**College Course Offerings for Senior Term Paper**

Most areas of study can be divided into one of three divisions as seen below. Most public and private colleges and universities require exposure to all areas. As college freshmen, you probably will be required to take a few courses from each area. Requirements will vary based on your college, degree choice, and declared major (usually in your sophomore year.)

**Humanities**

Classics

Education

Fine Arts

History

Music

Philosophy

Religion

Theatre Arts

**Social Sciences**

Anthropology

Business

Economics

Education

Gender Studies

Politics

Psychology

Sociology

**Science**

Biology

Chemistry

Computer Science

Geology

Kinesiology

Mathematics

Physics & Engineering

I have listed course offerings under the department title. These are courses found in current college catalogues. You will choose one course, become “enrolled” in the course, and write your paper as if you were writing it for that course.

A course number in the 100’s is usually for freshmen and often introductory to the area of study. A course number in the 200’s is usually for sophomores and sometimes is more focused than an introductory course. These course levels will require more in-depth research and you will need to gain a greater depth of understanding of the subject matter.

**Art and Art History (ART)**

**151. Art and Culture**

A thematic introduction to the subjects of art history, the language, and the methods used in the discipline, with a specific focus on the relationship of form and content. The course examines works of art as expressions of social, intellectual, religious, and aesthetic values.

**256. Italian Renaissance Art**

The visual arts of Italy from the late medieval period through the end of the sixteenth century. Artists covered include Leonardo da Vinci, Michelangelo, Raphael, Donatello, and Titian. Elective for Medieval and Early Modern Studies majors.

**Biology**

**106. Biology for the Schools**

Basic biology, emphasizing the investigative approach to solve biological problems. Students will design, execute, and interpret research. Class projects will teach application of scientific method and basic laboratory techniques. Research topics will vary with each instructor. Recommended for Education majors.

**BIO 108-2. Topics in Biology (W)**

This course will focus on the many aspects of a particular disease, breast cancer. We will discuss not only the biological basis of the disease, but also the public health, public policy and political aspects of breast cancer. Topics will include: the basic biology of cancer, the impact of politics, advertising and metaphors (e.g. the War on Cancer, Cancer Survivors, Battling Cancer) on breast cancer, access to healthcare and health insurance, and controversies involving current breast cancer screening programs.

**BIO 108-4. Topic: Wildlife and People**

This course is designed for students (non-organismal biology majors) interested in learning about the interactions of wildlife and people in today’s society. In this course, students will be introduced to ecological principles on the population, community and ecosystem levels. We also will explore wildlife management issues, assess human impacts on wildlife, and investigate ways that wildlife and people live together.

**141. Foundations: Cellular Biology**

The course introduces students to the principles of cell structure, cell function and information transfer by emphasizing the investigative approach to biological questions. Students design, execute, and interpret research. Research topics will vary with each instructor. This course is a prerequisite for most upper-level Biology courses.

**230. Conservation Biology**

Ecological, evolutionary, and other biological principles and their application to the maintenance of global and local biodiversity. One or more field trips may extend beyond normal class hours.

**Chemistry:**

**111. Chemistry in the Natural World**

Basic concepts of chemistry and their implications for a technological society. Emphasis on quantitative and qualitative aspects of chemistry as they apply to topics of importance today. Intended for non-science majors. No previous study of chemistry required.

**121. Chemical Principles I**

Fundamental concepts of chemistry, mole concept, energy, theories of the atom and the chemical bond, and molecular geometry. This course is intended primarily for those considering a major in science.

**Classics**

**216. Classical Mythology (in English)**

Development of the myth, legend, and folklore of the ancient world, especially their place in ancient Greek and Roman culture, and their survival in the modern world.

**264. Women in Antiquity**

Exploration of women's lives in classical Greece and Rome; women's role in culture, society, and the economy; their experience of childbearing, marriage, and death; ancient social constructs of the female. Sources include literature, history, medical texts, inscriptions, art, and architecture.

**109. Topics in Hispanic Literature and Culture (in English)**

Seminar for first year students only. Intensive engagement with a topic in Hispanic cultural or literary studies. Taught in English.

**Computer Science:**

**131. The Beauty and Joy of Computing**

Computing has changed the world in profound ways. It has opened up wonderful new ways for people to connect, design, research, play, create, and express themselves. This course will focus on some of the "Big Ideas" of computing that have changed the world and consider where it will go in the future. We will discuss the challenges and implications of computer technology, including the responsibilities of those who design and use computer systems. Students will learn a bit about computer programming and a lot about writing at the college level. The lab portion of the course will introduce students to computer programming using languages and development tools designed for students with no programming experience.

