform social policy and political efforts for social change. (Not offered 2024-25).

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO320 - Mental Health Policy**

Uses Critical Discourse Analysis on current public policy to bring to light the values underpinning mental health, acquiring a methodological tool that brings into evidence how language impacts the treatment afforded to individuals diagnosed with psychiatric disabilities.

*Prerequisite:* Any 200-level Sociology course, or consent of instructor.

1 unit

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### **SO322 - Symbolic Interactionism**

An examination of the major principles and arguments of symbolic interactionist theory and its applications. Symbolic interactionism is an approach to studying the social world that privileges micro-level phenomena. Particular attention is paid to

interactional accomplishments of self and identity, the nature, structure, and norms of social interaction, and interactional regulation of bodies and emotions (Not offered 2024-25).

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO324 - Urban Sociology**

This course centers on ideas of space, place, and community and relates them to major theoretical approaches in sociology. It explores the history of urbanization and urbanism, how people are socially and spatially organized, how urban life affects social interaction, and the stratification of neighborhoods as it relates to inequality more broadly. Particular attention is paid to place-related topics such as housing, education, employment, crime, development, politics, and gentrification.

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO328 - Community Based Research**

This intensive course engages with theories, epistemologies, and methods of community-academic collaborations. It considers who determines research agendas, makes knowledge claims, and claims ownership over knowledge production. Finally, it asks whether and how to use the tools of the academy towards social justice. Students contribute their research skills to a project that benefits a community organization.

*Prerequisite:* Sociology 228 and Sociology 229 or consent of instructor.

1 unit

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### **SO343 - Independent Study:**

Library or primary research or a combination thereof in an area of sociology in which the student has a personal interest, curiosity, or concern.

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

.5 to 2 units

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### **SO344 - Independent Study:**

Library or primary research or a combination thereof in an area of sociology or social psychology in which the student has a personal interest, curiosity, or concern.

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

.5 to 1 unit

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### **SO345 - Research Topics in Sociology:**

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

1 unit

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### **SO390 - Advanced Topics in Sociology:**

A more specialized examination of a variety of sociological issues and problems. Topics will vary from year to year depending on the interests and expertise of the faculty. (Not offered 2024-25).

*Prerequisite:* Sociology 228 and Sociology 229 or consent of instructor.

1 unit

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### **SO401 - Quantitative Research Methods**

Fundamental issues in quantitative research design, data collection, and analysis. It focuses on more advanced analytical techniques, including spatial and regression analysis, making use of core software programs such as Stata, SPSS and GIS. Emphasis on the practical application of statistical methods to analyze sociological data, as well as the interpretation and presentation of results. Required of majors who do not take SO302: Qualitative Research Methods.

*Prerequisite:* Sociology 228 and Sociology 229 or consent of instructor.

1 unit

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### **SO402 - Qualitative Research Methods**

Prepares students to conceptualize, design, and conduct research and to analyze and interpret data obtained through qualitative methods such as field research, participant observation, in depth interviewing, narrative analysis and action research. Required of majors who do not take SO 301- Quantitative Research Methods.

*Prerequisite:* Sociology 228 and Sociology 229 or consent of instructor.

1 unit

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### **SO410 - Internship in Social Organization**

Course designed for the student to intern in an organization which is closely related to the work of one or more standard sociology courses. Students will test a body of classroom theory or description against 'reality.' Students will examine and describe the structure and workings of the organization and be of assistance to the organization. Must be arranged at least one block in advance. May be taken as a block course(s) for 1 or 2 units, as a yearlong course for 1 unit, as a half block course for .5 unit, or over 4 blocks for .5 unit.

*Prerequisite:* Sociology 228 and Sociology 229; or consent of instructor.

.5 to 2 units

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### **SO411 - Community Based Praxis**

A course designed to put sociology into practice for a community, organization, or movement. A praxis course is distinguished by genuine collaboration with community partners and by a process of reflection that incorporates lessons learned in the classroom and application of theoretical understandings to work for social change. Must be arranged at least one block in advance. May be taken for up to 1 unit on any schedule, including as a block course(s), as a year- or semester- long course taken as adjuncts, as a half block with or without additional adjunct blocks or as only adjuncts.

*Prerequisite:* consent of instructor & Sociology 229.

.5 unit

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### **SO450 - Senior Thesis**

An independent project on a topic of the student's choice. The project might entail a position paper, empirical research designed to test a hypothesis or describe some phenomena, a theoretical piece dealing with an important sociological problem, or a combination of the above.

*Prerequisite:* Sociology 301 or Sociology 302; any one 300-level sociology elective.

1 unit

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### **SO451 - Senior Seminar**

Advanced study of a topic of sociological significance. (Not offered 2024-25).

*Prerequisite:* Sociology 450.

1 unit

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### **SP100 - Pre-Elementary Spanish**

This course is intended for students with no previous Romance Language experience, who have never studied Spanish before. A systematic introduction to grammar, pronunciation and the differences between Spanish and English structures. (Not offered 2024-25).

*Prerequisite:* No prior Spanish.

.5 unit

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### **SP101 - Elementary Spanish**

Study of basic grammatical structures and patterns with exercises meant to develop proficiency in speaking, listening, reading and writing presented in a cultural context. Meets the Language Requirement requirement.

*Prerequisite:* Language Placement Examination Required.

2 units

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### **SP103 - Review of Elementary Spanish**

A lower-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Spanish 101 or equivalent.

.25 unit

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### **SP104 - Review of Elementary Spanish**

A lower-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Spanish 101 or equivalent.

.25 unit

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### **SP111 - Elementary Spanish in Spain**

Meets the Language Requirement requirement. (Summer only 2024-25).

*Prerequisite:* consent of instructor & Program Fee: \$4,200.

2 units

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### **SP201 - Intermediate Spanish**

Review of fundamentals of Spanish grammar, composition, reading, and oral practice. Readings and discussion periods on topics of Hispanic cultures including literature, art, music and film. Meets the Language Requirement requirement.

*Prerequisite:* Spanish 101 or equivalent.

2 units

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### **SP203 - Oral Review of Intermediate Spanish**

An upper-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Spanish 201 or equivalent.

.25 unit

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### **SP204 - Oral Review of Intermediate Spanish**

An upper-level maintenance course for students who plan to continue their study of Spanish. A systematic review of grammar with supervised conversation practice.

*Prerequisite:* Spanish 201 or equivalent.

