things with language in especially engaging, complex ways. This class introduces students formally to the skills of reading and writing that enable us to interpret and appreciate the meaning and function of literary texts and create literary texts ourselves. By focusing on these skills, this class lays the foundation for students to successfully pursue a major or minor in English. We will practice these skills by reading a wide range of literature in this class, examining the genres of poetry, drama, and prose fiction through works drawn from a variety of historical periods and produced by writers with a diverse array of identities. Written work in the class will engage with the conventions of writing about literature and the effective interpretation of evidence to achieve convincing insights into texts. Works of literary criticism by practicing scholars will provide models for this interpretation, and we will consider carefully how writers read and how scholars learn to ask and answer questions about literature as they read. This course also satisfies an LO2 Women's Voices and LO3 Intercultural Competence.

ENLT 151W Introduction to Literature: Death and Dying (4)
This course will examine depictions of death and dying in literature, exploring the different ways in which writers have portrayed the experience of facing death, the physical realities of death, the process of grief and mourning, and ideas about the afterlife. Reading from a wide range of texts by authors like Leo Tolstoy, Nella Larsen, and Virginia Woolf, students will practice close reading and apply a variety of critical perspectives to the literature they read. Writing assignments will ask students to practice building effective arguments, offering textual evidence, and communicating their ideas clearly and logically. Requirements: Four 750-word papers, three in-class essays, frequent quizzes, and regular class attendance. This course also satisfies an LO2 Women's Voices and provides students the opportunity to earn the W.

ENLT 151W Introduction to Literature: Dialogue (4)
To process what someone is saying, we need to assess where they are coming from—both literally and figuratively. The same need factors into our understanding of literature. Wherever dialogue occurs in poems, plays, short stories and novels, it requires careful scrutiny. Situating speakers within dialogue (determining what they know, what they don’t, what they’re hiding, what they’re feeling, what they want to say, what they might be unable to say, or why they’re talking) is one of the vital aspects of reading, among others, that we will practice on a variety of works. This course also satisfies an LO2 Women's Voices and provides students the opportunity to earn the W.

ENLT 151W Introduction to Literature: Metamorphosis of the Self (4)
This course introduces students to reading and writing about literature at the college level. Students will develop facility with analysis and the art of crafting persuasive, argumentative prose through an examination of literary works that present depictions of transformation, change, and metamorphosis. As we read narratives of bodies altered (in size, shape, and substance) and worlds transformed, we will interrogate: the extent to which corporeal forms influence our sense of personal identity and our perception of others; the ways in which our sense of self can alter due to the state of the external world around us; and why stories of shape shifting, physical transformation, and social upheaval have provoked such fascination and anxiety amongst audiences of all ages in diverse cultural and historical settings. This course also satisfies an LO2 Women’s Voices and provides students the opportunity to earn the W.

ENLT 151W Introduction to Literature: Page Turning to Binge Watching (4)
We are surrounded by digital texts: clickbait, ads, listicles, thinkpieces, long-form and short-form essays. Why do we read some of these rather than others? Better question: how is a given digital text written in order to
appeal to a particular audience? This course will explore some of these digital genres and their print-based antecedents, including authors like Montaigne, Woolf, and Didion. Students will learn to read, analyze, and compose texts in order to become more engaged and critical of online cultural trends. This course also satisfies an LO2 Women’s Voices and provides students the opportunity to earn the W.

ENLT 216 Literature of Social Justice (3)
What role does literary works play in advocating for a more just society? Can literature provide a platform for social exploration? An opportunity to engage the emotions of the public? A space for disruption and critique? What are the limitations of literary representations of social justice issues? This course uses these guiding questions to examine works of poetry, fiction, and nonfiction. We’ll read texts that engage with issues including racism and anti-racism, incarceration, environmental justice, health equity, and feminist activism. As we read works published from the nineteenth-century to the present, we’ll also consider the role of reading in shaping our own value systems. This course also satisfies an LO2 Women’s Voices and LO3 Social Responsibility.

HIST 104 World Civilization II (3)
A study of the modern world from about 1500 A.D. to the present. The great civilizations of Europe, America, Asia, and Africa will be discussed with detailed descriptions and audio-visual presentations on the vast empires under which they thrived and the energetic leaders who created them. While lectures and discussions will be within a chronological framework, emphasis will be on the new developments in philosophy, religion, politics, arts, literature, ethics, society, and science and technology—all of which resulted in the creation of the world we live in today. This course also satisfies an LO2 Women’s Voices, LO3 Intercultural Competence, LO3 Global Learning and LO3 Social Responsibility. Section 71636 also satisfies LO2 Critical Thinking Seminar and is linked with a first-year faculty advisor.

HIST 292 Reclaiming the Classics for a Diverse and Global World (3)
Explore love, friendship, sex, art, misogyny, and gender in ancient Greece and Rome in a global context. This course affords you the opportunity to examine, discuss, and write about some of the “great books” and art of the ancient world. Do contemporary films and television programs get it right in their depictions of the ancient world? What is the legacy of the ancient past? Readings include Homer’s Odyssey, Sappho’s poetry, Greek tragedy, Ovid’s Metamorphoses, and more. Students will write in traditional, creative, and digital environments. This course also satisfies an LO2 Women’s Voices (pending), LO3 Global Learning and LO3 Social Responsibility.

History
HIST 103 World Civilization I (3)
The great societies of world history have created the cultural heritages that still frame our modern lives. The most important learning outcomes of this course will be to introduce students to those histories and to help them develop the critical thinking skills involved in understanding, assessing, and writing them. History has shaped the world we live in.

To paraphrase William Faulkner, the past is never dead—it’s not even past. Thus, an important goal of this course is to present a truly global history of those societies from the origins of mankind to the early modern period and to connect that history with the important issues and cultural identities that shape our world today. This course also satisfies L03 Global Learning.

HIST 201 United States History to 1865 (3)
What does it mean for the United States of America to be the “City on the Hill?” Historically, it has meant very different things, but many Americans still see their country as an example of freedom and opportunity, a beacon of hope, and a model for the rest of the world. The theme of our course is freedom, for as Eric Foner, the author of our textbook, writes, “No idea is more essential to Americans’ sense of themselves as individuals and as a nation than freedom.” But, “freedom is not a fixed timeless category with a single unchanging definition...the history of the United States is, in part, a story of debates, disagreements, and struggles over freedom...the meaning of freedom has been constructed not only in congressional debates and political treatises, but on plantations and picket lines, in parlors and even bedrooms” (Foner, p. xxxviii-xxxix). A major focus of our critical exploration of American history will be to analyze and reflect on changing understandings of the freedom that defines us as Americans. This course also satisfies an LO2 Women’s Voices.