**135. Privacy, Piracy, and the Public Good**

Reading, discussion, and writing on legal, ethical, and societal issues related to computing. Topics include first amendment issues, like filtering of on-line content; intellectual property issues, like "file sharing" and fair use exclusions to copyright; and fourth amendment issues including a detailed examination of the nature of our "right" to "privacy." Given these issues, classroom discussions often follow the format of group debates, both formal and informal. Throughout the course, there is an emphasis on building skills in locating, evaluating, and citing electronic-based information, including Internet and library resources. The lab portion of this course is project-oriented and introduces a variety of software including web page authoring and presentation software. Labs feature group work and emphasize learning how to learn software.

**140. Foundations of Computer Science**

This course introduces students to problems that engage the interests of computer scientists and define the field. The course introduces students to object-oriented design, a principal discipline that computer scientists use to solve problems. Students learn to divide large problems into small problems, bundle related data with methods that operate on that data, and incorporate into new designs elements of previously completed designs. The course emphasizes creative expression using an abstract notation. Students practice designing, writing, testing, and presenting programs. Success in the course does not require previous programming experience.

**Economics**

**101. Macroeconomics**

Basic macroeconomic theory. Analytical evaluation of the determinants of national output, inflation, and unemployment. Examination of fiscal and monetary policies and issues in international trade and payments. Introduction of tools necessary to analyze economic models. (Social Science)

**102. Microeconomics**

Basic microeconomic analysis of consumer choice, the business firm, and resource markets in labor, capital, and land. Analysis and critique of government policy in problem areas such as monopoly power and government regulations and expenditures. Prerequisite: two years of algebra in high school. (Social Science)

**111. Introduction to Business**

This course introduces a core business function such as marketing, operations, talent management, or information systems. The course will illustrate relevant social science theory in the context of business practice. The specific area of business will depend on the faculty instructor.

**Education**

**205. Historical Foundations of Education**

This course explores the historical, sociological, and philosophical foundations of education. The class will draw upon the broad, theoretical issues of education through a variety of written and discussion-based activities. Particular attention is paid to curriculum theory, the civic and democratic mission of the common schools movement, Dewey and the Progressive Era of schooling, and the current social context of schools. Students are encouraged to critically analyze the purpose of schooling and to further develop their own philosophies of education through reflection and dialogue. (Humanities)

**216. Education Policy and Practice**

This course will explore education policies and their relationship to sociological patterns of school resegregation, the rise of credentialism, the end of educational expansion, and inequality of educational opportunity. Students in the course will be introduced to the history of policymaking in education beginning with the education reform policies of Horace Mann. Students will also examine demographic data on educational attainment, analyze the policies that alleviate or reinforce educational inequality, and describe what assumptions lie behind current reform ideas. We will evaluate the dynamics of current debates by referencing the long- standing tensions among the different purposes of schooling we have in our nation. Same course as POL 216. (Social Science)

**230. Exceptional Learner**

An introduction to understanding the diversity of learners in K-12 classrooms and how differentiated teaching methods and materials are essential to create a more inclusive and equitable environment for all students. The major focus of the course will be identifying the strengths and challenges of students to increase engagement and raise achievement through varied approaches to teaching culturally and linguistically diverse learners and students with documented needs. Fifteen hours of observation-practicum in the schools. Students must provide their own transportation. (Social Science)

**240. Education and Culture**

This course explores the influence of social issues such as discrimination, diversity, equity, racism, sexism, homophobia, and ethnic and socioeconomic pluralism in American schools. The goals for this class are to understand and be sensitive to the values, beliefs, lifestyles, and attitudes of individuals and the diverse groups found in a pluralistic society and to translate knowledge of human relations into attitudes, skills, and techniques that will support favorable learning experiences. Through critical analysis, this course reveals ways in which dehumanizing biases may be reflected in instructional materials, methodologies, media, and everyday encounters, and students learn how these interactions may influence classroom dynamics and student learning. This course also counts towards the GSS major. (Social Science)

**English**

**ENG 102-1. Topic: Life of Bees: an Interdisciplinary Perspective (FYS)**

The Life of Bees: an Interdisciplinary Perspective This course will introduce students to bees and beekeeping through the academic lenses of film studies, food studies, and ecology. Bees are responsible for pollinating roughly 1/3 of human foods, and the rise of Colony Collapse Disorder (CCD) has raised awareness about their essential importance to the present-day food economy. The class will consider the ways that bees, and this crisis, have been represented in literature and film, will investigate the causes of this crisis, and will propose collective action toward conservation. The course will include field trips, guest speakers, and a collaboratively cooked meal, in addition to assigned written work.

