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Office of Undergraduate Studies

Case Western Reserve University confers baccalaureate degrees based on programs offered by the faculties of the Case School of Engineering, the College of Arts and Sciences, the Frances Payne Bolton School of Nursing, and the Weatherhead School of Management. Some major programs are offered in collaboration with the School of Medicine, the Cleveland Institute of Art, and the Cleveland Institute of Music. The faculties and administration are dedicated to offering educational programs that enable undergraduates to achieve disciplinary literacy in one or more major fields; to acquire educational breadth through study across the natural sciences, humanities and arts, and social sciences; and to learn to think critically and to communicate effectively. Overlap among the general education curricula for the various bachelor’s degree programs allows students flexibility in the choice of majors and degree program. Furthering the University mission, the educational programs aim to foster the development of qualities of integrity, creativity, leadership, and societal engagement.

Advisors for first-year students, major field advisors, other faculty, and deans assist students in selecting a field of study suited to each student’s interests and qualifications. Students with broad educational interests and goals may pursue concurrently two or more majors for the Bachelor of Arts degree, two or more majors for the Bachelor of Science in Engineering degree, or two or more majors toward the Bachelor of Science in Management degree; may complete one degree program with a secondary major from another degree program; or may earn two bachelor’s degrees by completing both a Bachelor of Arts degree and a Bachelor of Science degree or by fulfilling the requirements for two Bachelor of Science degrees. The Bachelor of Music degree offered by the Cleveland Institute of Music may be combined with either a Bachelor of Arts or a Bachelor of Science degree at Case Western Reserve University. Qualified students who wish to accelerate their undergraduate and graduate or professional studies may earn the opportunity to begin in the senior year advanced study toward a graduate or professional degree.

The University provides undergraduates with a rich variety of experiential learning opportunities both on and off campus. Programs that engage students in curriculum-related employment include the Cooperative Education Program (http://engineering.case.edu/coop), the Practicum Program (http://students.case.edu/careers/students/jobs/practicums), and internships. Study abroad (http://www.case.edu/studyabroad), the exchange program with Fisk University (p. 31), and the Washington Semester (http://politicalscience.case.edu/undergraduate-programs/washington-center-program) immerse students in educational environments that build global and national knowledge and perspective. Research opportunities (http://www.case.edu/provost/source) for undergraduates abound at the university, in University Circle institutions, and in Cleveland. Individual departments offer independent study opportunities to motivated and qualified students; some departments offer courses that incorporate practical field experience or community service. The location of the University in University Circle, with its outstanding array of cultural, educational, and health care institutions, and the proximity and accessibility of the university’s various professional schools and their facilities enable undergraduates to draw upon diverse and distinctive resources to enrich their education.

Mission Statement of the Office of Undergraduate Studies

The Office of Undergraduate Studies seeks to empower undergraduate students to make the most of their academic experience at Case Western Reserve University.

In pursuit of this goal,

• We collaborate with the schools, academic departments, faculty, and other administrative offices to develop programs and policies that support, inspire, and challenge students;

• We guide and support undergraduate students as they navigate the university; discover, define, and realize their academic and career goals; acquire skills and experiences that foster meaningful lives of engagement in local, national, and international communities; and access advice and support services that will promote their success.

Administration

Jeffrey Wolcowitz, PhD
(Prentice Hall University)
Dean of Undergraduate Studies

Nancy A. DiIulio, PhD
(Pennsylvania State University)
Senior Associate Dean of Undergraduate Studies

Support for First-Year Students

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(Kent State University)
Associate Dean of Undergraduate Studies for First-Year Students

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(Miami University)
Coordinator of First-Year Residence Education in Magnolia Residential College

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Support for Upperclass Students
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(Kent State University)
Assistant Dean of Undergraduate Studies
(students whose last names begin with S-Z)

Nancy A. DiIulio, PhD
(Pennsylvania State University)
Senior Associate Dean of Undergraduate Studies
(students whose last names begin with A-B)

Gregory J. Harris, MA
(Edinboro University of Pennsylvania)
Assistant Dean of Undergraduate Studies
(students whose last names begin with C-E)

Support for Transfer, Exchange, and Non-Degree Students
Claudia C. Anderson, BA
(Youngstown State University)
Assistant Dean of Undergraduate Studies

Supporting Advising about National Scholarships and Fellowships
Amanda A. McCarthy, MEd
(Kent State University)
Assistant Dean of Undergraduate Studies

Advising about Health Careers
Steven P. Scherger, PhD
(Kent State University)
Assistant Dean of Undergraduate Studies

Advising about Law School
Terri A. Mester, PhD
(Case Western Reserve University)
Pre-Law Advisor

Undergraduate Majors and Minors

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<tr>
<th>Departm-Subject Code</th>
<th>Degree</th>
<th>Available as</th>
<th>Gen Ed Requirements</th>
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<td>EAR</td>
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<td>APM</td>
<td>Applied Mathematics BS</td>
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<td>CAS</td>
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<td>ARH</td>
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<td>Major or Minor</td>
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<tr>
<td>ARS</td>
<td>Art Studio ---</td>
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<tr>
<td>AIN</td>
<td>Artificial Intelligence ---</td>
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<td>ASI</td>
<td>Asian Studies BA</td>
<td>Major or Minor</td>
<td>CAS</td>
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<td>AST</td>
<td>Astronomy BA or BS</td>
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<td>CAS</td>
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<td>BAF</td>
<td>Banking and Finance ---</td>
<td>Minor</td>
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<tr>
<td>BCH</td>
<td>Biochemistry BA or BS</td>
<td>Major or Minor</td>
<td>CAS</td>
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<td>Biology BA or BS</td>
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<tr>
<td>FRC</td>
<td>French BA</td>
<td>Major or Minor</td>
<td>CAS</td>
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</table>
### Undergraduate General Degree Requirements

All students must complete the requirements of a major field of study. A major ordinarily includes a program of ten or more courses.

A minor concentration requires no fewer than 15 semester hours and normally requires no more than 18 semester hours. With the exception of minors offered by the Case School of Engineering, students must earn a minimum cumulative average of 2.000 for all courses taken to satisfy minor requirements and for which grades are averaged. Transfer students who wish to complete a minor must complete at Case Western Reserve University at least half the requirements for the minor.

Minors are not required. Students have the option of completing a minor in a discipline other than the major. The successful completion of a minor will be indicated on a student's transcript.

#### General Education Requirements

For each degree/major a student must complete, in addition to the SAGES and Physical Education requirements (described in the section General Degree Requirements), the general education and other requirements for that degree/major (described in the sections of this chapter for the College of Arts and Sciences (CAS) BA degree, the College of Arts and Sciences (CAS) BS degrees, the Case School of Engineering (CSE) BS in Engineering degree, the Case School of Engineering (CSE) BS in Computer Science degree, the Case School of Engineering (CSE) BS in Data Science and Analytics degree, the Weatherhead School of Management (WSOM), and the Francis Payne Bolton School of Nursing (FPB)).

#### Undergraduate General Degree Requirements

Case Western Reserve University offers a broad range of programs in the liberal arts and sciences, engineering, management, accountancy, and nursing leading to the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees. These programs provide depth through concentrated study in a major field, breadth through the fulfillment of general education requirements, and open electives.