HIST 210 United States History to 1865 (4)
A British officer serving under “Gentleman” Johnny Burgoyne in the American Revolution remarked in his journal, after Burgoyne surrendered his entire army to a victorious collection of ragtag American farmers and militia, “It seemed that I was gazing upon a new race of men.” Indeed, for the British it seemed as if the Americans had turned the world upside down, that a “new race” had arisen in the forests of the “New World.” Who were these new people, and what was (and is) an American? This course examines this question through the disciplines of history and literature. To gain a deeper understanding of the American character, we will be probing its cultural and intellectual roots in the time period between the first European settlements and the end of the most divisive conflict in American history, the Civil War. A close scrutiny of our past tells us a good deal about our present situation and perhaps even gives us a glimpse of our future. This course also satisfies an L02 Women’s Voices and provides students the opportunity to earn the W.

Modern Languages
All bachelor degree programs require the successful completion of a full year of foreign language study: two sequential courses at the appropriate level, as determined by the student’s interests and her abilities as indicated by the online placement exam. A student who is enrolling at the introductory level (101) in a language that she has not studied in high school is not required to take the placement exam.

I speak English. Why should I learn another language?
“...[E]ffective communication and successful negotiations with a foreign partner — whether with a partner in peacekeeping, a strategic economic partner, a political adversary, or a non-English speaking contact in a critical law enforcement action — requires strong comprehension of the
underlying cultural values and belief structures that are part of the life experience of the foreign partner.”
—Dr. Dan Davidson, President of the American Councils on International Education

“A different language is a different vision of life.”
—Federico Fellini, Italian film director

“To have another language is to possess a second soul”
—Charlemagne, Holy Roman Emperor (747-814)

The knowledge of other languages and cultures is becoming more and more necessary in today’s globalized world, representing skills increasingly sought by employers both within and outside the United States, particularly for higher-level positions. Additionally, the ability to understand and communicate in another language and across cultures can lead to significant personal growth, both intellectually and spiritually, developing critical and interpretive thinking. (Some studies show a meaningful correlation between second language study and improved verbal and mathematical performance on tests such as the SAT or the MCAT.) Studying a second language can also open doors to self-knowledge and to participation in worlds you haven’t yet imagined.

Introductory Level - These courses are for students who have never studied the language or those who are continuing a language studied in high school and earned a score below 38 on the Northwestern University Online Placement Exam. Students who have earned high school credits in a language will not be allowed to enroll in the introductory level sequence (101) or the intermediate level sequence (111) of that language until they have taken the online placement exam.

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Intermediate Level - These courses are for students who are continuing a language studied in high school and who demonstrate sufficient language competence to pursue intermediate study of the language with an emphasis on written and oral expression. Placement at the intermediate level will be determined by the Department of Modern Languages based on the Northwestern University Online Placement Exam. Students earning a score of 38 or higher must enroll at the intermediate level. Students who have earned high school credits in a language will not be allowed to enroll in the introductory level sequence (101) or the intermediate level sequence (111) of that language until they have taken the online placement exam.

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<td>MLIT 111</td>
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The Modern Language Sophia requirement can be fulfilled with a second approved Italian language course.

MLSP 111 Intermediate Spanish I 4
MLSP 112 Intermediate Spanish II 4
MLSP 115 Intermediate Spanish for Heritage Speakers I 4
MLSP 116 Intermediate Spanish for Heritage Speakers II 4

Placement and Credit
The decision regarding which foreign language to study and whether to continue or begin a new language belongs to the student. First-year advisors will help a student weigh her interests and consider her ability, study abroad and career plans in order to advise her and help her reach a thoughtful decision.

The placement exam can be a helpful tool in the advising process. A student electing to continue the study of a foreign language for which she has received high school credit must complete the Northwestern University Online Placement Exam before she will be allowed to enroll in either the introductory or the intermediate level.

The level in which the student enrolls may have an impact on her choice of study abroad programs or her ability to major in a particular language. The first-year advisor can provide all pertinent information, but the student and her academic advisor are encouraged to consult with the chair of modern languages if there are any questions.

Eight credits in modern languages are awarded upon completion of the requirement. Students who complete the requirement at the intermediate level (111–112 or 115–116) or higher in their first year will receive an additional four semester hours of elective credit.

Recommendations:
1. In deciding how to fulfill the modern language requirement in the Sophia Program, the department encourages students to base their decision on their personal interests, taking into consideration their study abroad and career plans, as well as their linguistic ability. Students should discuss this decision with their first year advisor.
2. A student starting a new language should complete the Sophia modern language requirement before the beginning of her junior year.
3. A student wishing to major in Spanish or minor in French or Italian with no prior study of that language must enroll in the introductory level in her first year.
4. Students may be exempt from the foreign language requirement by examination.

Arabic
MLAR 101 Introductory Arabic I (4)
An introduction to the Arabic language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Arabic and Islamic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLAR 102. Strongly recommended for students interested in study abroad in Morocco.

CHINESE
MLCH 101 Introductory Mandarin Chinese I (4)
An introduction to Mandarin. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Chinese culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam.
Continues second semester as MLCH 102. Strongly recommended for students interested in study abroad in China.

**FRENCH**

**MLFR 101 Introductory French I (4)**

An introduction to the French language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to French and Francophone cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLFR 102. Strongly recommended for students interested in study abroad in Morocco and in Angers, France.

**MLFR 111 Intermediate French I (4)**

Designed to develop an intermediate level proficiency in French focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on French and Francophone cultures. Placement into this level is determined by the student’s score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLFR 112. MLFR 111 is required for students interested in study abroad in Angers, France.

**Italian**

**MLIT 101 Introductory Italian I (4)**

An introduction to the Italian language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Italian culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLIT 102. Strongly recommended for students interested in study abroad in Rome. This course also satisfies an LO2 Women’s Voices and LO3 Global Learning.

**MLIT 111 Intermediate Italian (4)**

Designed to develop an intermediate level proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Placement into this level is determined by the student’s score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. The Modern Language Sophia requirement can be fulfilled with a second approved Italian language course.

**Spanish**

**MLSP 101 Introductory Spanish I (4)**

An introduction to the Spanish language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Hispanic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in one of the intermediate sequences (111–112 or 115–116). Continues second semester as MLSP 112. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain, and 111–112 or 115–116 is required for study abroad in Córdoba, Argentina.

**MLSP 111 Intermediate Spanish I (4)**

Designed to develop an intermediate level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. Placement into this level is determined by the student’s score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequences (111–112 or 115–116). Continues second semester as MLSP 112. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain, and 111–112 or 115–116 is required for study abroad in Córdoba, Argentina.

**MLSP 115 Intermediate Spanish for Heritage Speakers I (4)**

Designed to develop an intermediate level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. Only students for whom Spanish plays a role in their lives (spoken at home; grandparents or other relatives who speak Spanish, whether or not they live in the student’s home; frequent engagement with Spanish-speaking communities, etc.) and who receive 38 or above on the Northwestern University Online Placement Exam may enroll in this sequence. Students earning a score of 38 or above must enroll in one of the intermediate sequences (111–112 or 115–116). Continues second semester as MLSP 116. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain, and 111–112 or 115–116 is required for study abroad in Córdoba, Argentina.