.25 unit

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### **SP209 - Spanish Theater Workshop**

Participation in performance and production of a Spanish-language play, presented in Spanish. Rehearsal time 6-8 weeks. (Not offered 2024-25).

.25 unit

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### **SP211 - Intermediate Spanish in Spain**

Meets the Language Requirement requirement. (Summer only 2024-25).

*Prerequisite:* consent of instructor & Spanish 111. Program Fee: \$4,200.

2 units

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### **SP299 - Intensive Communication Practice and Grammar Review**

This two-week (half-block) course will use a communicative approach to review and practice the essential structures and concepts of Spanish grammar. It is intended to prepare students for courses at the 300 level. As the need exists, this course may be tailored to serve as an introduction to a program conducted in a Spanish-speaking country, in which case it will also include orientation to the country and culture. (Not offered 2024-25).

*Prerequisite:* Spanish 201 or equivalent or placement at the 300 level.

.5 unit

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### **SP301 - Review of Language with Emphasis on Civilizations and Cultures of the Spanish-speaking Regions**

*Prerequisite:* Spanish 201.

.25 unit

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## **SP302 - Review of Language with Emphasis on Civilizations and Cultures of the Spanish-speaking Regions**

*Prerequisite:* Spanish 201.

.25 unit

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## **SP303 - Oral Practice and Written Expression for Spanish Heritage Learners**

Course designed for heritage speakers who have been exposed to Spanish at home and via community experiences and cultural traditions. Students will expand their Spanish language proficiency in writing, reading, oral production and listening comprehension through engagement with Latino/Hispanic artistic productions relevant to their bilingual experiences in the U.S. Ultimately, we aim to raise students' critical awareness regarding their role in their community and address the sociopolitical realities of Spanish in the U.S. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

2 units

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## **SP304 - Cultural Context and Oral Practice**

Transitional course between intermediate-level and advanced level language courses. Students will develop higher levels of listening comprehension, oral competence, and socio-cultural communicative proficiency and will acquire oral strategies of expression through the study of written and recorded cultural material dealing with a variety of aspects, issues, and realities of the Spanish speaking world. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* 201 or equivalent. No credit after Spanish 306 or higher-level course.

1 unit

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## **SP305 - Cultural Context and Written Expression**

Intensive writing and conversation through the study of literary and cultural texts of the Spanish-speaking world. Thematic focus will be determined by instructor. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* Spanish 201 or equivalent.

1 unit

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## **SP306 - Cultural Context and Critical Analysis**

Continues the acquisition of the Spanish language and trains students in the most important methods of critical analysis through readings in different genres. Meets the Critical Learning: AIM requirement. Meets the Language Requirement requirement.

*Prerequisite:* 305 or equivalent.

1 unit

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### **SP307 - Hispanic Culture**

The study of Hispanic societies and their cultural productions, such as film, art, music, language and literature. Ordinarily taught as part of a foreign study program. Meets the Critical Learning: AIM requirement.

*Prerequisite:* Spanish 305 or consent of instructor.

1 unit

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### **SP308 - Culture and Language Across the Curriculum in Spanish:**

This course may be taught in the Spanish and Portuguese Department or cross-listed in another Program or Department. The course must include some readings/discussion in Spanish and written assignments will be produced in Spanish. Cross-lists must be approved by the Spanish and Portuguese Department. Topics will vary depending on the instructor.

*Prerequisite:* Spanish 201.

.5 or 1 unit

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### **SP312 - Oral Practice and Composition Abroad**

Advanced composition and conversation through the study of literary and cultural texts. Ordinarily taught as part of a foreign study program. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement. Meets the Language Requirement requirement.

*Prerequisite:* Spanish 201 (or equivalent) and consent of instructor.

1 unit

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### **SP316 - Topics in Hispanic Literature and Culture**

Study of Hispanic authors, genres, literary periods, cinema or cultural trends not represented in the regular curriculum. The structure of the particular course is determined by the nature of the topic and the preference of the instructor.

*Prerequisite:* Spanish 306.

1 unit

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**SP350 - Transatlantic Studies:**

This course will explore cultural expression from a comparative focus on the Iberian Peninsula, the Americas and/or Africa. The aim is to move beyond the north-south, east-west divisions and challenge nationalistic narratives and instead privilege a critical, transnational, and comparativist reconstruction of Atlantic archives. Texts, expressive forms, regions and time periods under study will vary depending on instructor. May be repeated once for elective credit with a different instructor and topic. 1 unit. Meets the Equity and Power: EPG requirement. (Not offered 2024-25).

*Prerequisite:* Spanish 306.

1 unit

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**SP360 - Studies of Periodization:**

This course highlights the role of periodization in literary studies focusing on cultural production from periods prior to the 19th century. The purpose is to expose students to the intrinsic value of learning about pre-Columbian, Medieval, Golden Age, Colonial and other Early Modern periods. This course serves to ensure that students will understand the relationship between power, discourse and knowledge production across centuries. Expressive forms and specific time periods under study will vary depending on instructor. May be repeated once for elective credit with a different instructor and topic. 1 unit.

*Prerequisite:* Spanish 306.

1 unit

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**SP370 - Genre Studies:**

This course allows students to engage in a close study of one specific genre of cultural production. The objective of this course is an in-depth focus on the formal qualities and characteristics of the genre under study. Courses may include, but are not limited to: the novel, the essay, the short story, poetry, theater, film, visual and/or performing arts, etc. Texts, expressive forms, geographical emphasis and time periods under study will vary depending on instructor. May be repeated once for elective credit with a different instructor and topic. 1 unit.

*Prerequisite:* Spanish 306.

1 unit

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**SP409 - Independent Reading:**

Senior majors only. Departmental consent. Primarily for senior thesis work beyond regularly scheduled courses and not available to substitute for those courses.

1 unit

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### **SP432 - Honors Senior Thesis**

Intensive writing and supervised revision of senior thesis with oral defense. The work will be carried independently under the supervision of a regular Spanish faculty member. Thesis will be written in Spanish and will be 40-50 pages in length; it will demonstrate sufficient and clear proficiency in written Spanish, critical analysis of relevant cultural productions, and integrated research in the area of study. Open only to students who have satisfied GPA requirements of 3.5 and 3.7 from the college and the department, respectively. Students who successfully complete this course will be eligible to apply to graduate with Distinction. Meets the Writing in the Discipline requirement.