**ENG 111-3. Topic: Beats, Dylan and the American Dream (W)**

In the 1950s, a period of American prosperity and social contentment and conformity, the “Beats” rejected traditional American values. Writers such as Jack Kerouac, Allen Ginsberg, and William Burroughs sought out a new version of the American Dream. In the early 1960s, Bob Dylan followed in their footsteps and went on to become one of the most radical, influential voices of the 20th century. This class will explore the work of the Beats and Dylan through aesthetic, historical, political and cultural lenses as a way to explore our own sense of American values. Do these artists have anything to say to Americans in the 21st century? What is the American dream now? We will focus on critical reading and writing skills as we try to formulate our own responses to these important questions.

**ENG 210**. **American Survey**

Development of American literature from the beginnings to the 20th century. Emphasis is both textual and historical.

**ENG 211.** **English Survey I**

Development of English literature from Chaucer to Johnson.

**ENG 212.** **English Survey II**

Development of English literature from the Romantics to the present.

**Environmental Studies**

**101. Environmental Perspectives**

An interdisciplinary examination of the interplay between the artistic, social and scientific components of modern environmental issues. Not open to juniors or seniors. (Interdisciplinary)

**201. Environmental Biology**

Investigation of the fundamental biological principles underlying how humans and other living things interact with an environment increasingly altered by human activities. These principles will be applied to understanding and seeking practical solutions to modern environmental problems. Prerequisite: ENV 101 or any science credit.

**202. Introduction to Environmental Chemistry**

This course introduces some of the fundamental concepts used for understanding the chemical processes occurring in the environment. Topics covered will include: chemical bonding and structure; cycling of chemical substances and elements in the atmosphere, oceans, and soils; the chemistry of atmospheric and water pollution; chemical analysis of environmental samples. This course cannot be used to satisfy course requirements in the chemistry major. Offered as an off-campus course in alternate years which incurs additional costs. Prerequisite: ENV 101 or any science credit. (Laboratory Science)

**Ethnic Studies**

**123. Introduction to Ethnic Studies**

Examination of the meaning of ethnicity, race, and minority status. The relationship between race, class, and ethnicity. The psychology of prejudice. Structural discrimination. The evolution of ethnic interactions. The course is interdisciplinary in method and cross-cultural in perspective. Not open to seniors without permission of instructor.

**Gender, Sexuality, and Women's Studies**

**171. Gender, Power, and Identity**

This interdisciplinary core course in the program analyzes how notions of race, gender, sexuality, class, nation, physical ability and other aspects of social location materially influence people’s lives. To conduct our analysis, we will consider various strands of feminism, divergent positions among queer theorists, and arguments drawn from other identity based fields (e.g ethnic studies, American studies, postcolonial studies) in order to survey and compare several perspectives on gender, race, sexuality, race and class. Placing gender and sexuality at the center of analysis, we will address some of the basic concepts in Gender, Sexualities and Women’s Studies. We will also explore questions regarding incorporating other social categories such as race, ethnicity, class and nationality. Throughout the course we will complete readings, watch films, and engage in exercises to explore the past, present and potential future understandings about gender and sexuality, paying close attention to political, cultural, and economic contexts.

**Geology (GEO)**

**105. Marine Science**

An introduction to the global marine environment, with emphasis on sea floor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, coral reefs and pollution, and exploitation of the oceans by humans. One field trip to the Shedd Aquarium, Chicago. (Science)

**111. Physical Geology**

The earth as a dynamic body whose materials and structures are continually being modified by the interactions of the geological processes; considers interrelationships between geological processes and human activity. Fieldtrips as weather permits. Not open to student previously enrolled in GEO 101. (Laboratory Science)

**122. Climate Change**

An examination of changes in Earth's climate with particular focus on the last 20,000 years. Topics include greenhouse and icehouse worlds, climate reconstruction techniques, and factors driving climate change. Offered as a writing-designated course (W) in alternate years.