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**Philosophical Worldviews**

**PHIL 110 Introductory Philosophy (3)**

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. Section 71357 also satisfies L02 Critical Thinking Seminar and is linked with a first-year faculty advisor.

**PHIL 110 Introductory Philosophy: Exploring the Good Life (3)**

This discussion-based course introduces the student to philosophy, specifically focusing on questions that have interested human beings across time. What can I know about the world around me? What does it mean to live a good life? How should I treat others? We will look at how historical thinkers have addressed these questions and consider how philosophy can help the contemporary student reflect on how to live a good life. This section will include enrichment materials to help the student reflect on her skills, passions, and future vocation. This course (section 71358) also satisfies L02 Critical Thinking Seminar, an LO2 Women’s Voices and LO3 Social Responsibility. This is an exploratory course linked with a first-year faculty advisor.

**PHIL 110W Introductory Philosophy (3.5)**

A unit of the tandem The Art of Living, taken in conjunction with ART 290W Earth Art (p. ). Both art and philosophy are concerned with exploring, expressing, critiquing, and creating ways of seeing our world and our place in it. Artists who create ‘earth art’ do this in an especially deliberate way, taking as their medium our interactions with the natural world that provides the supporting context for all human endeavors to live a meaningful life. The philosopher, likewise, reaches for a deeper understanding of her medium, in this case, life itself, exploring in a conceptual fashion what it might mean to live a life that is a rich and meaningful whole.

In this tandem we will read our way in historical order through some highlights of western philosophical attempts to discover, by deploying our capacity for abstract thought, what goes into fashioning a meaningful life. Along the way, we will discuss the nature of beauty and creativity, learning what we can from the very concrete activity of bringing aesthetically satisfying meaning forth by working with and through the opportunities our local natural environments present us. Assignments
in one class will in many cases connect directly to those in the other, allowing us plenty of opportunity for exploring the connections between these two challenging and engaging disciplines. As the philosophy component of this tandem also fulfills a Women’s Voices requirement in the Sophia Program, we will also be pausing on occasion to consider ways in which issues of gender factor into the work we are doing. This course satisfies an LO2 Women’s Voices and provides students the opportunity to earn the W.

PHIL 235 Philosophy of Human Existence (3)
A study of important European philosophers from the 19th and 20th centuries who are associated with the existentialist movement. There are no prerequisites to this course.

PHIL 253 Philosophy of Politics (3)
A study of theories of society and the state which may include classical, contemporary, feminist, or ethnic visions of real and ideal community. There are no pre-requisites to this course.

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Religious Traditions

RLST 101 Introducing Religious Studies: Conversion (3)
This course is an introduction to the subject of conversion. It will focus on the following question. Why does an individual leave one set of beliefs for another? How does this take place? What are the practical consequences for the new believer? How does a conversion change the convert’s relationship to the world around him or her? With these questions in mind, we will begin by reading texts that define conversion in academic terms and then apply those terms to fictional and non-fictional case studies, specifically the memoir of Tara Westover, the biography of Malcolm X, and the novels of Ayad Akhtar and George Saunders.

RLST 101 Introducing Religious Studies: Ideas and Experiences (3)
This course introduces students to the study of religion and theological inquiry. Through a variety of sources, it explores the meaning of religion in personal and cultural life. In this course, we attend to notions of God; the human person, relationships and community; the good life and ethics; and revelation in Judaism, Christianity, and Islam. We consider how these three religious traditions respond to questions such as: Who am I? Whose am I? Who is God? How ought we to live? From there, we turn to the relationship between theological ideas and religious experiences. We attend to plurality and change. In the end, we focus on the experiences of women in Judaism, Christianity, and Islam. This course also satisfies LO2 Critical Thinking Seminar, an LO2 Women’s Voices and is linked with a first-year faculty advisor.

RLST 101 Introducing Religious Studies: Encounters with the Divine in Ancient Mediterranean Religions (3)
This course will broaden students’ understanding of the nature and complexities of religion and allow them to gain an understanding how religion interacts with other aspects of culture by examining the worldviews, beliefs, practices, symbols, and social formations of Greco-Roman religions, Second Temple Judaism, and Pauline Christianity. The course is divided into three sections devoted to each of these three religious traditions. As this occurs, students will explore each religion’s capacity to provide meaning to life, while considering their potential to challenge and transform individuals and societies. Topics such as God/gods, myth, cosmology, evil, sickness, suffering, death, afterlife, ethics, ritual, love, mysticism/prayer, and community will be addressed. The study of these religious ideas and expressions will be done by reading ancient writings and contemporary secondary texts. Early Christianity will be encountered through the mission and writings of Paul the Apostle.

While studying Greco-Roman religions, Second Temple Judaism, and Pauline Christianity and the cultural norms within which these three religions thrived, the course will also highlight similar and/or divergent religious ideas from contemporary American popular culture to show similarities and differences from contemporary cultural practices and beliefs. Students will consider how these ancient religions’ search for meaning, particularly Christianity’s, is still relevant to humanity’s search for meaning today. The ancient world in which these three religions thrived, much like ours today, was a world full of dramatic changes, rapid development, increased urbanization, potential prosperity, and potential danger. Thus, students will gain an understanding of how these three ancient religions helped people to cope with all of the challenges of ancient life and to feel at home in the cosmos.

RLST 101 Introducing Religious Studies: Religions in Feminist Perspective (3)
In 1979, the ground-breaking publication of Womanspirit Rising gathered feminist scholars of religion to consider and respond to the charge that many religious traditions are sexist. “While differing on many issues, the contributors to this volume agree that religion is deeply meaningful in human life and traditional religions of the West have betrayed women,” wrote its editors. This course will explore what feminist scholars of religion mean when they assert that many religious traditions are both liberating and oppressive. We will explore this dual affirmation through a range of texts on Judaism, Christianity, and Islam. Along the way, students will learn about and practice applying feminist approaches to the study of religion; acquire foundational knowledge of these religions; and gain familiarity with the diversity internal to these traditions and the differences that exist across them.

RLST 101W Introducing Religious Studies: Conversion (4)
This course is an introduction to the subject of conversion. It will focus on the following question. Why does an individual leave one set of beliefs for another? How does this take place? What are the practical consequences for the new believer? How does a conversion change the convert’s relationship to the world around him or her? With these questions in mind, we will begin by reading texts that define conversion in academic terms and then apply those terms to fictional and non-fictional case studies, specifically the memoir of Faith Adiele, the biography of Malcolm X, and the novels of Margaret Atwood and David Palahniuk. Students will also have the opportunity to develop skills needed for college-level and professional writing, and each student will create a portfolio of her work to submit for LO2: Basic Writing Competence. This course provides students the opportunity to earn the W.