The BA is available with majors in forty-nine fields in the humanities and arts, the social and behavioral sciences, and the natural sciences and mathematics. The BS in Engineering is available in twelve major fields. The BS in Management is available in three major fields. In addition, BS programs are offered in accounting, the natural sciences, mathematics, computer science, data science and analytics, statistics, nutrition, art education, music education, and nursing. Students may also propose their own Dean's Approved Majors toward the BA degree or the BS in Management degree.

The Bachelor of Music (BM) degree is offered by the Cleveland Institute of Music through a joint program with Case Western Reserve University.

#### General Requirements for all Bachelor's Degrees

The bachelor's degree programs require students to study one field in depth (the major) and to complete general education requirements as appropriate to the major field and degree program selected. There is

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<td>GEM</td>
<td>German</td>
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<td>HCO</td>
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<td>WLT</td>
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</table>

Major*: Available only as 2nd major for a BA; may be sole major for a BA student who also completes a BS.
overlap among general education requirements, which allows students flexibility in the choice of majors and degree programs.

Every candidate for a baccalaureate degree from the university must:

1. complete the requirements of the Seminar Approach to General Education and Scholarship (SAGES), as described below;
2. complete two semesters of physical education through a combination of half and/or full semesters in Physical Education activity courses, as described below;
3. complete the requirements of the major field of study, as described in the relevant sections of the Bulletin;
4. complete the general education requirements of the school and degree program in which the student's major field of study falls, as described in the relevant section of this chapter of the Bulletin (Arts and Sciences (p. 6), Engineering, Management, Nursing);
5. complete a course of studies with a cumulative grade point average of no less than 2.00 for work taken at Case Western Reserve University; and
6. earn in residence at Case Western Reserve University a minimum of 60 credit-hours, of which at least 15 must be earned after the student has earned a total of 105 credit-hours.

SAGES

The Seminar Approach to General Education and Scholarship (SAGES) provides a foundation in critical thinking, written and oral communication, the use of information, quantitative reasoning, engagement with ethical issues and diversity, and exposure to experimental and theoretical approaches to understanding human culture and behavior, scientific knowledge, and methods of research.

The First Seminar

The First Seminar (4 credit-hours, taken in the first semester of enrollment) introduces students to the seminar format through reading, discussion, and intensive writing, and incorporates activities with University Circle institutions. The course focuses on the development of critical thinking and communication skills through the use of a variety of approaches, media, and perspectives to explore the human mind and the nature of inquiry. This course is designed to strengthen writing and analytical skills while building a foundation in ethics, information literacy, and cultural diversity.

Students select a course from:

- First Seminar: Natural World (FSNA 1xx)
- First Seminar: Social World (FSSO 1xx)
- First Seminar: Symbolic World (FSSY 1xx)

As an alternative to these topical seminars, some students may choose FSCC 110: Foundations of College Writing, designed to provide additional writing support.

Students for whom English is a second language and who would benefit from an initial focus on academic English will enroll in FSAE 100: Academic English (three credit-hours) during the fall semester and then continue with FSCC 100: The Life of the Mind (four credit-hours) in the spring to complete their First Seminar requirement. Some students for whom English is a second language will go straight into FSCC 100: The Life of the Mind in the fall semester.

*Transfer Students only: Transfer students who have completed the English composition/expository writing requirement with a grade of C or higher at the college/university at which they previously matriculated will receive transfer credit for FSCC 100-TR (3 – 6 credit-hours) and will be required to complete a supplemental 1-credit-hour SAGES introductory seminar – FSTS 100 SAGES Transfer Supplement.

University Seminars

After completion of the First Seminar with a passing evaluative grade and before the end of the second year, students must complete two University Seminars (totaling 6 credit-hours). University Seminars provide continued experience in critical reading, writing, and oral communication, as well as information literacy, ethics, and cultural diversity. Each University Seminar explores content determined according to the interests of the faculty. A student's First Seminar and two University Seminars must include a course from each of the three thematic areas: Natural World, Social World, and Symbolic World.

Students select courses from:

- University Seminar: Thinking About the Natural World (USNA 2xx)
- University Seminar: Thinking About the Social World (USSO 2xx)
- University Seminar: Thinking About the Symbolic World (USSY 2xx)

Students who complete their First Seminar requirement with FSCC 100, FSCC 110, or FSTS 100 may fulfill the University Seminar requirement by choosing courses from any two of the three thematic areas.

University Composition Requirement: The SAGES Writing Portfolio

Students develop a Writing Portfolio comprised of final graded writing assignments from the First Seminar and University Seminars. The Writing Portfolio is due the semester after completing the final University seminar.

Departmental Seminar

The Departmental Seminar (3 credit-hours), generally taken in the junior year after the completion of the University Seminars, focuses on discipline-specific methods and modes of inquiry and communication characteristic of the Departmental Seminar’s discipline. The Departmental Seminar may be taken in the department of the student's major or in another department. A course used to fulfill the Departmental Seminar Requirement may not also be used to fulfill a Breadth Requirement. Courses meeting this requirement include the designation “Approved SAGES Departmental Seminar” in their course descriptions. Some majors include a specific Departmental Seminar as part of their requirements.

Senior Capstone

The Senior Capstone assimilates the knowledge and skills gained throughout the educational process. Students engage in a unique one- or two-semester experience (3 - 6 credit-hours) designed in consultation with a faculty member. Each Senior Capstone must include key elements:

1. Demonstration of critical thinking and writing skills;
2. Regular oversight by the Capstone advisor;
3. Periodic reporting of progress;
4. Regular writing (e.g. drafts, progress reports, critiques) throughout the project including a final written report which may be a thesis or equivalent document associated with the project or activity (e.g., such
pursuits as performance, experiment, live case analysis, or creative writing), as approved by the department of capstone origin; and

5. Oral reports including a final public presentation at the Senior Capstone Fair, a conference, a performance, a public lecture, a teaching presentation, or another setting, as approved by the department of capstone origin.

Courses meeting this requirement include the designation "Approved SAGES Capstone" in their course descriptions. Some majors include a specific Senior Capstone course as part of their requirements.

**Physical Education**

All students must complete two full semesters of Physical Education activity courses at zero credit-hours. Students may choose from half-semester and full-semester course offerings. If possible, a student should begin meeting this requirement in the first semester and complete it early in his or her undergraduate years.

**Requirements for Specific Degrees**

Students are expected to complete a bachelor's degree in a timely fashion and will ordinarily be subject to the degree requirements in place at the time of matriculation at Case Western Reserve University, although they may chose to update their requirements to those included in a later General Bulletin.

If a student extends study towards a bachelor's degree beyond 10 years after first matriculating as an undergraduate student, the major-field department(s) will review the student's academic record and may update major field requirements. Also, if the student has not already completed the applicable general education requirements in place at the time of matriculation, the appropriate dean in the school offering the major will also review the student's academic record and may update general education requirements.

**Double Majors, Secondary Majors, and Dual Undergraduate Degrees**

Only one major is required for a student to satisfy degree requirements, and most students complete their degrees having met the requirements for a single major. However, some students wish to complete more than one major in order to address their interests and academic goals. Several opportunities exist for a student to complete more than one major.