*Prerequisite:* Spanish 431. Only open to majors with 3.5 (college) & 3.7 (dept.) GPA's.  
1 unit

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### **SP433 - Culminating Project**

The culminating project is comprised of two components: a portfolio of revised essays and an oral presentation. The portfolio is an opportunity for reflection and refinement of both written expression and thematic foci from the perspective of our discipline. Students will work closely with a series of essays written in prior upper-level courses (beyond SP306) to develop a portfolio of closely edited and researched short essays and an extensive final critical reflection. Themes and writing styles included in the portfolio will vary by student. Students will work in consultation with the professor to determine the essays appropriate for revision for the portfolio. At the end of the course, all students will give an oral presentation in the Spanish and Portuguese Department Colloquium.

*Prerequisite:* consent of instructor & Declared Hispanic Studies Major.  
1 unit

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### **SW100 - Topics in Southwest Studies**

Selected topics related to the Southwest, taught at an introductory level. Content will vary from course-to-course. (Not offered 2024-25).

.5 to 1 unit

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### **SW102 - Place, Space and the Southwest**

Survey of the Greater Southwest, the power of place and overlapping cultural geographies of indigenous and European cultures in shaping the history, geography and landscapes of the region. Covers the pre-1492 Southwest, the Spanish conquest and colonial era, and tracks through the Mexican and Anglo-American periods of the Southwest. Considers modern controversies such as land and water use, border issues, environmental challenges, and the maintenance of cultural heritage. Prepares

participants for further work in Southwest Studies and affiliated interdisciplinary programs. Some outdoor fieldwork. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Critical Learning: SHB requirement.

1 unit

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### **SW120 - Mexican Folklorico Dance**

Combines instruction in folkloric dance performance with analysis of authenticity, permissible artistic expression, cultural impact and historical distinctions of Mexican Folklorico dance since the beginning of the 20th century. Among the dance traditions studied are Pre-Colonial Danza, Danza, Folklorico and Ballet Folklorico. The class will present a dance performance at the end of the semester, and may perform in less formal events at other times during the semester. Open to all students. (Offered by the semester as an adjunct course.) No prerequisites. (Not offered 2024-25).

.25 unit

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### **SW128 - Introduction to Global Climate**

(Not offered 2024-25).

1 to 2 units

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### **SW130 - World Music Ensemble**

Mariachi Tigre de Colorado College. Instrumental and vocal performance of Mexican popular and folk orchestral music with emphasis on bel canto singing. Genres include regional sones, huapangos, corridos, boleros, canciones, rancheras, polcas, vales and cumbias. (Offered by the semester as an adjunct course.) No prerequisites. (Not offered 2024-25).

.25 to 2 units

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### **SW131 - Cultural Astronomy of the SW**

Surveys the history and concepts of Western astronomy as background for other cultural approaches to astronomy. Focuses on archaeoastronomy and ethnoastronomy of Native Southwestern peoples, including ancestral Puebloans as well as modern Pueblo and Athabascan tribes. Explores relationships among astronomy, rock art, ritual, oral narratives, social patterns and beliefs systems. (Meets the Critical Perspectives requirement and the laboratory/field requirement in the Natural Sciences.) (Also listed as AN 211.) No prerequisites. May meet either the Critical Perspectives: Global Cultures or Scientific Investigation of the Natural World lab or field requirement. Meets the Critical Perspectives: Quantitative Reasoning requirement. (Not offered 2024-25).

1 unit

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**SW141 - Sustainable Development**

Investigates the concept of sustainable development by first introducing students to necessary economic terms and concepts. It next explores traditional economic models of production and distribution. Finally it introduces the concept of sustainable development (meeting the needs of the present without compromising the ability of future generations to meet their own needs). The course includes fieldwork to explore the behavior of traditional economic models and examples of sustainable development. May involve additional expense. This course is intended for non-economics majors. No prerequisites. (Not offered 2024-25).

1 unit

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**SW181 - Topics in Local and Regional Issues:**

In cooperation with local and regional experts, Colorado College faculty and students will explore local and regional issues on a variety of topics. Combining theory with practice, students will work to develop long-term research projects in relationship with needs of groups in the Southwest. Taught in extended format. No Prerequisites (Not offered 2024-25).

.5 unit

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**SW182 - Oral History and Qualitative Interview Methods**

This course introduces students to the theory and practice of oral history and qualitative interview methodologies. Students will learn how to develop an oral history and/or qualitative interview- based research project, and how to incorporate oral evidence as data into research and writing.

.5 unit

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**SW183 - Community Organizations in the Southwest**

Provides students with community learning experiences through a local community organization. Students spend two hours per week working with the organization serving as tutor/mentors for children ages 6 through 12 who are at risk academically. Additional class sessions focus on concepts and theories related to community learning experience, such as race/ethnicity, critical pedagogy, community formation, intercultural dialogue, philanthropy, social justice and social movements. (Offered by the semester as an adjunct course.) No prerequisites. (Not offered 2024-25).

.5 unit

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### **SW185 - In Our Own Backyard: Social Justice in the Southwest**

Examines the relationship between social, environmental, and political issues in the Southwest and choices we make personally and institutionally. Traces the resources, both human and natural, that make it possible to live in Colorado Springs and in a college community. Students will work in the field and in the library, developing data about the region. Finally we will consider modes of writing, speaking, data presentation that are essential to effect change. Full year extended format. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* consent of instructor.

1 unit

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### **SW200 - Topics in Southwest Studies:**

Selected topics related to the Southwest, taught at an intermediate level. Content and prerequisites will vary from course-to-course.

1 unit

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### **SW202 - Field Botany**

A field course involving collection, identification, and preservation of vascular plants, emphasizing evolution, ecology and biogeography. Takes advantage of the major ecosystems of the Pikes Peak region. (Meets the laboratory/field requirement for natural sciences.) Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Biology 105.

1 unit

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### **SW203 - Field Zoology**

A field course involving collection, identification, preservation, population studies, and life history studies of animals of regional ecosystems. Systematics, evolution, and biogeography are emphasized. (Meets the laboratory/field requirement for natural sciences.) Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement. (Not offered 2024-25).

*Prerequisite:* Biology 108 or 109 or consent of instructor.

1 unit

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### **SW204 - Prehistory: The Southwest**

Human habitation of the Southwest from earliest times, with emphasis on human interaction with environment. Changes in cultural patterns over time. No prerequisites. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW208 - Ecology**

The analysis of distributions, abundances, and interrelationships of organisms. Populations, communities, and ecosystems are investigated, and implications for humans considered. Laboratory and field experience. (Meets the laboratory/field requirement for natural sciences.) Meets the Critical Perspectives: Scientific Investigation of the Natural World lab or field requirement.