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Historical Perspectives

ART 241 Art History Survey I (3)
A survey of the historical development of Western and non-Western art and architecture beginning with the Neolithic period and leading up to the thirteenth century. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made and used them. Emphasis will be placed on the exchange of knowledge, ideas, forms, and iconography across cultures over time, and the subsequent change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates
from the chronological period the course covers. This course also satisfies an LO2 Women’s Voices and LO3 Global Learning.

ENVS 161 Introduction to Environmental Studies (3)
An interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practices of environmental advocacy. This course also satisfies L03 Global Learning, L03 Social Responsibility.

ENVS 161W Introduction to Environmental Studies (4)
The primary intellectual goal of this course is to foster your ability to think environmentally: to perceive, interpret, and evaluate the physical, psychological, and cultural connections that link human beings to everything that surrounds them and that bind all living things together into the global biosphere that sustains them. The second intellectual goal of the course is to foster your ability to write effectively about environmental issues in an interdisciplinary context, drawing on conventions of good writing from both the social sciences and the humanities. The primary ethical goal of the course is to lead you to begin to develop meaningful answers to the following fundamental questions about your life in the world: What is the condition of the world around me? How does it work? What is my right place in it? How do I conduct my life in harmony with the world around me? This course also satisfies L03 Global Learning, L03 Social Responsibility and provides students the opportunity to earn the W.

GWS 207 Introduction to Gender and Women’s Studies (3)
This interdisciplinary course introduces students to the field of gender and women’s studies. The course will enable students to understand how gender impacts their everyday lives, social institutions, and cultural practices both locally and globally. Additionally, students will examine the significance and meaning of one’s gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism. Students will also discuss how gender intersects with other identity categories such as socioeconomic class, race, ethnicity, sexuality, age, geography, and generational location. Lastly, students will examine and critique cultural representations and claims about women and gender identities. This course also satisfies an LO2 Women’s Voices, LO3 Global Learning and LO3 Social Responsibility.

HUST 197W Myth, Legend, and History (4)
Truth or fiction? This course explores different ways of seeing (in)famous women from Eve to Cleopatra, Mary to Joan of Arc. Through class discussions, interdisciplinary readings (fiction and nonfiction, literature and history), art, lectures, and film, we will study what myths and legends—both ancient and modern—tell us about the past and about ourselves. This course also satisfies L02 Critical Thinking Seminar, an LO2 Women’s Voices, L03 Global Learning, L03 Social Responsibility and provides students the opportunity to earn the W. Section 72158 is linked with a first-year faculty advisor.

HUST 212 High Society (3)
Study 1,000 years of English history as high society lived it. This course presents a history of aristocracy and monarchy, from King Arthur to Princess Diana (Harry’s mum). Topics include aristocratic women, chivalry, the Tudors, and the modern royal family. This is a discussion-based course with lectures, role-played, and videos. This course also satisfies L03 Global Learning and L03 Social Responsibility.

ICS 201W Introduction to Intercultural Studies (4)
An introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) systems of power and privilege, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts which voice the viewpoints and histories of various identity groups within the United States. This course also satisfies L03 Intercultural Competence and provides students the opportunity to earn the W.

MUS 243 Latin American and Latino Popular Music (3)
The term Popular Music in Latin-America describes several dozen different musical styles originated or related to Latin America, the Caribbean and the Latino Population in the US. This course is an introduction to Latin American popular music through a survey that will provide a broad and comprehensive panorama on these styles. We will talk about the main composers and performers, geographical location, history as well as cultural and sociopolitical backgrounds of each style. In addition to that we will address lyrics and musical characteristics such as instrumentation and rhythmic patterns of selected musical examples to shape our understanding of the music. Students from all disciplines may take the course. No prior knowledge of music, Spanish or Portuguese is required. This course also satisfies L03 Global Learning and L03 Intercultural Competence.

MUS 244 History of Rock ‘n’ Roll (3)
A survey of the development of Rock ‘n’ Roll music, its major figures, and interaction with society, culture, technology, and business. This course also satisfies an LO2 Women’s Voices, LO3 Social Responsibility, and LO3 Intercultural Competence.

POSC 150 Politics and Film (3)
In Politics and Film, students will learn how to identify, understand, analyze, and communicate political ideas as interpreted and presented in films. While most of the films, readings, and class discussions focus on American politics, some content will pertain to the political science fields of political theory, international relations, and comparative politics. The course is organized around the following three topics: (1) Enduring Political Ideas and Questions Communicated Through Film, (2) The Depiction of Political Institutions in Film, and (3) The Impact of Different Historical Eras on Politics and Film. This course begins after Fall Break, and meets two evenings per week.

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Natural Sciences

BIO 110 Understanding Women’s Cancers (4)
Believe it or not, biology is all around us. From the food we eat, to the air we breathe, to the medicine we take when we are sick, it is all impacted by biology! A multitude of researchers are responsible for unveiling many of the biological mechanisms that have given us a clearer view of “how the disease works,” but often times we take this for granted and there is so much left to learn! In Bio 110, we will learn about basic principles in cell biology, biotechnology, molecular biology, and physiology as we take an in depth look at cancers that impact women worldwide. Throughout this course, we will identify the contributions of many individuals who are responsible for major advances in our understanding of these biological principles of cancer as well as uncover questions that remain unanswered. Furthermore, we will explore and think about these processes in the context of life choices and/or current issues that face each student and our communities. Three hours lecture and one 2-hour lab each week. Designed for non-science majors. Note: $50 lab fee applies. This course also satisfies an LO2 Women’s Voices and LO3 Social Responsibility.
BIO 141 Human Anatomy and Physiology I (4)
First of a two-part sequence for the intended nursing major that details human anatomy and physiology from an organ system approach. This course will cover the chemical basis of cells, cell microscopy, and tissue types as well as the integumentary system, skeletal system, muscular system, and nervous system (including special senses). Course content will also include discussions about health/disease issues of concern as they pertain to the current course material. Laboratory content will include use of the scientific method as well as acquisition and application of knowledge pertaining to physiological processes as discussed in lecture. Offered fall semester for first-year intended nursing majors; three hours of lecture and three hours of lab per week. Note: $50 lab fee applies. For nursing intended majors.

BIO 155 Foundations of Molecular Biology (2)
A survey of foundational concepts in biology, with a focus on molecular biology. Part of the introductory Foundations of Biology courses for biology majors, but available to non-majors as well. This course will cover an introduction to biochemistry, the organic molecules important for life, and classical Mendelian and modern genetics. A half-semester course that must be taken with a lab. NOTE: $25 lab fee applies. For biology and chemistry intended majors. Two Foundation courses must be completed to fulfill Sophia learning outcomes.

BIO 156 Foundations of Ecology and Evolution (2)
A survey of foundational concepts in biology, with a focus on ecology and evolution. Part of the introductory Biology Foundations courses for biology majors, but available to non-majors as well. This course will cover how organisms interact with one another and their environment, the dynamic functioning of ecosystems, the origin and diversification of life on Earth, and the evolutionary forces that shape patterns of biodiversity within populations and across lineages. A half-semester course that must be taken with a lab. NOTE: $25 lab fee applies. For biology and chemistry intended majors. Two Foundation courses must be completed to fulfill Sophia learning outcomes.