A student may double major in two (or more) Arts and Sciences majors for the BA degree, or two (or more) Engineering majors for the BS in Engineering degree, or two (or more) Management majors for the BS in Management degree. No additional credit-hours beyond those ordinarily required for the specific degree are required, but students may need additional credit-hours to meet all requirements of the two (or more) majors. Students pursuing multiple majors within a single degree will receive one diploma corresponding to the degree earned and each major will be noted on the diploma and the transcript.

A student whose interests span majors that fall under two different degree programs (the BA degree program and a BS degree program or two different BS degree programs) may complete one degree program, including its general education requirements, and the requirements for the two (or more) majors. The major for which the student does not complete the associated general education requirements will be designated as a secondary major. If the field chosen as a secondary major has different requirements for the BA and BS degree, the requirements to complete the secondary major are those associated with the BA degree. No additional credit-hours beyond those ordinarily required for the degree for which the student completed general education requirements are required, though students may need additional credit-hours to complete all requirements of the two (or more) majors. The student will receive one diploma corresponding to the degree for which the student completed general education requirements, and that degree will be recorded on the transcript. Each major will be noted on the diploma and the transcript, but the secondary major will be designated in that way.

To qualify for two (or more) undergraduate degrees, i.e., a BA and a BS degree, or two BS degrees, as a dual degree student, a student must satisfy all requirements for each degree, including each degree's associated general education requirements, and complete for each additional degree thirty credit-hours of study beyond the hours required for the first degree. Students who seek a dual-degree program that involves the BM degree must meet Cleveland Institute of Music and Case Western Reserve admission requirements, and must seek approval of both the Cleveland Institute of Music and Case Western Reserve University. A student wishing to pursue two degrees is encouraged to meet with a dean in the Office of Undergraduate Studies, 357 Sears Bldg., to discuss requirements.

**College of Arts and Sciences Undergraduate Degree Requirements**

**Bachelor of Arts Degree**

*(College of Arts and Sciences)*

Candidates for the Bachelor of Arts (BA) degree, in addition to meeting the general requirements for bachelor's degrees (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 120 credit-hours.
2. No more than 42 credit-hours beyond the 100-level in any one department to be applied to the 120 credit-hour total.
3. At least 90 credit-hours in arts and sciences. These credits may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition and computer science. (Students completing both a BA and BS degree are exempted from six hours of the 90 credit-hour arts and sciences requirement for the BA.)
4. A minimum of 30 credit-hours of courses at the 300- or 400-level.
5. The General Education Requirements of the College of Arts and Sciences listed below.
6. The requirements for a major listed below as specified in this Bulletin for each department or program. A major requires a minimum of 30 credit-hours, at least 24 of which are taken in the major department or program.
7. For all courses taken in the major department and for which grades are averaged, and for all courses taken to satisfy major requirements and for which grades are averaged, a BA candidate must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer
students must complete at Case Western Reserve University at least half the credit-hours required in the major department.

**Major Concentrations Available for the Bachelor of Arts degree:**

- Anthropology
- Art History
- Asian Studies
- Astronomy
- Biochemistry
- Biology
- Chemical Biology
- Chemistry
- Chinese
- Classics
- Cognitive Science
- Communication Sciences
- Computer Science
- Dance
- Dean's Approved Major**
- Economics
- English
- Environmental Geology
- Environmental Studies*
- Evolutionary Biology*
- French
- French and Francophone Studies
- Geological Sciences
- German
- German Studies
- Gerontological Studies*
- History
- History and Philosophy of Science
- International Studies
- Japanese Studies
- Mathematics
- Music
- Natural Sciences*
- Nutrition
- Nutritional Biochemistry and Metabolism
- Origins Sciences
- Philosophy
- Physics
- Political Science
- Pre-Architecture*
- Psychology
- Religious Studies
- Sociology
- Spanish
- Statistics
- Teacher Education*
- Theater Arts
- Women's and Gender Studies
- World Literature

* May be taken only as a second major.

** Any student interested in developing for the BA a major of his or her own design may submit, before the end of the sophomore year, a program proposal for a Dean's Approved Major to the Office of Undergraduate Studies. The Dean of Undergraduate Studies and the Dean of the College of Arts and Sciences must approve any proposed Dean's Approved Major.

**General Education Requirements of the College of Arts and Sciences**

These requirements provide a broad foundation for the Bachelor of Arts degree program.

Students pursuing a degree in the College of Arts and Sciences may not fulfill the Departmental Seminar requirement with a course that is being used to fulfill an Arts & Humanities, Social Sciences, or Natural & Mathematical Sciences breadth requirement. A course that has been designated as a Departmental Seminar and that also falls into the Global and Cultural Diversity category may be used to fulfill both requirements.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy general education requirements.

**Breadth Requirements (minimum of six 3-or 4-credit-hour courses, totaling at least 18 credit-hours)**

NOTE: Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

**Arts and Humanities (6 - 8 credit-hours)**

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Music - General (MUGN)
- Music - History (MUHI)
- Music - Theory (MUTH)
- Philosophy (PHIL)
- Portuguese (PORT)
• Religious Studies (RLGN)
• Russian (RUSN)
• Spanish (SPAN)
• Theater (THTR)
• World Literature (WLIT)

Natural and Mathematical Sciences (6 - 8 credit-hours)
Two 3- or 4-credit-hour Natural and Mathematical Science courses selected from:

• Astronomy (ASTR)
• Biochemistry (BIOC)
• Biology (BIOL)
• Chemistry (CHEM)
• Earth, Environmental and Planetary Sciences (EEPS)
• Mathematics (MATH)
• Nutrition (NTRN)
• Physics (PHYS)
• Statistics (STAT)

Social Sciences (6 credit-hours)
Two 3-credit-hour Social Science courses selected from:

• Anthropology (ANTH)
• Cognitive Science (COGS)
• Communication Sciences (COSI)
• Economics (ECON)
• Political Science (POSC)
• Psychology (PSCL)
• Sociology (SOCI)

Quantitative Reasoning (3 - 4 credit-hours)
Each student must complete at least one 3- or 4-credit-hour course identified as a quantitative reasoning course selected from the list below. This course may also be used to fulfill a major, minor, and/or breadth requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
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<tr>
<td>BIOL 321</td>
<td>Design and Analysis of Biological Experiments</td>
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<td>EECS 132</td>
<td>Introduction to Programming in Java</td>
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<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
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<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
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<td>MATH 123</td>
<td>Calculus I</td>
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<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
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<td>MATH 150</td>
<td>Mathematics from a Mathematician’s Perspective</td>
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<td>PHIL 201</td>
<td>Introduction to Logic</td>
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<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
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<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
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<tr>
<td>STAT 201R</td>
<td>Basic Statistics for Social and Life Sciences Using R Programming</td>
<td>3</td>
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</table>