*Prerequisite:* Either 1.) 1 unit from Biology 105, 107, 108, 109, Geology 130 or 140 & Chemistry & Biochemistry 107; or 2.) Environmental Program 112 & 155 with strong HS Biology; a college-level BY course strongly recommended.

1 unit

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### **SW210 - Environmental Chemistry**

A focus on the thermodynamics and kinetics of pollutants in the air, water, and soil, as well as some toxicology. Statistical methods and the analysis of environmental samples using instrumental methods as well as techniques in chemical waste treatment are covered. (Not offered 2024-25).

1 unit

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### **SW211 - Storytelling of the Self (in the SW)**

This course combines literary, cultural, and historical analysis to examine how the U.S. Southwest has impacted and been represented in autobiographical representation (broadly defined). We will discuss the effects of place, race, class, and gender on self narratives and examine the dynamics of what constitutes a Southwest identity. Meets the Critical Learning: AIM requirement. (Not offered 2024-25).

1 unit

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### **SW212 - Archaeological Geology**

The application of concepts and techniques of geoscience and other disciplines to archaeology to help solve ancient dilemmas. (Not offered 2024-25).

1 unit

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### **SW214 - History of Native America**

Introduces students to the history of native peoples primarily in North America. The course includes histories of individual native groups as well as the relationship between American Indians and a variety of Europeans from before contact until the present. Examines a variety of primary and secondary materials to see patterns in the ways that Native Americans have been affected by the process of conquest, the ways in which Anglo-Europeans have responded to Native Americans, and in the ways in which American Indians have become a part of and remained apart from 'mainstream' American culture. As a broader goal, we also look at the way 'history' is made, understood, and used by very different cultural traditions. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW217 - American Frontiers**

(Not offered 2024-25).

1 unit

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### **SW220 - Environmental Justice in the SW**

Conflicts and commonalities between practicing environmentalists (pastoral cultures of New Mexico and southern Colorado) and card-carrying environmentalists. Course topics include historic, economic, and social origins of conflicts between these rural cultures and urban environmentalists and today's response by pastoral cultures to re-create equitable economies that sustain environment and culture. Field trip to New Mexico and southern Colorado. (Meets the Critical Perspective Requirement.) Writing emphasis. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Equity and Power: EPUS requirement. Meets the Writing Intensive requirement.

1 unit

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### **SW228 - Environmental Law of the Southwest**

Surveys the major environmental laws, and the landmark court decisions interpreting them that affect environmental policy in the Southwest. Topics include mining, grazing, forests, water, Native Americans, and wildlife. (Also listed as PS 203.) No Prerequisites. (Not offered 2024-25).

1 unit

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### **SW230 - Native Americans Under Federal Law**

The most influential external force that has shaped the status and culture of contemporary Native Americans has been federal law. The course examines these laws and Supreme Court decisions that led to the forced removal of Native Americans, established trustee doctrine, imposed assimilation policy, allocated land and natural resources, and changed the system of government for Native American tribes. We consider current efforts by Native Americans to enforce the laws that were enacted to protect their interests but which have been ignored for centuries. Focus is in the Southwest including current litigation over water rights in Colorado, land in New Mexico, and hunting and fishing rights in much of the region. No prerequisites. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW237 - Latino Immigration and Urban Change**

(Not offered 2024-25).

1 unit

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### **SW239 - History of Mexico**

(Not offered 2024-25).

1 unit

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### **SW241 - Chicana Feminism: Theories and Praxis**

This course introduces the student to the rich field of Chicana feminist thought by examining its emergence from social movements; its diversification and alliance with third world and transnational feminisms; its theoretical developments in scholarship and the arts; and its movement into contemporary social, artistic, and political spaces. We will privilege the approach of thinking about Chicana feminist thought and praxis as movida or movement to consider how feminism, in general, and Chicana feminism, in particular, has and continues to inform our conceptualizations of power, gender, sexuality, identity, and society. (Not offered 2024-25).

1 unit

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### **SW242 - The Anthropology of Food (with emphasis on writing)**

This course will explore food concepts, analytical methods, and the food habits of different ethnic groups. The class will have a field trip to the San Luis Valley, and to Northern New Mexico to document the production of food among farmers, cattle ranchers, and restaurateurs. (Limited to 12 students.) No prerequisites. Meets

the Critical Perspectives: Global Cultures requirement. Meets the Writing Intensive requirement. (Not offered 2024-25).

1 unit

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### **SW243 - Hispanic Folklore of the Southwest (with emphasis on writing)**

This course is designed to introduce students to several approaches in folklore studies and to Mexican material culture, religion, music, and prose narratives in the Southwest region of the United States. We will examine how the different approaches used by historians, literary critics, anthropologists, and folklorists can enhance the study of Hispanic folklore and material culture. (Limited to 12 students.) No prerequisites. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW250 - Regional Studies:**

(Not offered 2024-25).

1 unit

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### **SW251 - The Drug War**

This course introduces students to the global and local impacts of the drug war, with a particular focus on Mexico and the US Southwest. Through an interdisciplinary analysis of drug policy, drug policing, drug trafficking, and drug abuse, students will interrogate the interconnectedness of these practices on everyday life. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

1 unit

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### **SW252 - Marijuana Movement and Cannabis Culture**

This course introduces students to the complex history of cannabis and aims to complicate common misconceptions about this “weed” / “medicine” / “menace.” The course traces the history of the criminalization of marijuana, as well as the move towards marijuana legalization for both medicinal and adult-use in the state of Colorado, the United States, and beyond.