CHEM 121 Principles of Chemistry I (4)
An introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. Three-hour lecture and one three-hour laboratory. Prerequisite: high school chemistry or permission of the instructor; students must be calculus-ready. NOTE: $50 lab fee applies. For biology, chemistry, physics and engineering intended majors. This course also satisfies the L02 Critical Thinking Seminar. Lab sections 71284 and 71479 are linked with first-year faculty advisors.

PHYS 121 General Physics I: Mechanics and Waves (4)
An introduction to mechanics, waves, and thermodynamics. This is the first semester of a two-part calculus-based physics sequence. Three hours of lecture and two hours of laboratory. Designed for students in science, math, and engineering and taken in the spring semester. Return to top of page (p. 7)

Social Science I

ANTH 253 Survey I: Culture and Language (3)
A survey of sociocultural anthropology and anthropological linguistics. The course takes a comparative approach to the study of culture. Topics include: family, kinship, and marriage; cultural ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic concepts, methods of research, and analytic perspectives are introduced. This course also satisfies L03 Social Responsibility, L03 Global Learning, and L03 Intercultural Competence.

POSC 201 American Politics (3)
This course serves as an introductory survey of the major principles, institutions, processes, functions, and behavioral patterns of the American political system. It helps students to develop a broad, diverse, and articulate base of knowledge and understanding of American politics and government.

PSYC 156 Introduction to Psychology: Culture and Systems (3)
An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. A student cannot earn credit for both PSYC 156 and PSYC 157.

SOC 255 Race, Ethnicity, and Identity in the United States (3)
Race and ethnic identity have played and continue to play an important role in shaping the nation's political policies, social relationships, and cultural beliefs. In this course students will consider how race and ethnicity are socially constructed, what is meant by racism and racial/ethnic identity, how laws like Affirmative Action or immigration policies impact specific racial and ethnic groups, and how race/ethnicity shapes one's experiences in various social institutions such as school, work, family, and the legal system. Over the semester students will develop a sociological understanding of the structural and cultural barriers experienced by various racial and ethnic groups in the United States, and students will discuss social policies focused on achieving racial equity. This course also satisfies L03 Social Responsibility and L03 Intercultural Competence. Section 71488 also satisfies L02 Critical Thinking Seminar and is linked with a first-year faculty advisor.

SOC 257 Sociology of Families (3)
This course is an overview of families using the lens of the sociological perspective. Students will study topics such as family roles, mate selection, marriage, and divorce. Contemporary issues facing families such as balancing work and family, parenting, aging, and abuse will be explored. Students will examine how families are shaped by economics, politics, and culture. Additionally, students will consider how families reflect inequalities of gender, sexuality, race, and class. This course also satisfies an L02 Women's Voices, L03 Social Responsibility, and L03 Intercultural Competence.

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Social Science II

ECON 251 Principles of Macroeconomics (3)
An analysis of US economic issues such as unemployment, inflation and the business cycle, as well as government policies used to correct these problems. Since we live in a global economy, international trade and economic development are also explored. By taking this course, the student should be able to understand the fundamentals of macroeconomic issues and how they impact households and businesses. This is a required course for accounting, business administration, economics and global studies majors.

ECON 252 Principles of Microeconomics (3)
Microeconomics examines the various segments contained in the circular flow — consumer behavior, production, how firms behave in various product markets, labor markets and their resulting income issues and why the market fails, at times, to provide efficient results. How
market forces allocate limited output to best satisfy society's changing unlimited wants is central. A strong emphasis is placed on real-world business applications to show the importance of economic analysis and business decision making. **This is a required course for business and economics majors. Section 71528 also satisfies L02 Critical Thinking Seminar and is linked with a first-year faculty advisor.**

**PSYC 157 Introduction to Psychology: Science for the Citizen (3)**

An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. A student cannot earn credit for both PSYC 156 and PSYC 157. **Section 71945 also satisfies L02 Critical Thinking Seminar.**

**SOC 153 Sociological Imagination (3)**

How do social forces such as race, ethnicity, social class, gender, age, or religion impact your life? How can sociological research help you comprehend important public issues like inequality and poverty, education, or unemployment? Sociology is a valuable tool for understanding the social world around you. In this course, a student will develop her “sociological imagination” to understand how personal problems and public issues are interconnected. Overall, students will gain an understanding of the basic social processes of the social world including social behavior, group dynamics, the role of culture, and the significance of social structures. **This course also satisfies L03 Social Responsibility and L03 Intercultural Competence.**

**SOC 203 Social Problems (3)**

This course focuses on some of the phenomena that have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyperconsumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated. **Section 71723 also satisfies L02 Critical Thinking Seminar, L03 Global Learning, and L03 Social Responsibility.**

**SOC 273 Introduction to Crime and Society (3)**

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data, and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. **This course also satisfies L03 Social Responsibility.**

### Creative and Performing Arts

**ART 101 Drawing I (3)**

This is a broad foundation course that introduces a variety of drawing techniques, approaches and subject matter. A focus on observational drawing improves the student's ability to 'see' (visual perception) and develops technical drawing skills. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing's creative and expressive potential. Subject matter includes still life, landscape, interiors, and the figure. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook/journal required.

**ART 103 Design Lab I (3)**

The main goal of Design Lab I is to solve design (world?) problems through creative design solutions. In learning how to visually communicate in imaginative ways, you're seeking to radically alter how people look at and perceive the world around them. You will become an effective and imaginative cultural producer. For this course, students will use some of the digital creative software found in the Adobe Creative Suite, as well as other digital software. Other techniques include collage, drawing, photography, printmaking, and videography.

As a Critical Thinking Seminar-designated course (or CTS), students will critically analyze and discuss the power of design solutions (images, objects, interactivity) in light of design components (form, composition, balance, shape, space, color, for example). This course foregrounds the process of design in a variety of ways, namely through creative projects. You'll create your design solutions through a combination of form and content, and in a variety of contexts. In other words, you will integrate visual information with meaning or message, in a presentation method. Your creative work will always be discussed in light of, and at times be presented to, the general public or an audience. What can your audience learn about the world through your design work? How do they learn it? What can (or will) they do as a result of what they're learning? **This course also satisfies the L02 Critical Thinking Seminar.**

**ART 125 Silkscreen (3)**

Introduction to the various methods of serigraphy, with exploration of color, tone and texture as the natural result of the process. **This course also satisfies an L02 Women's Voices.**

**ART 205 Painting: Oil (3)**

This course consists of a series of painting assignments that introduces the student to the idiom and use of oil paints. The student will begin developing a facility in manipulating and using the materials and techniques of oils, and by the end of the course, the student will be expected to visually express her unique vision and ideas with this medium. Regular private and group critiques.

**ART 211 Ceramics: Introduction to Clay (3)**

An introductory course in basic ceramic techniques and creative processes that use clay as an expressive medium through hand building, throwing on the potter's wheel, and glazing/finishing.