Global and Cultural Diversity (3 - 4 credit-hours)
The goal of the Global and Cultural Diversity requirement is to provide students with the opportunity for academic reflection about the variation in human experience. Courses that satisfy this requirement must (1) substantively explore one or more cultures outside the United States, or (2) address in a substantive way ethnic, gender, sexual, religious, or other cultural practices within the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. This course may also be used to fulfill a major, minor, and/or breadth requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>AMST 117</td>
<td>Exploring American History Through Biography</td>
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<td>ANTH 233</td>
<td>Introduction to Jewish Folklore</td>
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<td>ANTH 312</td>
<td>Ethnography of Southeast Asia</td>
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<td>ANTH 340</td>
<td>Cultures of the World: Study Abroad</td>
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<td>ANTH 349</td>
<td>Cultures of Latin America</td>
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<td>ANTH 353</td>
<td>Chinese Culture and Society</td>
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<td>ANTH 354</td>
<td>Health and Healing in East Asia</td>
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<td>ARAB 337</td>
<td>Women in the Arab World</td>
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<td>ARAB 349</td>
<td>The Arab World Experience</td>
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<td>ARTH 101</td>
<td>Art History I: Pyramids to Pagodas</td>
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<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
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<td>ARTH 203</td>
<td>The Arts of Asia</td>
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<td>ARTH 208</td>
<td>Arts of Japan</td>
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<td>ARTH 220</td>
<td>Jewish Traditional Art and Architecture</td>
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<td>ARTH 226</td>
<td>Greek and Roman Sculpture</td>
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<td>ARTH 230</td>
<td>Ancient Roman Art and Architecture</td>
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<td>ARTH 241</td>
<td>Medieval Art</td>
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<td>ARTH 249</td>
<td>The Global Middle Ages: From Paris to Baghdad</td>
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<td>ARTH 260</td>
<td>Art in Early Modern Europe</td>
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<td>ARTH 274</td>
<td>Nineteenth-Century European Art</td>
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<td>ARTH 301</td>
<td>Museums and Globalization</td>
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<td>Buddhist Art in Asia</td>
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<td>ARTH 307</td>
<td>Arts of China</td>
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<td>ARTH 308</td>
<td>Daoism: Visual Culture, History and Practice</td>
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<td>ARTH 311</td>
<td>Rome: City and Image</td>
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<td>ARTH 325</td>
<td>Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity</td>
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<td>ARTH 327</td>
<td>The Parthenon Then and Now: New Discoveries, Old Problems and Reception</td>
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<td>Marvels of Rome: Monuments and Their Decoration in the Roman Empire</td>
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<td>Issues in Indian and Southeast Asian Art</td>
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<td>Gothic Art: Vision and Matter</td>
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<td>ARTH 355</td>
<td>The Book in the Middle Ages: The Christian, Jewish, and Islamic Tradition</td>
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<td>ARTH 358</td>
<td>Medieval Body</td>
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<td>ARTH 359</td>
<td>Visual Culture of Medieval Women</td>
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<td>ARTH 360</td>
<td>Renaissance Art in Northern Europe</td>
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<td>ARTH 361</td>
<td>17th-Century Art in Belgium and The Netherlands</td>
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<td>Issues in Early Modern Southern European Art</td>
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<td>ARTH 365</td>
<td>Issues in Early Modern Northern European Art</td>
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<td>ARTH 382</td>
<td>Art, Eco-criticism, and the Environment</td>
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<td>Gender Issues in Feminist Art: The 20th/21st Century</td>
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<td>Study Abroad Paris Architecture: Design &amp; Culture</td>
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<td>ASIA 240</td>
<td>Modern Chinese Literature in Translation</td>
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<td>ASIA 250</td>
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<td>ASIA 288</td>
<td>Imperial China: The Great Qing</td>
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<td>ASIA 289</td>
<td>Reform, Revolution, Republics: China 1895 to Present</td>
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<td>Chinese Popular Culture</td>
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<td>ASIA 330</td>
<td>Chinese Cinema</td>
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<td>International Bioethics Policy and Practice: Women's Health in the Netherlands</td>
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<td>International Bioethics Policy and Practice: Public Health in the Netherlands</td>
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<td>BETH 315C</td>
<td>International Bioethics Policy and Practice: Health Care Costa Rica</td>
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<td>BETH 315D</td>
<td>French Connections, A Cross-Cultural Comparison of Medical Ethics</td>
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<td>BETH 315E</td>
<td>International Bioethics: Policy and Practice--US and Spanish Perspectives, Salamanca Spain</td>
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<td>BETH 315F</td>
<td>Bioethics Themes as Expressed in Spanish and American Culture: Film, Television, and Literature</td>
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<td>BETH 315G</td>
<td>Death, Dying &amp; Euthanasia: Netherlands &amp; the USA</td>
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<td>Hindu and Jain Bioethics</td>
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<td>CHIN 330</td>
<td>Chinese Cinema</td>
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<td>CHIN 380</td>
<td>Contemporary Chinese Texts I</td>
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<td>Contemporary Chinese Texts II</td>
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<td>CHIN 399</td>
<td>Independent Study</td>
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<td>Introduction to Byzantine History, 500-1500</td>
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<td>CLSC 193</td>
<td>The Ancient World</td>
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<td>CLSC 199</td>
<td>Athens: In Search of Socrates</td>
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<td>CLSC 202</td>
<td>Classical Mythology</td>
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<td>CLSC 203</td>
<td>Gods and Heroes in Greek Literature</td>
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<td>CLSC 204</td>
<td>Heroes and Hustlers in Roman Literature</td>
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<td>CLSC 206</td>
<td>Ancient and Medieval Spain: Prehistory to 1492</td>
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<td>CLSC 220</td>
<td>Art &amp; Literature in the Classical Tradition, Pt 1: Renaissance and Baroque (14th to 17th centuries)</td>
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<td>CLSC 222</td>
<td>Classical Tradition 2: Birth of Archaeology</td>
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<td>CLSC 226</td>
<td>Greek and Roman Sculpture</td>
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<td>CLSC 231</td>
<td>Athens to Alexandria: The World of Ancient Greece</td>
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<td>CLSC 302</td>
<td>Ancient Greece: Archaic, Classical, and Hellenistic Periods</td>
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<td>CLSC 304</td>
<td>Ancient Rome: Republic and Empire</td>
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<td>CLSC 311</td>
<td>Rome: City and Image</td>
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<td>CLSC 312</td>
<td>Women in the Ancient World</td>
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<td>CLSC 314</td>
<td>The Poetics of Eros: Love Poetry from Sappho to Shakespeare and Beyond</td>
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<td>Greek Tragedy</td>
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<td>CLSC 320</td>
<td>Alexander the Great: Classics Departmental Seminar</td>
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<td>The Sublime and Grotesque in Literature</td>
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<td>Dante and the Classical Tradition: Middle Ages into Modernity</td>
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<td>Hispanic Literature in Translation</td>
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### Bachelor of Science Degree

(***College of Arts and Sciences***)

Candidates for the Bachelor of Science degrees, in addition to meeting the **general requirements for bachelor’s degrees** (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 120-133 credit-hours as specified by the requirements for each BS program.
2. A minimum of 30 credit-hours of courses at the 300- or 400-level.
3. The General Education Requirements of the College of Arts and Sciences listed below. For some BS programs, the General Education Requirements of the College Arts and Sciences have been modified and incorporated into the degree requirements as presented in this bulletin in the section devoted to each department or program.
4. The requirements for a major field listed below as presented in this Bulletin in the section devoted to each department or program.
5. For all courses taken in the major department and for which grades are averaged, and for all courses taken to satisfy major requirements and for which grades are averaged, a candidate for a BS from the College of Arts and Sciences must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer students must complete at Case Western Reserve University at least half the credit-hours required for the major.