1 unit

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### **SW253 - Literature of the American Southwest: Contemporary Poets**

This course will examine the work of poets living in or writing about the Southwest, including but not limited to poetry that grows out of the three major cultural traditions of

the Southwest-Native American, Anglo, and Latino. Students will have the opportunity to write poems as well as to analyze poetry. No prerequisites. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **SW257 - Globalization and Immigration on the U.S.-Mexican Border**

The current era of globalization has generated the apparent contradiction between the free flow of capital across borders and restrictive immigration policy. The course examines these trends as they apply to the U. S. -Mexican border region and will consider issues such as the following: the North American Free Trade Agreement (NAFTA) and the multifaceted nature of integration between US and Mexican economies, the increase in low wage jobs in the US economy requiring higher levels of Latino immigration, economic development in Mexico that has generated emigration to the US, and US and Mexican immigration policies including the militarization of the U. S. -Mexican border. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW258 - Native Peoples of the Southwest**

Provides the fundamental building blocks to understanding the distinctive differences between the major Native Nations of the Southwest including language and culture, respective colonization and resistance experiences, identity and cultural vitality, gender and social roles, and expressive culture and representation. Readings may include ethnographic, ethno-historical, biographical, and linguistic works, as well as critiques of the study of Native peoples by Native scholars. Field Trip Possible. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW259 - Ritual and Medicine of the Southwest**

This course introduces students to the medicinal-ritual practices of indigenous communities in the US Southwest and Mexico. Through an integration of the anthropology of drugs, the anthropology of religion, ethnobotany, and medical anthropology, students will interrogate the interconnectedness of science, medicine, and expressive culture in the Southwest context. Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SW265 - Immigrant Communities in Colorado**

The changing demographics of the Front Range communities in Colorado and the socio-economic conditions that generate poverty will be examined as a case study of immigration theory. The increasing diversity of Colorado Springs, Denver, and Pueblo, due in part to high levels of immigration from Mexico, creates new challenges for this region including the provision of adequate housing and social services and racial and ethnic integration in public schools and other institutions. This community based learning course offers students the opportunity to volunteer with a non-profit organization serving Latino immigrants in one of these cities. Particular emphasis will be placed on student teaching of English as a Second Language classes to recently arrived immigrants. Offered as a combined half block and spring semester extended format course; students must complete both the half block and the spring semester work to receive credit for either. Meets the Critical Perspectives: Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Spanish Language skills recommended.

.5 unit

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### **SW267 - History of the Southwest under Spain and Mexico**

The pre-contact history of Anasazi and Athabascan peoples from anthropological and mythological perspectives; the causes and consequences of the Spanish entrada and attempts at missionization of the Indian peoples of New Mexico and the California coast; development of mestizo society; the arrival of the Anglo-Americans and the Mexican-American War. No prerequisites. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW268 - History of the Southwest since the Mexican War**

The adaptation of Native American and Hispanic peoples to Anglo-American culture and politics; the causes and consequences of the loss of Hispanic lands; the evolution of family life and religious practices; indigenous views of modernity. Films, artistic expressions, and works of fiction as well as historical sources. No prerequisites. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

1 unit

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### **SW272 - Cultural Landscapes of the Southwest**

An introduction to the cultural landscapes of the Greater Southwest. Guides students with the concepts, terms, and approaches of cultural landscape studies, with a focus on socio-ecological challenges and material-cultural landscapes of the Southwest often

perceived to be completely natural. Includes an independent project and may involve a multiple day off-campus excursion. Meets the Critical Learning: SHB requirement.

1 unit

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### **SW273 - Art, Power & Resistance**

This course introduces interdisciplinary methods of analysis and interpretation in Southwestern art/cultural production/expressive culture, including, but not limited to visual arts, material culture, music, drama, and literature. Students gain a historical foundation that allows them to analyze and interpret early forms of Indigenous, Mexicana/o, and Hispano art, which we use to examine the relationship between art, identity, and power. As we move through the course, we examine how histories of colonialism and cultural mixing produce new identity categories and influence contemporary Southwestern art/cultural production/expressive culture created by Indigenous, Latinx/Chicanx, Hispana/o, and Mexicana/o artists, writers, performers, and musicians. We utilize the rich collections of Southwest art and material culture housed at the Fine Arts Center (FAC) at CC, along with visits to regional sites like museums, artist's studios, and artist communities, to engage in discussions about art and identity, to address how art is a tool for decolonization, and to imagine the ways that artists (broadly speaking) have created narratives of resistance and accommodation through their work. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **SW280 - Topics in Literature: The Nature Essay (w/Emp on Wrt**

(Not offered 2024-25).

1 unit

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### **SW291 - Southwest American Indian Music**

Music and culture of Southwest American Indians, with emphasis on Pueblo and Athabascan peoples. Considers origin narratives, cosmology, ritual drama, dance, and other aesthetic modes as related to Southwest Indian musical performance. Addresses traditional as well as new music. This course meets the ethnomusicology requirement for the music minor. No prerequisites. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **SW300 - Advanced Topics in Southwest Studies**

Selected topics related to the Southwest taught at an advanced level. Content and prerequisites will vary from course-to-course.

1 unit

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### **SW301 - Political Ecology of the Southwest**

Focuses on political ecology in a seminar setting for understanding political economy and ecological concerns. Highlights the struggles and genius of Southwest cultures under changing conditions. May have a multi-day-off-campus field trip. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: SHB requirement. Meets the Equity and Power: EPUS requirement. (Not offered 2024-25).

*Prerequisite:* Any 100 or 200-level Southwest Studies course or Environmental Program 145: Environment and Society, and Junior or Senior standing.

1 unit

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### **SW303 - Animal Ecology**

A field course involving collection, identification, and population and life-history studies of animals of regional ecosystems. Principles of animal ecology, behavior, and biogeography are emphasized through field case studies and discussion of primary literature. Field work includes sampling techniques and their application to answer specific research questions.

*Prerequisite:* Biology 208 and either Biology 106, 108, or 109; or consent of instructor. No credit after Biology 203.

1 unit

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### **SW307 - Museums and the Presentation of the Southwest**

Examines the role of museums as educational institutions in preserving and presenting cultural products and heritages. Emphasis on the hands-on analysis of artifacts, interpretation of material culture and the presentation of the cultures of the Southwest. (Limited to 16 students.) May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 111 or consent of instructor.

1 unit

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### **SW308 - Topics:**

1 unit

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**SW310 - Archives of Power**

This course traces the development of “archive studies” and integrates regional archives as an empirically sound and “objective” forms of public history and record. Examines institutional, colonial, and heteronormative logics of archival and power dynamics that drive archive creation. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: HP requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* any 200 level Southwest Studies or History course.

1 unit

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**SW311 - Topics in Southwest Studies:**

An introduction to the geochemical, physical hydrological and biological properties of water systems at the level of a watershed. This course applies principles of physical hydrology, redox, acid-base and solubility chemistry, sampling and experimental design. Includes a significant laboratory component involving GIS and the analysis of samples collected in the field. (Not offered 2024-25).

1 unit

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**SW320 - Field Archaeology**

Methods and concepts employed by the archaeologist in excavation. Both field and laboratory techniques are utilized to obtain the information from which site reports are written. What kinds of inferences about culture can be made from excavated material and the excavation process? Four weeks in the field. (Not offered 2024-25).