**ART 221 Photography I (3)**

Introductory black and white photography. Students study the basic elements necessary for control in the exposure, development and printing of photographic materials. Initial exploration of the medium stresses consideration of its visual and aesthetic dimensions through a creative problem-solving approach. (Variable shutter/aperture camera required). **This course also satisfies an L02 Women's Voices.**

**ART 224 Video Art (3)**
This course introduces the medium of video as an art form and will explore, in theory and practice, issues of space, time and action. Proficiencies in camera use, storyboarding, lighting, digital editing and presentation will be developed. The use of video for artistic expression will be supported by readings and the viewing and discussion of works by video artists. This course also satisfies an LO2 Women’s Voices.

ART 236 Sustainable Textiles (3)
This course will investigate the environmental and ethical issues surrounding the textile and fashion industry and the positive contribution we can make as artists, designers and consumers. We will consider the innovative, multidisciplinary field of green design and the exciting work being done by contemporary artists, architects, designers, scientists and engineers to create sustainable solutions and bring the public’s attention to environmental concerns. Examples of studio projects can include handmade paper from local plants and discarded cloth, eco-dyeing and printing, and the repurposing and upcycling of salvaged materials. This course also satisfies an LO3 Social Responsibility.

ART 290W Earth Art (3.5)
A unit of the tandem The Art of Living, taken in conjunction with PHIL 110W Introduction to Philosophy (p. ). Both art and philosophy are concerned with exploring, expressing, critiquing, and creating ways of seeing our world and our place in it. Artists who create ‘earth art’ do this in an especially deliberate way, taking as their medium our interactions with the natural world that provides the supporting context for all human endeavors to live a meaningful life. The philosopher, likewise, reaches for a deeper understanding of her medium, in this case, life itself, exploring in a conceptual fashion what it might mean to live a life that is a rich and meaningful whole.

In this tandem we will read our way in historical order through some highlights of western philosophical attempts to discover, by deploying our capacity for abstract thought, what goes into fashioning a meaningful life. Along the way, we will discuss the nature of beauty and creativity, learning what we can from the very concrete activity of bringing aesthetically satisfying meaning forth by working with and through the opportunities our local natural environments present us. Assignments in one class will in many cases connect directly to those in the other, allowing us plenty of opportunity for exploring the connections between these two challenging and engaging disciplines. As the philosophy component of this tandem also fulfills a Women’s Voices requirement in the Sophia Program, we will also be pausing on occasion to consider ways in which issues of gender factor into the work we are doing. This course provides students the opportunity to earn the W.

COMM 103 Introduction to Communication (3)
Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking.

COMM 103W Introduction to Communication: Exploring the Good Life (4)
Essentially, students in COMM 103W Introduction to Communications explore one central question: What is human communication? While it is true that humans use verbal "message-and-response" interchanges, we will discover that communication is a sophisticated, ongoing process. This will lead us to other questions: When and where does human communication occur? How has it shaped centuries of human development? What makes us choose one form of communication — email, text messages, etc. — over another? What are the effects of each medium of communication on the quality of our messages?

This section of COMM 103W Introduction to Communications also stresses intrapersonal communication — the messages we send to ourselves. In this aspect of the course, we'll explore options that will assist you in discerning your college major choice and life vocation. Finally, you'll study and practice various techniques to achieve college-level proficiency in writing. This course also satisfies an LO2 Women's Voices and provides students the opportunity to earn the W. This is an exploratory course linked with a first-year faculty advisor.

Multiple dance courses may be used to satisfy the Creative and Performing Arts requirement as long as they add up to at least three credit hours. Students receive two credits for technique courses taken for the first time and one credit for subsequent enrollment in the same level technique course.

DANC 145 Ballet Technique: Beginning (2)
An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. May be repeated for one credit.

DANC 148 Jazz Technique: Beginning (2)
A practical course in contemporary jazz technique hip hop and lyrical styles. May be repeated for one credit.

DANC 240 Introduction to Dance (3)
This course is a survey of dance as an art form presented in both lecture and studio format. It includes a brief history of dance, dance theatre, and world dance forms as a model of cultural identity. The creative process is explored through Laban-based motif notation (movement notation). The practical experience of this course is intended to develop the student's personal aesthetic and appreciation of dance.

DANC 244 Modern Dance Technique: Intermediate (2)
This course explores various approaches to, and styles of, technique. Students are challenged to improve physical skills, increase vocabulary, and develop strength in execution and expression; may be repeated for one credit.

DANC 245 Ballet Technique: Intermediate (2)
A technique course with an emphasis on correct alignment and proper execution of barre and center exercises. May be repeated for one credit.

DANC 248 Jazz Technique: Intermediate (2)
Jazz technique at an intermediate level with emphasis on performance and styles; may be repeated for one credit.

DANC 344 Modern Dance Technique: Advanced (2)
This is a more advanced technique course with an emphasis on technical execution and artistic expression. Retention, clarity, strength, and endurance will be challenged through complex patterns and combinations; may be repeated for one credit.

DANC 345 Ballet Technique: Advanced (2)
A continuation of ballet technique with an emphasis on accuracy, style, intricate combinations, strength, endurance, and a more extensive vocabulary; may be repeated for one credit.

DANC 348 Jazz Technique: Advanced (2)
A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles; may be repeated for one credit.
MUS 111–131 Applied Music: Private Lessons — Instrumental or Voice (1–2 credits)
Multiple courses may be used to satisfy the Creative and Performing Arts requirement as long as they add up to at least three credit hours. Lessons are offered for voice, piano, and all brass, string, woodwind and percussion instruments. Fees are $300 per semester for a half-hour lesson a week (one semester hour of credit), and $500 per semester for a 50-minute lesson a week (two semester hours of credit).

MUS 150 Voices in Time: A Critical Thinking Seminar (3)
As musicians ourselves and passionate listeners, many of us acknowledge a love for music and an appreciation of its power to move us emotionally. But what does it mean to really know a piece of music? This course will examine ways of knowing and understanding the art of music, in this case, music created or interpreted by women. We will consider the genesis and creation of a work, the historical/political climate in which it was created, the personal story of the composer or personal artist at the center of the work, the reception of the work and its influence on society, all facets of a critical understanding at the center of an informed reading or performance. In this way, the course will examine the contributions women have made to the field of human knowledge and art by composing and performing music. This course will also serve as a Critical Thinking Seminar. As such, we will focus on sharpening skills in interpretation, analysis, evaluation, inference and explanation. An introduction to the problem of searching out and utilizing appropriate resource materials will be a further component of the course. Though there will be a component of classroom performance, no previous experience or training is necessary. This course also satisfies LO2 Critical Thinking Seminar and an LO2 Women's Voices.

MUS 181 Theory I: Fundamentals of Music (3)
For students with little or no previous training in music. A study of the organizational principles inherent in pitch and rhythm systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, harmonic motion, and simple forms are introduced. Aural skills, keyboard applications, and the development of fluency in notation are stressed. One half-hour of computer drill per week is required. First semester of the theory sequence for majors and minors.