**Major Concentrations for the Bachelor of Science degree:**

- Applied Mathematics
- Art Education
• Astronomy
• Biochemistry
• Biology
• Chemistry
• Geological Sciences
• Mathematics
• Mathematics and Physics
• Music Education
• Nutrition
• Nutritional Biochemistry and Metabolism
• Physics
• Statistics
• Systems Biology

General Education Requirements of the College of Arts and Sciences

These requirements provide a broad foundation for the Bachelor of Science degree programs.

Students pursuing a degree in the College of Arts and Sciences may not fulfill the Departmental Seminar requirement with a course that is being used to fulfill an Arts & Humanities, Social Sciences, or Natural & Mathematical Sciences breadth requirement. A course that has been designated as a Departmental Seminar and that also falls into the Global and Cultural Diversity category may be used to fulfill both requirements.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy general education requirements.

Breadth Requirements (minimum of six 3- or 4-credit-hour courses, totaling at least 18 credit-hours)

NOTE: Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

Arts and Humanities (6 - 8 credit-hours)

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Music - General (MUGN)

Natural and Mathematical Sciences (6 - 8 credit-hours)

Two 3- or 4-credit-hour Natural and Mathematical Science courses selected from:

- Astronomy (ASTR)
- Biochemistry (BIOC)
- Biology (BIOL)
- Chemistry (CHEM)
- Earth, Environmental and Planetary Sciences (EEPS)
- Mathematics (MATH)
- Nutrition (NTRN)
- Physics (PHYS)
- Statistics (STAT)

Social Sciences (6 credit-hours)

Two 3-credit-hour Social Science courses selected from:

- Anthropology (ANTH)
- Cognitive Science (COGS)
- Communication Sciences (COSI)
- Economics (ECON)
- Political Science (POSC)
- Psychology (PSCL)
- Sociology (SOCI)

Quantitative Reasoning (3 - 4 credit-hours)

Each student must complete at least one 3- or 4-credit-hour course identified as a quantitative reasoning course selected from the list below. This course may also be used to fulfill a major, minor and/or breadth requirement.

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<td>BIOL 321</td>
<td>Design and Analysis of Biological Experiments</td>
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<td>EECS 132</td>
<td>Introduction to Programming in Java</td>
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<td>Calculus I</td>
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<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial,</td>
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<td>MATH 150</td>
<td>Mathematics from a Mathematician's Perspective</td>
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<td>PHIL 201</td>
<td>Introduction to Logic</td>
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<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
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<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
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</table>
Global and Cultural Diversity (3 - 4 credit-hours)

The goal of the Global and Cultural Diversity requirement is to provide students with the opportunity for academic reflection about the variation in human experience. Courses that satisfy this requirement must (1) substantively explore one or more cultures outside the United States, or (2) address in a substantive way ethnic, gender, sexual, religious, or other cultural practices within the United States, so as to provide students with fresh perspectives on their own cultural assumptions, traditions, and experiences. This course may also be used to fulfill a major, minor, and/or breadth requirement.