1 or 2 units

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**SW321 - Rio Grande: Culture, History and Region**

An interdisciplinary course based on history, culture, and water issues. It will explore the cultural heritage and creativity of groups whose historical experience has been shaped by the Rio Grande basin from its origin in Colorado to its mouth in the Gulf of Mexico. The course will engage a broad American and international public in the exploration of how the river basin and the people who live within it change, evolve, and develop together, and can affect each other. Limited to 12 students. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. (Not offered 2024-25).

*Prerequisite:* Anthropology 102 or consent of instructor.

2 units

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### **SW322 - Borders and Borderlands**

This course offers a grounded understanding of borders and borderlands, specifically the U.S.-Mexico Border. Utilizing the U.S.-Mexico borderlands and its inhabitants as a case study, we will interrogate identity formation, cultural hybridity, exclusion, difference, biculturalism, social control, boundaries and “boundedness.” Meets the Equity and Power: EPG requirement. Meets the Equity and Power: EPUS requirement.

*Prerequisite:* 1 SO/SW/AN course and 201 level Spanish.

1 unit

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### **SW337 - Chicax/Latinx Literature**

This course examines Chicax/Latinx literature, including fiction, poetry, and critical essays through a comparative, regional, and interdisciplinary approach. Through our study of Chicax/Latinx literature, we will underscore the relationship between place and identity for Chicax/Latinx peoples of the Southwest, West, and Midwest; and we will consider how written texts reflect social, political, and historical contexts. We will read literature that crosses a wide temporal sequence to discuss how Chicax/Latinx authors have, and continue to address, issues of colonialism, race, class, gender, and sexuality. Throughout the course, we will also examine how the increasing U.S. presence of Chicax/Latinx peoples is radically reshaping the American literary canon. Meets the Critical Learning: AIM requirement.

1 unit

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### **SW338 - Latina/o Literature in the US**

S. Comparative study of works of Chicano, Puerto Rican, and Cuban authors, as well as Latin American writers in exile in the United States, including political essays of Marti and Flores Magun and the contemporary works of Hinojosa, Mohr, Laviera, Rivera, Alegria, and Valenzuela. Meets the Critical Perspectives: Global Cultures requirement. (Not offered 2024-25).

1 unit

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### **SW341 - Ecological Economics and Sustainability**

Provides an introduction to ecological economics (an interdisciplinary approach to understanding and managing the ecology and economics of our world) and introduces/ extends students' understanding of sustainability (meeting the needs of the present without compromising the ability of future generations to meet their own needs). It reviews options for economically efficient allocation of resources that also protect the stock of natural capital over spatial and temporal space; and investigates the application of tools of analysis and solutions to a regional management problem in the American West. (Week field trip, extra expense for students not on campus Board Plan.) ; for Environmental Science credit: EC 141 or EV 141. (Not offered 2024-25).

1 unit

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### **SW352 - Waters of the West**

An introduction to western water laws, water management policies, and the legacy of water federalism. Particular attention is given to instream flow programs, Native waters, community ditches, water justice, and water conservation efforts in the Southwest. 1 unit. (Not offered 2024-25).

*Prerequisite:* Southwest Studies 102 or Environmental Program 128 or Environmental Program 145 or consent of instructor.

1 unit

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### **SW390 - Independent Research in Southwest Studies:**

Independent research based on library, laboratory, or field investigation of a cross-disciplinary question concerning the Southwest.

*Prerequisite:* Two previous SW courses, consent of both the instructor and the Southwest Studies program director, and registration at least four weeks prior to the block in which the research is to be initiated.

.5 to 1 unit

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### **SW395 - Junior Research Seminar**

A seminar for third-year students, organized around a common set of Southwest readings with coverage of inter-disciplinary research methods, and designed so that majors can complete a research proposal to carry out in their senior capstone project. Special attention to regional or area studies as an organizing principle for the courses.

*Prerequisite:* Majors & Minors Only.

1 unit

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### **SW400 - Senior Capstone Project:**

Independent research project based on field or archival research to be done in consultation with two faculty members. A proposal for the project would need to be approved by Faculty Advisory Committee by the end of the junior year.

*Prerequisite:* consent of instructor & Southwest Studies 175, 272, 273, 3 units from approved SWS course list & required methodology course.

1 unit

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### **SW401 - Senior Capstone Project:**

*Prerequisite:* Southwest Studies 175, 272, 273, 3 units from approved SWS course list & required methodology course.

1 unit

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**SW410 - Ornithology**

Identification, taxonomy, anatomy, physiology, behavior and ecology of birds, including field and laboratory work.

*Prerequisite:* consent of instructor or Biology 203.

1 unit

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**SW446 - Special Topics: Herpetology**

(Not offered 2024-25).

1 unit

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**SW500 - Topics in Southwest Studies: Contemp Native American Writer**

(Summer only 2024-25).

1 unit

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**SW520 - Topics in Southwest Studies:**

(Summer only 2024-25).

1 unit

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**SW527 - Southwest Studies Institute:**

(Summer only 2024-25).

2 units

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**SW530 - Native Americans Under Federal Law**

(Not offered 2024-25).

1 unit

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**SW555 - The Santa Fe Trail: Cultural Crossroads**

(Summer only 2024-25).

1 unit

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### **SW580 - Willa Cather's West**

Meets the Critical Perspectives: Global Cultures requirement. (Summer only 2024-25).

1 unit

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### **TH101 - Stagecraft Practicum**

A basic technical theatre adjunct course. Covers the vocabulary, theory, skills and application within the areas of set design and construction, stage management, and production crew. (Not offered 2024-25).

.25 unit

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### **TH102 - Stagecraft Practicum II**

This course is designed to act as a lab component of TH101. Students are required to crew the Theatre and Dance main stage production. Builds on the information and skills acquired during TH101 (Not offered 2024-25).

*Prerequisite:* Consent of Instructor.

.25 unit

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### **TH103 - Stage 1: The Performer Prepares**

An introduction to practices fundamental to live performance through an exploration of movement, gesture, voice, imagination, and awareness as they serve the actor, dancer, and human being. Meets the Critical Learning: CP requirement.