Music Ensemble
Students may enroll for ensemble courses that offer one hour of credit per semester. Auditions are required before acceptance into any of the choral ensembles. After you arrive on campus, sign up for an audition appointment in Moreau Hall, Room 309. If you are selected for one of the groups, you may add the course to your schedule through PRISM or at Student Academic Services (166 Le Mans Hall).

MUS 201 Collegiate Choir (1)
A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women's repertoire, both sacred and secular, in 2–4 parts. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

MUS 203 Women's Choir (1)
This is the College's select women's ensemble which performs music of all periods with an emphasis on new music. The choir regularly commissions and records new works, takes national concert tours every other year, and makes Carnegie Hall appearances every four years. The ensemble has regular performances with the South Bend Symphony Orchestra and hosts the annual High School Women's Choir Festival. Membership is by audition only which will take place during August orientation through the first week of classes.

MUS 207 Concert Band (1)
Concert band is a nonauditioned instrumental ensemble open to all members of the college community. The course includes the study and performance of significant concert band literature. May be repeated for credit.

THTR 135W Introduction to Theatre (4)
This course is designed to introduce students to the art, practice, and enjoyment of theatre. Participants will learn through lecture, assigned readings, hands-on exercises, and demonstrations about the elements of a theatrical production. As often as possible, students will be invited to learn about the theatre by “doing” (i.e. acting in a scene rather than simply talking about it). The course structure assumes that while the student may never choose to participate in a play she will, hopefully, enjoy attending the theatre long after the course ends. This course provides students the opportunity to earn the W.

THTR 205 Introduction to Acting (3)
Exploration of the elements of a realistic acting technique using improvisations and exercises, culminating in two-character scenes later in the semester. This course also satisfies an LO2 Women's Voices.

Professional Arts
SLP 220 Introduction to Communicative Disorders (3)
A study of the causes, characteristics, and treatments of speech, language, and hearing disorders. Course content also includes speech and language development and suggestions for living and working with those who have communicative disorders. This course also satisfies an LO2 Women's Voices, LO3 Social Responsibility, LO3 Academic Experiential Learning and is linked to a first-year faculty advisor. For speech language pathology intended majors.

SW 202 Introduction to Social Work (3)
This course is an introduction to the profession of social work through an exploration of social work issues related to increasing the well being of, and making a difference with, individuals, families, groups, communities, organizations, and society. Course includes an examination of social work global and national practices, case studies, policies, values and ethics, research, and literature of social work. Overview of the different fields in which social workers engage in leadership positions, including global social work, medical and health care social work, public policy analysis and planning, political social work, program administration, clinical/mental health social work (psychotherapy and counseling), criminal justice (forensic) social work, school social work, gerontological social work, and child welfare/family services social work, including social work practice with trauma-informed care and the application of neuroscience. This course is excellent preparation for entry into any field, taught by faculty who have experience in the field, and also satisfies an LO2 Women's Voices and LO3 Social Responsibility. Section 71786 also satisfies LO2 Critical Thinking Seminar.

SW 235 Human Behavior and the Social Environment I (3)
This course introduces students to a unique way of thinking about human behavior and the social environment by teaching students how to examine the person in the environment. The generalist social work theoretical framework will be used to explain the interactions of individuals, families, and groups within their environments. Biopsychosocial-spiritual-cultural factors that affect human development and
behavior are addressed as are neuroscience factors and trauma-informed care.

Gender, race, cultural heritage, oppression, social justice, social class, and other diversity issues affecting human behavior and development are studied. Resources and obstacles in dealing with crises in the developmental life cycle from the prenatal period, infancy, and childhood, through adolescence, young adulthood, and older adulthood are examined. Topics such as sexuality, drugs, alcohol, gangs (criminal justice), anorexia and bulimia, domestic violence, child abuse and neglect, and global social work issues are addressed. This course is excellent preparation for entry into any field, taught by faculty who have experience in the field, and also satisfies L03 Social Responsibility.

Mathematical Arts

If you wish to select a mathematics course for the first semester, the following courses are offered. Suggestions for the appropriate course according to high school background, aptitude, interests, and performance on the math placement test are given with each description. The placement test is required for all incoming students and MUST be completed before registering for the fall semester.

The Mathematics department will determine a recommended math course placement based on your scores and previous math experience. Any student who wishes to take a more advanced course than is recommended or who has concerns about placement should contact the Department of Mathematics and Computer Science via the following email: mathplacement@saintmarys.edu. In this email, include your scores, your academic background (performance in math classes in high school), and your intended major (if you have one).

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Please note that students whose basic mathematics problem solving skills need to be stronger (as shown by previous academic background and performance on the placement test) must take MATH 100 Problem-Solving Strategies in Mathematics. Students wishing to enroll in a calculus course (MATH 113 Survey of Calculus, MATH 131 Calculus I) and who need more preparation (as shown by previous academic background and performance on the math placement test) must successfully complete MATH 103 Precalculus before enrolling in a calculus course.

MATH 100 Problem-Solving Strategies in Mathematics (3)

This course is an intensive study of the problem solving process. Algebraic, patterning, modeling, and geometric strategies are explored. This course does not fulfill a Sophia Program requirement in mathematical arts but is required for students whose basic mathematics problem solving skills need to be stronger for college-level work. This is required for students with three or four years of high school math who meet any one of the following: Math SAT score of 460 or less, Math ACT score of 18 or less, or math placement test score of 20 or less. This course does not fulfill the Sophia Program requirement in Mathematical Arts. This course is offered only in the fall semester.

MATH 102 Liberal Arts Mathematics (3)

This course focuses on mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings, and network flows.

MATH 103 Precalculus (3)

This course is a study of polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives that provides a solid preparation for a college-level calculus course. Recommended for students who need a calculus course for their program of study but who are not yet ready for the calculus course. This course does not fulfill the Sophia Program requirement in Mathematical Arts. This course is offered during the summer term from June 29th through August 7th and in fall semester. It is not offered spring semester.

MATH 104 Finite Mathematics (3)

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming are all covered in this course.

MATH 113 Survey of Calculus (4)

One semester survey of differential and integral calculus designed primarily for liberal arts students and those in the professional programs. Limits are treated intuitively. Emphasis on applications in biology, economics, and other disciplines.

MATH 131 Calculus I (4)

This course covers algebraic and transcendental functions, limits, continuity, derivatives, maxima and minima, concavity, related rates, Mean Value Theorem, anti-differentiation, Riemann sums, the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphing calculators are used throughout the course. Note: There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session.