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<td>ANTH 233</td>
<td>Introduction to Jewish Folklore</td>
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<td>ANTH 312</td>
<td>Ethnography of Southeast Asia</td>
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<td>Cultures of the World: Study Abroad</td>
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<td>Cultures of Latin America</td>
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<td>ANTH 353</td>
<td>Chinese Culture and Society</td>
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<td>Health and Healing in East Asia</td>
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<td>Women in the Arab World</td>
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<td>Art History I: Pyramids to Pagodas</td>
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<td>ARTH 102</td>
<td>Art History II: Michelangelo to Maya Lin</td>
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<td>The Arts of Asia</td>
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<td>ARTH 220</td>
<td>Jewish Traditional Art and Architecture</td>
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<td>Greek and Roman Sculpture</td>
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<td>Medieval Art</td>
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<td>The Global Middle Ages: From Paris to Baghdad</td>
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<td>Art in Early Modern Europe</td>
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<td>The Origins of the Arab-Israeli Conflict, 1900-1948</td>
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<td>A History of Workers in the United States</td>
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<td>Guns, Germs, and Steel</td>
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HSTY 354  Women in American History II 3
HSTY 363  Gender and Sexuality in America 3
HSTY 371  Jews under Islam and Christianity 3
HSTY 373  Women and Medicine in the United States 3
HSTY 375  Advance Readings in Latin American History 3
HSTY 381  City as Classroom 3
HSTY 383  Readings in PRC History 3
HSTY 385  Readings in Society and Culture in Modern Chinese History 3
HSTY 387  Growing Up in America: 1607 - 2000 3
HSTY 389  History of Zionism 3
HSTY 393  Advanced Readings in the History of Race 3
JAPN 201  Intermediate Japanese I 4
JAPN 202  Intermediate Japanese II 4
JAPN 225  Japanese Popular Culture 3
JAPN 245  Classical Japanese Literature in Translation 3
JAPN 255  Modern Japanese Literature in Translation 3
JAPN 301  Advanced Japanese I 4
JAPN 302  Advanced Japanese II 4
JAPN 345  Japanese Women Writers 3
JAPN 350  Contemporary Japanese Texts I 3
JAPN 351  Contemporary Japanese Texts II 3
JAPN 355  Modern Japanese Novels and the West 3
JDST 101  Jews and Judaism 3
JDST 173  Introducing Judaism 3
JDST 208  Introduction to Western Religions 3
JDST 218  Jews in Early Modern Europe 3
JDST 220  Jewish Traditional Art and Architecture 3
JDST 223  Religious Roots of Conflict in the Middle East 3
JDST 228  The Jewish Image in Popular Film 3
JDST 233  Introduction to Jewish Folklore 3
JDST 254  The Holocaust 3
JDST 326  The Holocaust and the Arts 3
JDST 341  Jewish Urban History 3
JDST 371  Jews under Islam and Christianity 3
JDST 389  History of Zionism 3
MUED 305  World Music in Education 3
MUHI 310  Music Cultures of the World: Music of Asia and Africa 3
MUHI 312  History and Analysis of Rock and Roll 3
MUHI 313  American Popular Song to 1950 3
MUHI 314  Blues Histories and Cultures 3
MUHI 315  History of Jazz and American Popular Music 3
MUHI 320  Global Pop 3
MUHI 326  The Holocaust and the Arts 3
MUGN 212  History of Rock and Roll 3
MUGN 215  History and Styles of Jazz 3
PHIL 221  Indian Philosophy 3
PHIL 270  Introduction to Gender Studies 3
PHIL 316  African Political Thought 3
PHIL 325  Philosophy of Feminism 3
PHIL 356  Comparative Philosophy 3
POSC 160  Introduction to Comparative Politics 3
POSC 326  Constitutions in Practical Politics 3
POSC 342  Water 3
POSC 356  Transitions to Democracy and Dictatorship 3
POSC 360  Revolts and Revolutions in Global Perspective 3
POSC 361  State-Building and State Collapse 3
POSC 362  Politics of Central Asia 3
POSC 364  Dictatorship and Democracy in Modern Latin America 3
POSC 369  Ethnicity, Gender, and Religion in Latin American Politics and Society 3
POSC 370D  The Politics of China 3
POSC 370H  China's Foreign Policy 3
POSC 377  Politics of Russia 3
POSC 379  Introduction to Middle East Politics 3
POSC 380B  Uprising and Political Change in the Arab World 3
POSC 381  City as Classroom 3
RLGN 102  Introduction to the Study of Religion 3
RLGN 108  The History of Yoga: The Yoga of Transformation and the Transformation of Yoga 3
RLGN 151  Introducing African Religions 3
RLGN 152  Introducing Buddhism 3
RLGN 153  Introducing Chinese Religions 3
RLGN 154  Introducing Hinduism 3
RLGN 155  Introducing Jainism 3
RLGN 171  Introducing Christianity 3
RLGN 172  Introducing Islam 3
RLGN 173  Introducing Judaism 3
RLGN 191  Introduction to Sanskrit 3
RLGN 203  Religious Studies for Future Healthcare Professionals 3
RLGN 204  Introduction to Asian Religions 3
RLGN 205  Catholic Imagination: Global Perspectives 3
RLGN 208  Introduction to Western Religions 3
RLGN 213  Jews and Judaism 3
RLGN 214  Introduction to Islam 3
RLGN 217  Buddhism 3
RLGN 218  Faith and Politics in Islam 3
RLGN 219  Islam in America 3
RLGN 221  Indian Philosophy 3
RLGN 223  Religious Roots of Conflict in the Middle East 3
RLGN 224  The Many Faces of Contemporary U.S. Catholicism 3
RLGN 229  Asian Christianity: Historical Perspectives 3
RLGN 232  DESI: Diaspora, Ethnicity, Southasia(n), Interrogate 3
RLGN 238  Alternative Altars: Folk Religion in America 3
RLGN 251  Perspectives in Ethnicity, Race, Religion and Gender 3
RLGN 254  The Holocaust 3
RLGN 260  Introduction to the Qur’an 3
RLGN 265  Malcolm and Martin 3
RLGN 270  Introduction to Gender Studies 3
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<td>Daoism: Visual Culture, History and Practice</td>
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<td>Representations of Black Religion in Film</td>
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<td>RLGN 312</td>
<td>The Mythical Trickster</td>
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<td>RLGN 315</td>
<td>Heresy and Dissidence in the Middle Ages</td>
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<td>The Crusades</td>
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<td>RLGN 326</td>
<td>The Holocaust and the Arts</td>
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<td>RLGN 352</td>
<td>Language, Cognition, and Religion</td>
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<td>RLGN 353</td>
<td>Hindu and Jain Bioethics</td>
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<td>RLGN 371</td>
<td>Jews under Islam and Christianity</td>
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<td>RLGN 373</td>
<td>History of the Early Church: First Through Fourth Centuries</td>
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<td>Reformation Europe, 1500-1650</td>
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<td>Special Topics in Russian</td>
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<td>SASS 375C</td>
<td>International Travel &amp; Study Abroad: Invisible Groups in a New Poland</td>
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<td>SASS 375E</td>
<td>International Travel &amp; Study Abroad: Microcredit, Microfinance, and Social Development in Bangladesh</td>
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<td>SASS 375F</td>
<td>Gender and Sexuality Justice: LGBTQ life in Contemporary Dutch Culture</td>
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<td>SASS 375G</td>
<td>Global Health and Social Development in India</td>
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<td>SASS 375I</td>
<td>Global Issues, Health, &amp; Sustainability in India</td>
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<td>Introduction to Social Justice</td>
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<td>SOCI 201</td>
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<td>Race and Ethnic Minorities in The United States</td>
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<td>Gender, Inequality, and Globalization</td>
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<td>Urban Sociology</td>
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<td>Health Disparities</td>
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<td>Latin American History through Art, Literature and Cinema</td>
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<td>Latin American Cultural Conflicts</td>
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<td>Introduction to Readings in Hispanic Literature</td>
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<td>Latin American Short Story</td>
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<td>Hispanic Intellectuals and Society: A Critical Approach</td>
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<td>The Fantastic in Latin American Prose</td>
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<td>Latin American Poetic Revolt</td>
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<td>Latin American Feminist Voices</td>
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<td>SPAN 343</td>
<td>The New Drama in Latin American</td>
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<td>Afro-Hispanic Literature</td>
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<td>SPAN 358</td>
<td>Latin American Cinema</td>
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<td>Hispanic Literature in Translation</td>
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<td>Senior Capstone - Spanish</td>
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<td>Honors Thesis I</td>
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<td>Development of Theater: Renaissance to Romanticism</td>
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<td>Women's Histories in South Asia</td>
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<td>Women, Creativity and the Arts</td>
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<td>Representations of Black Women and Religion in Film</td>
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<td>Women in the Ancient World</td>
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<td>Gender, Inequality, and Globalization</td>
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<td>Women in Developing Countries</td>
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<td>Women in the Arab World</td>
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<td>Language and Gender</td>
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<td>WGST 359</td>
<td>Visual Culture of Medieval Women</td>
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<td>WGST 363</td>
<td>Gender and Sexuality in America</td>
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<td>WGST 370</td>
<td>Women and Men as Colleagues in Organizations</td>
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<td>Women and Medicine in the United States</td>
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<td>WLIT 203</td>
<td>Gods and Heroes in Greek Literature</td>
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<td>WLIT 204</td>
<td>Heroes and Hustlers in Roman Literature</td>
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<td>Art &amp; Literature in the Classical Tradition, Pt 1: Renaissance and Baroque (14th to 17th centuries)</td>
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<td>Classical Tradition 2: Birth of Archaeology</td>
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<td>WLIT 240</td>
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<td>WLIT 245</td>
<td>Classical Japanese Literature in Translation</td>
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<td>Classical Chinese Literature in Translation</td>
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<td>WLIT 255</td>
<td>Modern Japanese Literature in Translation</td>
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<td>WLIT 308</td>
<td>The Paris Experience</td>
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<td>The Poetics of Eros: Love Poetry from Sappho to Shakespeare and Beyond</td>
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<td>Greek Tragedy</td>
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<td>Chinese Popular Culture</td>
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<td>Roman Drama and Theater</td>
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<td>WLIT 323</td>
<td>Angels and Daimons: The Origins of Inspiration</td>
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<td>The Sublime and Grotesque in Literature</td>
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<td>WLIT 325</td>
<td>Hispanic Intellectuals and Society: A Critical Approach</td>
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</table>
Case School of Engineering Undergraduate Degree Requirements

Bachelor of Science in Engineering Degree
(Case School of Engineering)

Candidates for the Bachelor of Science in Engineering (BSE) degree, in addition to meeting the general requirements for bachelor's degrees, including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 128-133 credit-hours as specified by the requirements for each BSE major.
2. The General Education Requirements of the Case School of Engineering listed below.
3. The requirements for the specific engineering major listed below as presented in this Bulletin in the section devoted to each department or program.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGL 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