**German**

**GER 116-3. Topic: Holocaust (in English)**

This course will examine the Holocaust from the perspective of social, cultural, and emotional history. We will seek to understand this genocide—its perpetrators and victims—in the context of modern German and European history, specifically interwar Germany and the rise of the Nazis, WWII, and long-standing anti-semitism throughout Europe. Students will also interpret the eyewitness accounts and survivor memoirs that were produced in the wake of such evil and wrestle with some of the Holocaust's most central and vexing questions: why did the Jews stay? Who was complicit? What did it mean to be a bystander? Where was God? This course will be taught in English and is designed for students of all backgrounds.

**History (HIS)**

**101. Europe: 800-1300**

This course surveys medieval Europe from the decline of the Carolingian era, tracing the rise of the papacy, as well as new ideas about spirituality and law. Topics covered include the Crusades, the culture of knights, universities, and the developing inquisition. Not open to seniors without permission of the instructor. (Humanities)

**102. Europe: 1300-1700**

This course examines the impact of the Black Death upon European society and the development of the Renaissance and Reformation. What does it mean to have a Renaissance? How did the Black Death change European society? What effects did these new intellectual and religious ideas have on politics, society, and culture? How did ordinary people shape the Reformation? We will consider these questions as we explore art, literature, and documents from the period. Not open to seniors without permission of the instructor.

**154. Making of Modern America**

The late nineteenth century ushered in a plethora of momentous changes in the economic, political, and social spheres of American life that heralded the birth of modern society. Massive upheavals brought about by revolutions in American industry, transportation systems, immigration patterns, and urbanization fundamentally altered the very structure of American society. This course examines the underlying changes that gave rise to a new era in American history epitomized by the "mass" character of modern life by focusing on mass production, mass consumption, mass culture, and mass movements (including civil rights and women's rights) from the mid-nineteenth century through the late 1960s. *Not open to seniors without permission of the instructor.* (Humanities)

**220. History of Spain, 700-1600**

This course examines Spanish history from the Arab invasion through its “Golden Age.” The two major themes that this course explores are 1) the shift from a frontier society to a colonial empire, and 2) the multi-religious, multi-cultural nature of Iberian society during this period. The course examines the dynamics of violence, competition, and coexistence, between Muslims, Christians, and Jews, as well as within Muslim and Christian society. How did those dynamics, and the ideology of Reconquest, shape Spanish society and Spain’s early colonial efforts? How has this period of Spanish history been remembered and interpreted?

**Kinesiology (KIN)**

**111. Foundations of Kinesiology**

Historical and philosophical foundation of physical education. Current issues in research and literature. Biological, physiological, and sociological aspects of sport and exercise. Not open to seniors without permission of instructor.

**206. Exercise Psychology**

Examination of theory, current research, and applications of psychological processes and behaviors related to physical activity. Topics include psychological and emotional effects of exercise, motivation for fitness, factors in exercise avoidance, adoption, and adherence, exercise addiction, and cognitive and behavioral change strategies for exercise compliance, and consideration of gender, ethnicity, and special needs populations. Not open to seniors without permission of instructor. (Social Science)

**212. Sports and American Society**

Exploration of the impact of amateur and professional sports on the American way of life. Sample topics include women in sports, sports and the African-American community, sports as big business, and the relationship between sport and education. Readings reflecting a variety of viewpoints about the role of sports in American society will be selected from contemporary literature. (Social Science)

**Mathematics and Statistics**

**MAT 105-1. Counting to Infinity in 18 days (FYS)**

The idea of infinity has fascinated humanity since the beginning of time. Small children want to know what the largest number is and are amazed that there is no largest number. In popular culture, Buzz Lightyear in “Toy Story” is associated with the phrase “To infinity ... and beyond!” But what is beyond infinity? For that matter, what exactly is infinity? This course will investigate the mathematics of infinity as well as mathematics and mathematicians in the context of their time and culture. Students will have the opportunity to creatively investigate aspects of infinity that interest them. The mathematics covered is accessible, exciting and mathematically significant. Students will be expected to enroll in an online learning community and will receive 1⁄4 additional adjunct course credit for their participation during the fall semester.