MATH 132 Calculus II (4)

This is the continuation of Calculus I. It includes the techniques of integration, applications of the integral, and sequences and series. Graphing calculators are used throughout the course. Note: There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session. Students should register for this course as a first math course only if they have credit for Calculus I or placed into the course. This course does not fulfill the Sophia Program requirement in Mathematical Arts. However, students who have the equivalent of two semesters of AP calculus in high school with strong supporting test scores may be placed into MATH 132 in consultation with the
**Math Placement Advisor. Students who are placed into MATH 132 and earn a grade of C or higher are eligible to receive credit for MATH 131 Calculus I.**

**MATH 133 Theory and Application of Calculus (4)**
This course is designed for students who have completed a full year of calculus in high school at the AP or equivalent level and have mastered the mechanics of differentiation and integration. Students who have taken the Math AP AB Exam should have a score of at least a 4. Students who have not taken the AP test should have two semesters of calculus at or above the AP level in high school and at least a 630 on the SAT or a 29 on the ACT. The basic concepts of calculus, including limits, derivatives, integrals, sequences, and series, will be explored in depth. The content of a full-year college-level calculus sequence is included in this one-semester course. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. Graphing calculators are used throughout the course. It is typically followed by MATH 231 Calculus III. **Note:** There is a problem session offered for this course every Wednesday at the same time as the class is taught on Mondays. The problem session is optional, but it is highly recommended that a student keep this time free in her schedule so that she may attend the problem session. **This course is offered only in the fall semester.**

1 Some students who have the equivalent of two semesters of AP calculus in high school and have strong supporting test scores may be placed into MATH 133 in consultation with the Math Placement Advisor. Students who are placed into MATH 133 and earn a grade of C or higher are eligible to receive credit for MATH 131 Calculus I.

**Elective Course Offerings Fall 2020**

**Dance**
In addition to the dance courses listed under Creative and Performing Arts, the following courses are available for elective credit. For both Sophia and elective dance courses, students receive two credit hours for technique courses taken for the first time and one credit hour for subsequent enrollment in the same level technique course. Two-credit technique courses include an academic component: required and recommended literary sources, as well as written midterm and final examinations that test knowledge of terminology and movement concepts.

**DANC 243 Dance Ensemble Workshop (DEW) (1-3)**
The ensemble functions as the student dance company in residence. The dancers meet on a regular basis for technique classes, master classes and rehearsals with faculty and guest choreographers. D.E.W. presents an annual concert. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of 9 credits. By audition/permission only.

**DANC 247 Classical Pointe Technique—Beginning/Intermediate (1)**
A course for the intermediate level ballet student who wishes to explore an extension of ballet technique. Proper alignment and strength will be emphasized in building a strong point foundation. Corequisite: DANC 245. May be repeated for one credit.

**Environmental Studies**

**ENVS 101 Sustainable Living (1)**

Today, there’s a lot of talk about making things “green” or “sustainable,” but what does that really mean for how we go about our daily lives? Does it mean buying fairly traded coffee at Starbucks or does it mean doing without your car and your computer? This course focuses on real ways to develop a sustainable lifestyle, which involves not so much “giving up everything” as learning how to make responsible choices and promote fairness. What we eat, what we wear, how we travel, and how we participate in community decisions about energy use and development all affect the sustainability of our lifestyles. This course will introduce you to the many of the aspects of sustainability.

**ENVS 203 Sustainability at Saint Mary's College and in the Holy Cross Charism (2)**
This course will address sustainability in the context of the local academic community and its institutions. In light of the recent papal encyclical, Laudato si, On Care for Our Common Home, this course will provide students an opportunity to explore in an interdisciplinary way the challenges of sustainability and develop collaborative strategies for making our common campus homes more sustainable. This course will be offered concurrently at ND, SMC, and HCC, and will be co-taught by faculty from all three campuses. It will meet in rotation on each of the three campuses once per week for two hours. Students will be invited to examine the course materials in conversation with the mission of the Congregation of Holy Cross through immersion at each of the campuses and encounters with the sisters, brothers, and priests of Holy Cross and with sustainability professionals. **This course satisfies LO3 Social Responsibility but does not fulfill an LOT requirement.**

**Music**

**MUS 101 Class Piano - Beginners (1)**
Beginning piano for those with no previous keyboard experience, using the electronic piano lab. Designed to develop music skills through correlation of music fundamentals with beginning piano literature, including folk songs, holiday songs, easy classics, and blues.

**MUS 111–131 Applied Music: Private Lessons — Instrumental or Voice (1–2 credits)**
Lessons are offered for voice, piano, and all brass, string, woodwind and percussion instruments. Fees are $300 per semester for a half-hour lesson a week (one semester hour of credit), and $500 per semester for a 50-minute lesson a week (two semester hours of credit).

**MUS 201 Collegiate Choir (1)**
A women’s choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women’s repertoire, both sacred and secular, in 2–4 parts. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

**MUS 203 Women’s Choir (1)**
This is the College’s select women’s ensemble which performs music of all periods with an emphasis on new music. The choir regularly commissions and records new works, takes national concert tours every other year, and makes Carnegie Hall appearances every four years. The ensemble has regular performances with the South Bend Symphony Orchestra and hosts the annual High School Women’s Choir Festival. Membership is by audition only which will take place during August orientation through the first week of classes.
MUS 206 String Ensemble (1)
String Ensemble is a non-auditioned string (winds and percussion will be allowed when appropriate) ensemble open to all members of the college community. The course includes the study and performance of significant string literature. May be repeated for credit.

MUS 207 Concert Band (1)
Concert Band is a nonauditioned instrumental ensemble open to all members of the college community. The course includes the study and performance of significant concert band literature. May be repeated for credit.

For information on additional ensembles at area colleges and universities, please call the Department of Music at (574) 284-4632.

Philosophy
PHIL 291 Dialogue and Civil Discourse (1)
Building a strong community means engaging with people whose backgrounds, beliefs and experiences are different from yours. In this course, students will develop skills to engage in constructive dialogue with others who have different views on social and political issues.

The class will discuss a controversial contemporary issue each week (for example: abortion, free speech on campus, immigration, the 2nd Amendment and gun control). Readings will consist of contemporary media articles drawn from a range of sources and viewpoints. Students will investigate their own core assumptions and beliefs about key issues and will listen to the views and experiences of others in the class. This course satisfies LO3 Social Responsibility and LO3 Intercultural Competence but does not fulfill an LO1 requirement.

Physical Education
The Physical Education Department offers selected activity courses based on student needs and interests. These courses are offered throughout the day and week to satisfy a broad range of fitness interests. You can de-stress with yoga or work on your core and flexibility with PiYo.

The HIIT Bootcamp/kickboxing class is a great option for students focused on a high intensity cardio, strength, and core conditioning workout with kickboxing moves. If you are drawn to cardio dance, WERQ is for you! This wildly addictive cardio dance class is based on the hottest pop and hip hop music. The workout is nonstop with repetitive athletic moves and fresh dance steps.

In response to popular fitness trends, we continue to offer spin and barre classes. Physical education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied to graduation. The following courses are available each semester:

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<th>Code</th>
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<td>PE Activity (HIIT Bootcamp/Kickboxing)</td>
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