Major Fields Available for the Bachelor of Science in Engineering degree:
• Aerospace Engineering
• Biomedical Engineering
• Chemical Engineering
• Civil Engineering

- Computer Engineering
- Electrical Engineering
- Engineering Physics
- Materials Science and Engineering
- Mechanical Engineering
- Polymer Science and Engineering
- Systems and Control Engineering
- Engineering (undesignated)

With the exception of the undesignated major in engineering, all of the engineering programs listed above are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

General Education Requirements of the Case School of Engineering

These requirements provide a foundation in mathematics and sciences for programs in engineering leading to the Bachelor of Science degree. The CSE general education requirements are also designed to develop communication skills and to provide a body of work in the humanities and social sciences.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

Mathematics, Sciences, and Engineering Requirements (44 credit-hours)

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<th>Course Code</th>
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<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
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<tr>
<td>ENGR 210</td>
<td>Statics and Strength of Materials</td>
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<tr>
<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation</td>
</tr>
<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer</td>
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<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
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<td>MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<td>MATH 223</td>
<td>Calculus for Science and Engineering III</td>
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<td>MATH 224</td>
<td>Elementary Differential Equations</td>
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<td>CHEM 111</td>
<td>Principles of Chemistry for Engineers</td>
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<td>PHYS 121</td>
<td>General Physics I - Mechanics</td>
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<tr>
<td>PHYS 122</td>
<td>General Physics II - Electricity and Magnetism</td>
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<tr>
<td>PHYS 123</td>
<td>Physics and Frontiers I - Mechanics</td>
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<tr>
<td>PHYS 124</td>
<td>Physics and Frontiers II - Electricity and Magnetism</td>
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</table>

Total Units 44
* NOTE: The Chemistry-Materials course sequences CHEM 105-CHEM 106-ENGR 145 or CHEM 105-CHEM 106-EMAC 276 may substitute for the sequence CHEM 111-ENGR 145.

** Computer Engineering and the computer-oriented concentrations in Biomedical Engineering specifically require EECS 132

*** Students pursuing a Polymer Science and Engineering major or the Biomaterials concentration in the Biomedical Engineering major may substitute EMAC 351 and EMAC 352 for ENGR 225.

Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)

Course designated by major department.

<table>
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<th>Humanities and Social Sciences (15 credit-hours)</th>
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<tr>
<td>ENGL 398  Professional Communication for Engineers</td>
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<tr>
<td>ENGR 398  Professional Communication for Engineers</td>
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<tr>
<td>Twelve credit-hours comprised of 3- or 4-credit-hour courses</td>
</tr>
<tr>
<td>Total Units</td>
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</tbody>
</table>

* Humanities: Arabic (ARAB), Art History (ARTH), Art Studio (ARTS), Chinese (CHIN), Classics (CLSC), Dance (DANC), English (ENGL), French (FRCH), German (GRMN), Greek (GREK), Hebrew (HBRW), History (HSTY), Italian (ITAL), Japanese (JAPN), Latin (LATN), Music - General (MUGN), Music - History (MUTH), Music - Theory (MUTH), Philosophy (PHIL), Portuguese (PORT), Religious Studies (RLGN), Russian (RUSN), Spanish (SPAN), Theater (THTR), World Literature (WLIT) and/or
* Social Sciences: Anthropology (ANTH), Cognitive Science (COGS), Communication Sciences (COSI), Economics (ECON), Political Science (POSC), Psychology (PSCL), Sociology (SOCI), and/or
* Other Courses that Meet this Requirement for CSE Degree

Bachelor of Science in Computer Science Degree

(Case School of Engineering)

Candidates for the Bachelor of Science in Computer Science degree, in addition to meeting the **general requirements for bachelor’s degrees** (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 127 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Computer Science degree and listed below.
3. The requirements for the computer science Bachelor of Science major as presented in this Bulletin.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGL 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

General Education Requirements of the Case School of Engineering, modified for the Bachelor of Science in Computer Science degree

These requirements provide a foundation in mathematics and sciences for the Bachelor of Science program in computer science. The CSE general education requirements are also designed to develop communication skills and to provide a body of work in the humanities and social sciences.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

Mathematics, Sciences, and Engineering Requirements (33 credit-hours)

<table>
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<td>MATH 223  Calculus for Science and Engineering III</td>
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<td>or MATH 22: Calculus III</td>
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<tr>
<td>MATH 224  Elementary Differential Equations</td>
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<tr>
<td>or MATH 22: Differential Equations</td>
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<tr>
<td>CHEM 111  Principles of Chemistry for Engineers</td>
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<td>Physics</td>
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<tr>
<td>PHYS 121  General Physics I - Mechanics</td>
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<tr>
<td>or PHYS 12: Physics and Frontiers I - Mechanics</td>
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<tr>
<td>PHYS 122  General Physics II - Electricity and Magnetism</td>
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<tr>
<td>or PHYS 12: Physics and Frontiers II - Electricity and Magnetism</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>EECS 132  Introduction to Programming in Java</td>
</tr>
<tr>
<td>ENGR 145  Chemistry of Materials</td>
</tr>
<tr>
<td>Total Units</td>
</tr>
</tbody>
</table>

* NOTE: The Chemistry-Materials course sequences CHEM 105-CHEM 106-ENGR 145 or CHEM 105-CHEM 106-EMAC 276 may substitute for the sequence CHEM 111-ENGR 145.

Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)

Course designated by major department.

<table>
<thead>
<tr>
<th>Humanities and Social Sciences (15 credit-hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 398  Professional Communication for Engineers</td>
</tr>
<tr>
<td>ENGR 398  Professional Communication for Engineers</td>
</tr>
<tr>
<td>Twelve credit-hours comprised of 3- or 4-credit-hour courses</td>
</tr>
<tr>
<td>Total Units</td>
</tr>
</tbody>
</table>
Bachelor of Science in Data Science and Analytics Degree
(Case School of Engineering)
Candidates for the Bachelor of Science in Data Science and Analytics degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 125 credit-hours.
2. The General Education Requirements of the Case School of Engineering as modified for the Bachelor of Science in Data Science and Analytics degree and listed below.
3. The requirements for the major in data science and analytics as presented in this Bulletin.

Note that most students pursuing a degree from the Case School of Engineering will complete ENGR 398 and ENGL 398 to fulfill the SAGES Departmental Seminar requirement and will complete an engineering senior project in their major to fulfill the SAGES Senior Capstone requirement.

General Education Requirements of the Case School of Engineering, modified for the Bachelor of Science in Data Science and Analytics degree

These requirements provide a foundation in mathematics and sciences for the Bachelor of Science program in data science and analytics. The CSE general education requirements are also designed to develop communication skills and to provide a body of work in the humanities and social sciences.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer may be used to satisfy Case School of Engineering general education requirements.

Mathematics, Sciences, and Engineering Requirements (29 credit-hours)

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 122</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Calculus for Science and Engineering II</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>

Natural Sciences, Mathematics, or Statistics Requirement (3 credit-hours)

Course designated by major department.