**Music**

**217. Opera**

An introduction to opera as a genre and a study of selected masterpieces. The course will involve both traditional investigations and newer scholarly approaches from areas such as "queer studies" and feminist scholarship. Themes of the course will be those of the operas studied: politics, gender, class, love, death, sexuality, the individual within society, religion, and, of course, the union of music and drama. Ability to read music *not* required. Offered subject to availability of faculty. May be repeated for credit with permission of instructor. (Interdisciplinary)

**218. Rock Music: Historical and Cultural Perspectives**

Rock music from its origins in African-American blues to the present. Examination of the music's interaction with ethnicity, racism, capitalism, sexism, and politics. Open to all students. Offered subject to availability of faculty. (Humanities)

**220. Jazz History**

Jazz in America from its roots in Africa and Western Europe to present-day styles and practices. Open to all students. Offered every third year. Prerequisite: writing-designated course (W). (Humanities)

**263. Women and Music**

The roles of women in the history of Western music with special emphasis on the music of women composers. Exploration of issues surrounding gender and musical style. In addition to the Music major and minor, this course also counts toward the GSS major. Prerequisite: writing- designated course (W). Ability to read music not required.

**Philosophy**

**PHI 105-1. Topic: The Morals of Our Stories (FYS)**

This course will examine ethical theories and notions embedded in the discourse of storytelling. Moral lessons and norms are conveyed in the pages as the tale unfolds and the characters develop. Through the use of fable, fiction and film, the ethical principles of major philosophical systems will be discerned and analyzed. As a first year seminar, emphasis will be placed on academic expectations, coursework integrity, and vital critical reasoning skills in writing and discussion.

**109. Ethics and Climate Change**

The nature of climate change raises urgent questions about what we ought to do--i.e., questions about morality. We will spend some time considering climate science and questions raised by controversy about that science. We will spend more time considering the moral challenges climate change generates: what is the nature of our obligations to prevent harm to people distant in space and in time; what responsibilities do nations of the industrialized world have to respond to threats generated by climate change; what does it make sense for such nations to do given the uncertainty of some outcomes of climate change; what should we, as citizens of such nations, be doing? Seminar for first year students only. (Humanities)

**111. Introduction to Philosophy**

Problems of philosophy as they are discussed in the writings of major philosophers, including such topics as the nature of reality, problems with knowledge, morality, and the rationality of religious belief. Designed for first year students and sophomores. (Humanities)

**202. Ethics**

The nature of moral experience, moral judgments, and moral principles, and the relation of each to the other. Course may consider applications to contemporary moral problems. Readings from some major ancient, modern, and contemporary moral philosophers. (Humanities)

**Physics & Engineering Sciences**

**EGR 131: Introduction to Engineering Design**

The goal of engineering is to solve problems faced by society. In this course, students will learn how the engineering process works: defining the problem; conducting background research; constructing design criteria; evaluating and testing designs, and developing and testing prototypes. Students will also discuss and critically analyze papers discussing ethical issues that arise both during the design process as well as the interaction between technology and society. This course also emphasizes the importance of effective communication for engineers: students will be required to present their own reports (both oral and written) as well as critiquing other papers.

**116. Energy & Society (W)**

Our modern society depends critically on the conversion of stored energy sources, like coal, oil, and natural gas, into useful forms of energy such as electricity, transportation, and heat. This course will explore the societal impacts of this energy use on human health, the environment, and the economy. We will also explore energy production and consumption patterns around the world. Students will engage in critical reading, discussion, and several different types of academic writing. Because this is a writing course, significant course time will be spent on the writing process, with a focus on revision.

**121. Astronomy**

Development of the current understanding of the origin, evolution, and structure of the universe. Physical principles upon which this understanding is based. Intended for non-science majors. (Science)

**123. Acoustics, Music, Audio Systems**

Application of elementary physics principles to sound waves and vibrations, including the physics of musical instruments, room acoustics, hearing, harmonic analysis, and electronic production of sound.

**Politics**

**111. Introduction to Politics**

Although you may not realize it, every one of us is involved in politics on a daily basis. We each have experienced parents and children haggling over the rules governing curfew or use of the car, employees and bosses negotiating behaviors at work, and organized crime families disputing turf wars (ok, maybe not that last one). Yet, in one way or another, politics is a part of our lives regardless of whether we are interested in Congress, political parties, or international negotiations. Politics is the process by which individuals and groups reach agreements on a course of joint action--even if they disagree on the intended goals of that action. This class discusses the problems that groups need to overcome to reach agreements on a joint course of action, and looks at the political institutions and other political processes and incentives that enable groups to overcome those barriers here in the United States and internationally. (Social Science)

**172. American Politics**

Survey of process and institutions of politics in the United States. Addresses topics in political behavior such as individual political attitudes, political participation in the U.S. context as well as discussing American political institutions such as the presidency, Congress, the judicial system, the bureaucracy, political parties, and interested groups.