1 unit

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### **TH107 - Art, Spectacle, and Society**

Examines the rise of spectacle culture in social events, popular culture, and mass media in the United States, such as Burning Man, Mardi Gras, Las Vegas, Halloween, carnivals, freak shows, professional wrestling, historical reenactments, fantasy cons, zombie walks, flash mobs, cult films, and mega-churches. Uses readings by Richard Schechner and Victor Turner to introduce fundamental concepts from the field of performance studies, including ritual, theatre, and play. Additional texts by scholars such as Joseph Roach, Umberto Eco, and Guy Debord are used to critique the role of race and gender in late capitalism and to identify the potential for performance as a form of political resistance. Students may expect frequent short field trips and participatory assignments.

1 unit

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### **TH110 - Fundamentals of Performance Design**

Emphasizes the collaborative nature of 3-dimensional live performance design, its vocabulary, theory and application with a focus on aesthetic integration. Combines artistic practice with critical inquiry to engage simultaneously in creative development and analysis. Class projects introduce students to research, visual analysis, sketching, model making, and presentation skills. Historical and current performance design trends. No prior experience in theatrical productions expected. Meets the Critical Learning: CP requirement.

1 unit

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### **TH200 - Topics in Theatre:**

Courses offered by resident and visiting faculty on specialized topic areas, including theatre history, dramatic literature, dramatic theory, film and theatre performance practices.

1 unit

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### **TH202 - Student Theatre Think Tank**

Develops the dramaturgical skills and tools needed to read contemporary, modern, and classic plays towards crafting a theater season. Includes meetings with playwrights and reading/analyzing play scripts with an eye toward the annual Theatre Department season.

*Prerequisite:* .

.5 unit

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### **TH204 - Feminist & Queer Performance**

Examines how performances since 1960 by women and queer artists have challenged ideas about the body, sexuality, and selfhood. Uses theorists such as Judith Butler, E. Patrick Johnson, and José Esteban Muñoz to analyze the gender politics and strategic positions adopted by artists in drama, musical theatre, dance, and performance art.

1 unit

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### **TH205 - Acting**

Develop acting skills through observation, improvisation, intensive physical and vocal preparations, and the study of acting techniques such as Stanislavski, Grotowski, and Viewpoints. The emphasis is on exercises that release the imagination and instinct of the actor to approach any role. Work will culminate with a class performance of scripted scenes and/or monologues. Meets the Critical Learning: CP requirement.

1 unit

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### **TH206 - Directing**

A practical and theoretical introduction to the basics of directing. Begins with investigation of past and present directing practice and techniques through the work of influential directors from around the world. Considers the essential tools of directing, choosing the material; producing and conceptualizing the ideas; pre-production work of analysis, design and planning; casting;rehearsal management; rehearsal techniques with actors; and steering the production through its final stages to performance. The course involves directing actors in scenes. (Not offered 2024-25).

*Prerequisite:* Theatre 103 or Theatre 110 or Theatre 205 or consent of instructor.

1 unit

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### **TH207 - Lighting Design**

History, theory, and practice of lighting design for the stage. Script analysis, drafting, plotting, and color theory. Laboratory required: participation in one stage production. Limited to 15. Meets the Critical Learning: CP requirement.

1 unit

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### **TH208 - Finding Your Voice**

Through vocal and physical exercises, participants learn to connect to their breath, increase natural resonance, and strengthen voice articulation. Different kinds of texts and language are explored to discover how to express clearly and truthfully thoughts and emotion

.25 unit

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### **TH210 - Intermediate Performance Design**

Intermediate work in performance design with an emphasis on the emergence of new approaches and innovations in scenic and performance design. Integrates traditional visual languages of the stage with the digital arts. Explores spatial designs for dance, performance installations and the theatrical stage. Includes model making, drawing, drafting and digital/video design programs.

*Prerequisite:* Theatre 110 or consent of instructor.

1 unit

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### **TH212 - Theatre Mainstage Production:**

Student actors develop rehearsal, collaboration, and acting skills in a faculty-directed and designed play production. Technical theatre students and design assistants develop skills and in-depth experience in a fully produced production. Subheading indicates title of the production.

.25 or .5 or 1 unit

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### **TH217 - Playwriting**

An exploration of the art and craft of playwriting through reading, writing, re-writing and self/peer critique. We will investigate the elements that comprise a script, including dialogue, monologue, subtext, character development, structure, and developing action through language and imagery. 1 unit Meets the Critical Learning: CP requirement.

1 unit

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### **TH218 - Costume Design**

Costume Design for live performance, including theatre, opera, dance, and performance art. Explores color and line theory, script analysis, textiles and textile modification, rendering for costumes, construction and patterning techniques and other costume related skills. Limited to 10. Lab fee required. 1 unit - Ames

1 unit

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### **TH224 - Contemporary Performance 1950-Present**

Contemporary performance is an interdisciplinary genre that crosses theatre, dance, music, and the visual arts. This course introduces artists working in this boundary-breaking field while exploring how performance catalyzes our individual creativity by engaging with play, including tricks, jokes, and improvisation. The course in turn examines how such artistic play intersects with ritual performances, which help participants to slow down and reorient their perceptions to new rhythms, trajectories, and affects. In doing so, we will also study how play in contemporary performance resists social imperatives on productivity, achievement, and competition. Students can expect to keep a detailed research journal and participate in creative experiments involving play and ritual. These experiments with performance require no skill, previous experience, or specific knowledge—only a willingness to take risks and try out new ideas. Students will delve into their personal inspirations and be asked to reimagine themselves as creative agents in their own lives, regardless of whether they are in the arts or not. May meet either the Critical Perspectives: Global Cultures or Social Inequality requirement. Meets the Critical Learning: CP requirement.

1 unit

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### **TH225 - Writing from the Well: Mining the Subconscious**

Where does inspiration come from? How is it channeled? This class is a foray into the process of dramatic writing (writing for the stage: monologues, vignettes, plays) that emerges from the well of the subconscious. Our investigations and experiments will seek to liberate the imagination, discover the conduits to deliver our creative expression and deepen our capacity for creative exploration and appreciation. Mindfulness practices, dreams, ritual, silence, play may all be a part of our writing/making practice. Meets the Critical Learning: CP requirement. (Not offered 2024-25).

1 unit

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### **TH228 - Experimental and Expanded Cinema**

Experimental and Expanded Cinema Examines alternative approaches to cinema developed after 1960 by independent filmmakers and interdisciplinary artists working with animation, puppetry, video, performance, and installation. Uses readings by scholars such as P. Adams Sitney, Steven Shaviro, and Laura Marks to explore the visual and tactile qualities of film, the relationship between mainstream and experimental cinema, and social attitudes towards new technologies. (Not offered 2024-25).