**222. Foundations of the First Amendment**

Political thought from political practice to political philosophy. Recent U.S. Supreme Court rulings on the freedom of expression, the Constitutional background for the Court's ruling, and the arguments for freedom of expression. Readings include Mill's *On Liberty*, Supreme Course cases, works on current legal controversies, and John Milton. (Social Science)

**Psychology**

**161. Fundamentals of Psychological Science**

Scientific study of behavior. Topics may include learning, development, personality, perception, physiological bases of behavior, the behavior of individuals in groups, and abnormal behavior.

**Religion**

**222. Religions of the World**

Comparative survey of the major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam. Systematic attention to historical interrelations among traditions as well as differences in worldview and the significance of these differences for understanding human nature and culture.

**Sociology/Anthropology**

**101. Sociological Thinking**

Do you wonder why people do the things they do? Why society works as it does? Ever think the world is “unfair”? Sociologists study people in the world, looking at patterns, at differences, at inequalities. Thinking sociologically is like “entering a new and unfamiliar society--one in which things are no longer what they seem.” It creates “culture shock without geographical displacement.” This course requires us to look at society with a new perspective, to question our taken-for-granted assumptions, to investigate people's actions, and to explore the organization of society. It provides a basis for being engaged citizens, thinking about social alternatives, and imagining possibilities for social justice. Credit may be given for either 101 or 102, but not for both. Not open to seniors without permission of the instructor.

**246. Gender Diversity**

This course will focus on diverse gender identities, bodies, and social presentations. Social practices and pressures of gender will be examined in order to gain insight into the larger contemporary social meanings of gender. We will explore how individuals interpret and present their gender identities, the constraints on such interpretations and presentations, and the larger social implications of gender diversity and gender regulation on cultural ideals.

**248. American Indians: Culture, Activism, and Social Justice**

American Indians: Culture, Activism, and Social Justice Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are influenced by their unique relationship with the federal government. An analysis of treaty rights, the nature of tribal self-determination, and the goals of current tribal activism. Topics covered include tribal efforts to control reservation development, to protect sacred environments, and to preserve tribal cultures.

**101. Cultural Anthropology**

The course provides a cross-cultural, critical perspective on human behavior and society. The diversity of human cultures from nomadic food foragers to industrialized city dwellers is examined, and the implications of subsistence, social, economic, political, and religious systems for the lives of men and women are explored through readings, videos and lively discussions. Students are provided with tools to more objectively compare other cultures with their own. Emphasis on non-Western cultures. Not open to seniors without permission of the instructor. (Social Science)

**105. Human Origins**

Introduction to the study of human origins through an explicitly scientific anthropological approach. The processes and products of human evolution are surveyed from the perspectives of genetics, evolutionary theory, comparative anatomy, primatology, the fossil record, artifactual evidence, and biocultural behaviors. Course purposes include learning the basic concepts and terminology of physical anthropology to enable anthropological thinking about biocultural change through time; becoming acquainted with the basic precepts of evolutionary theory including Mendelian principles and modern genetics; exploring the relatedness of past and present human species with living and extinct primates; gaining knowledge about the basic sequence of human evolution including species names, key attributes, dates of existence, and hypothesized connections; and considering ongoing issues relating to the interaction of biology and culture in the contemporary world.

**110. Archaeology**

Intensive introductory-level exploration of how archaeologists use a systematic scientific approach to investigate the past. Specifics on selected past cultures will be presented although this course is not intended to be a comprehensive overview of human prehistory. Students will learn about (1) research methods for the collection of archaeological data; (2) techniques developed for interpreting archaeological site formation, relative and chronometric dating, and artifact analyses; (3) a brief history of archaeological inquiry; and (4) essential theoretical underpinnings of major archaeological paradigms.

**Theatre**

**115. Basic Acting**

Study and practice in the essentials of the art and craft of acting. Emphasis will be given to observation, ensemble work, and character development, and all will be explored through scene and monologue study, class activities and performances, and paper/presentation assignments.

**160. Fundamentals of Theatre Design**

Exploration of the role and process of design as it relates to theatrical production. Students complete practical exercises in scenic, costume, lighting, and sound design, and learn to critically analyze and respond to design work with the elements of design vocabulary. (Fine Arts)

**201. Play Analysis**

Study and practice of play analysis with an emphasis on exploring the potential for live performance embedded in a written text. Students will learn to employ a three-tiered approach to analyzing plays: textual/structural, dramaturgical/contextual, and creative/intuitive. Offered three out of every four years.