1 unit

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### **TH229 - Rewriting America: Playwrights and Cultural Identity**

This course focuses on marginalized theatrical voices from the United States. Our mission will be to examine the societal circumstances that birthed alternative styles to the mainstream American stage. Selected playwrights will cover a cross section of race, gender and sexuality, from Tony Award® winners to virtual unknowns. Equal parts historical analysis and creative writing workshop, students will create multimedia presentations and original plays based around their research. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Perspectives: Social Inequality requirement. Meets the Equity and Power: EPUS requirement.

1 unit

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### **TH230 - Being Seen: Acting and the Camera**

This class explores the relationship between the actor and the camera. We will learn basic technical skills as well as cultivating the emotional adjustments, relaxation, and presence that serve to modulate an authentic performance in front of the camera. We will address audition technique, scene work and monologues through assigned, found, and original material.

1 unit

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### **TH232 - Performance Away**

The class takes place in a selected city and sees and analyzes a wide range of performances including drama, dance, opera, puppetry , solo performance, circus, site specific work, foreign language performance and experimental work in all genres. Explores the social, historical and national parameters of the performances and the past and present performance history and significance of the city . Extra Expense.

1 unit

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### **TH233 - The Nakedness of Being**

The Nakedness of Being is an experiential and experimental performance course taught by distinguished guest artist, Eiko Otake, a New York-based movement artist. This course combines Eiko's embodied creative practice with the study of postwar Japanese arts. Through the study of movement, readings, videos, and films students learn that space/time is not a white canvas that stands alone and empty. Here and now are continuous parts of a larger geography (space) and history (time) and as such are dense with memories, shadows, and possibilities. Viewings of art works and films from postwar Japan serve as examples of artistic representations of despair and perseverance. What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions the class explores. This is not a dance class, nor is it geared only toward performers. The course encourages students to think about movement as a method of accessing human experiences and building knowledge, a way to explore sensations, thoughts, and reactions to a particular space.

1 unit

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### **TH235 - Philosophies of the Body: Bodies and Power**

Comparative (and connected) exploration of philosophies of the body and questions of power. In the west, we have inherited a model of the body as object, opposite to the mind - reinforced by a variety of everyday discourses including medical and health discourses as well as those around beauty, capability, and culpability. This course historicizes continental European theories of mind-body duality, and dives into several global traditions – embodied as well as textual – which offer different models for the thinking-feeling-subjective body. By addressing bodies (in motion), perception/cognition, and epistemology we ask the following: 1) How are our bodies navigating but also subverting or intervening in multiple matrices of power dynamics or knowledge systems through the ways in which we move through the world and 2) what radical possibilities open in the process. Ultimately, these various approaches force us to question what it means to even talk about “a body”. Meets the Critical Learning: AIM requirement. Meets the Equity and Power: EPG requirement.

1 unit

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### **TH237 - The Art of Insurgency: Performance and Political Order**

Investigates the arts' relation to narratives of power--those stories that justify why certain structures dominate, and why alternatives do not. An examination into those arts that expose these narratives, reveal silenced alternatives, and present challenger stories that aspire to power themselves. Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed. Meets the Critical Perspectives: Social Inequality requirement. Meets the Critical Learning: CP requirement. Meets the Equity and Power: EPG requirement.

*Prerequisite:* Includes two weeks of study in Serbia and Bosnia. Course fee/Passport and Visa, where needed.

1 unit

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### **TH240 - Special Topics in Design**

Courses offered by design faculty and guests on specialized topic areas in performance design. Lab fee required. (Not offered 2024-25).

1 unit

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### **TH300 - Advanced Topics in Theatre:**

Courses offered by resident and visiting faculty on specialized topics. (Not offered 2024-25).

.5 to 1 unit

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### **TH303 - Creative Research Seminar**

Prepares junior and senior majors for their thesis projects by investigating methods for creative research and collaborative practices. Includes immersion in the research and generative artistic practices of established artists. Students will collectively and individually explore elements of performance (visual, kinesthetic, audio, textual, temporal, and spatial) to formulate their intentions, investigations, questions, and creative processes for their theses.

*Prerequisite:* consent of instructor.

1 unit

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### **TH304 - Advanced Performance:**

Investigation of choreographic theories and practices with an emphasis on interdisciplinary inquiry. Topics include: Advanced Choreography, Site-specific Performance, Installation and Performance, Choreographies of Editing, Community and

Performance. Can be repeated for credit to fulfill one elective requirement within the major. (Not offered 2024-25).

*Prerequisite:* Dance Theory 221 or consent of instructor.

1 unit

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### **TH305 - Advanced Acting**

Developing and furthering the skills from TH205: Acting with an emphasis on intensive scene work that will focus on a wide range of contemporary and historically significant playwrights. Work will culminate with a public presentation of scenes. (Not offered 2024-25).

*Prerequisite:* Theatre 205 or consent of instructor.

1 unit

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### **TH307 - Advanced Lighting Design**

History, theory, and practice of lighting design for the stage. Script analysis, drafting, plotting, and color theory. Laboratory required: participation in one stage production. Limited to 15. (Not offered 2024-25).

*Prerequisite:* Theatre 207 or consent of instructor.

1 unit

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### **TH325 - Independent Study in Theatre and Dance:**

Work in special fields in Drama and Dance appropriate to the needs and/or interests of qualified students.

*Prerequisite:* Consent of Instructor.

.5 or 1 unit

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### **TH330 - Performance Away**

The class takes place in a selected city and sees and analyzes a wide range of performances including drama, dance, opera, puppetry, solo performance, circus, site specific work, foreign language performance and experimental work in all genres. Explores the social, historical and national parameters of the performances and the past and present performance history and significance of the city. Extra Expense. (Not offered 2024-25).

1 unit

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### **TH340 - Advanced Topics in Design**

Courses offered by design faculty and guests on specialized topic areas in performance design. (Not offered 2024-25).

1 unit

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### **TH350 - Advanced Design Practicum**

An individual advanced design project either in connection with a department main stage production or another performance on campus. Areas of concentration might include properties, masks, sound design, video design, costume design or scenic design associated with the production. Must be arranged with instructor.

1 unit

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### **TH404 - Senior Thesis**

Advanced work in drama and/or dance culminating in performance, written thesis, major creative or choreographic work, scenic or lighting design, or other work appropriate to the discipline. Proposal must be approved at the end of the junior year by the department faculty. Offered in blocks 1-7 of the senior year.

*Prerequisite:* Consent of Department.

1 unit

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#### **Colorado College**

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