Humanities and Social Sciences (15 credit-hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 398</td>
<td>Professional Communication for Engineers</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 398</td>
<td>Professional Communication for Engineers</td>
<td>1</td>
</tr>
</tbody>
</table>

Twelve credit-hours comprised of 3- or 4-credit-hour courses

Total Units 12

* Humanities: Arabic (ARAB), Art History (ARTH), Art Studio (ARTS), Chinese (CHIN), Classics (CLSC), Dance (DANC), English (ENGL), French (FRCH), German (GRMN), Greek (GREK), Hebrew (HBRW), History (HSTY), Italian (ITAL), Japanese (JAPN), Latin (LATN), Music - General (MUGN), Music - History (MUHI), Music - Theory (MUTH), Philosophy (PHIL), Portuguese (PORT), Religious Studies (RLGN), Russian (RUSN), Spanish (SPAN), Theater (THTR), World Literature (WLIT) and/or Social Sciences: Anthropology (ANTH), Cognitive Science (COGS), Communication Sciences (COSI), Economics (ECON), Political Science (POSC), Psychology (PSCL), Sociology (SOCI), and/or Other Courses that Meet this Requirement for CSE Degree Candidates: Applied Social Sciences (SASS), Bioethics (BETH)

Weatherhead School of Management Undergraduate Degree Requirements

Bachelor of Science Degree
(Weatherhead School of Management)
Candidates for the Bachelor of Science in Accounting degree or the Bachelor of Science in Management degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 122 credit-hours.
2. The General Education Requirements of the Weatherhead School of Management listed below.

3. The requirements for a major in accounting or management as presented in this Bulletin in the section devoted to each department or program.

4. For all courses taken in the major department and for which grades are averaged, and for all courses taken to satisfy major requirements and for which grades are averaged, a candidate for a BS from the Weatherhead School of Management must earn a minimum cumulative average of 2.000. Major requirements include all required and elective work completed in the major department combined with required courses completed in related fields. Transfer students must complete at Case Western Reserve University at least half the hours required for the major.

5. A minimum of 30 credit-hours of courses at the 300- or 400-level.

Note that most students pursuing a degree from the Weatherhead School of Management will complete three one-credit-hour MGMT 395 seminars to fulfill the SAGES Departmental Seminar requirement.

### Majors Available for the Bachelor of Science in Management degree:

- Business Management
- Finance
- Marketing
- Dean's Approved Major*

*Any student interested in developing a major of his or her own design for the BS in Management should consult with the Office of Undergraduate and Integrated Study Programs in the Weatherhead School of Management.

### General Education Requirements of the Weatherhead School of Management (minimum of eight 3- or 4 credit-hour courses, totaling at least 26 credit-hours)

These requirements provide a broad educational foundation for programs in accounting and management, leading to the Bachelor of Science degree.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer credit may be used to satisfy Weatherhead School of Management general education requirements.

**NOTE:** Two courses used to fulfill requirements for the major may be used also to fulfill the breadth requirements.

### Arts and Humanities (6 - 8 credit-hours)

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Music - General (MUGN)
- Music - History (MUHI)
- Music - Theory (MUTH)
- Philosophy (PHIL)
- Portuguese (PORT)
- Religion (RLGN)
- Russian (RUSN)
- Spanish (SPAN)
- Theater (THTR)
- World Literature (WLIT)

### Natural and Mathematical Sciences (14 - 16 credit-hours)

MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I 4

MATH 126 Math and Calculus Applications for Life, Managerial, and Social Sci II 4

Two Natural Sciences courses 6-8

Total Units 14-16

Any two 3- or 4-credit-hour Natural Science courses selected from:

- Astronomy (ASTR)
- Biochemistry (BIOC)
- Biology (BIOL)
- Chemistry (CHEM)
- Earth, Environmental, and Planetary Sciences (EEPS)
- Nutrition (NTRN)
- Physics (PHYS)

### Social Sciences (6 credit-hours)

Any two 3-semester hour Social Science courses except ECON 102 Principles of Microeconomics* or ECON 103 Principles of Macroeconomics* selected from:

- Anthropology (ANTH)
- Cognitive Science (COGS)
- Communication Sciences (COSI)
- Economics (ECON)
- Political Science (POSC)
- Psychology (PSCL)
- Sociology (SOCI).

ECON 102 Principles of Microeconomics and ECON 103 Principles of Macroeconomics are included in Accounting and Management major requirements.
Frances Payne Bolton School of Nursing Undergraduate Degree Requirements

Bachelor of Science in Nursing Degree
(Frances Payne Bolton School of Nursing)

Candidates for the Bachelor of Science in Nursing (BSN) degree, in addition to meeting the general requirements for bachelor’s degrees (p. 4), including the SAGES and Physical Education requirements, must also complete the following requirements:

1. A minimum of 126 credit-hours.
2. The General Education Requirements of the Frances Payne Bolton School of Nursing listed below.
3. The requirements for the major in nursing as presented in this Bulletin.
4. For all courses specifically required for the major in nursing, a minimum grade of C.

Note that most Nursing students will complete NURS 320 Theoretical and Evidence Bases for Best Practice in Nursing to fulfill the SAGES Departmental Seminar requirement and will complete NURS 373 Global Health Practicum to fulfill the SAGES Senior Capstone requirement. Also, most Nursing students will complete NURS 277 upon matriculation to count as a half-semester of Physical Education credit; this course may be used again two years later for a second half-semester.

General Education Requirements of the Frances Payne Bolton School of Nursing
(minimum of ten 3- or 4-credit-hour courses, totaling at least 30 credit-hours)

These requirements provide a broad educational foundation for the Bachelor of Science in Nursing program.

Course credit earned by Advanced Placement, International Baccalaureate, proficiency examinations, and transfer credit may be used to satisfy School of Nursing general education requirements.

Arts and Humanities (6 - 8 credit-hours)

Two 3- or 4-credit-hour Arts and Humanities courses selected from:

- Arabic (ARAB)
- Art History (ARTH)
- Art Studio (ARTS)
- Chinese (CHIN)
- Classics (CLSC)
- Dance (DANC)
- English (ENGL)
- French (FRCH)
- German (GRMN)
- Greek (GREK)
- Hebrew (HBRW)
- History (HSTY)
- Italian (ITAL)
- Japanese (JAPN)
- Latin (LATN)
- Music - General (MUGN)
- Music - History (MUHI)
- Music - Theory (MUTH)
- Philosophy (PHIL)
- Portuguese (PORT)
- Religious Studies (RLGN)
- Russian (RUSN)
- Spanish (SPAN)
- Theater (THTR)
- World Literature (WLIT)

Natural and Mathematical Sciences (18 credit-hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 319</td>
<td>Introduction to Statistical Analysis in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSCL 282</td>
<td>Quantitative Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>STAT 201</td>
<td>Basic Statistics for Social and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>STAT 201R</td>
<td>Basic Statistics for Social and Life Sciences Using R Programming</td>
<td></td>
</tr>
</tbody>
</table>

Natural Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114</td>
<td>Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 116</td>
<td>Introduction to Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIOL 117</td>
<td>Introduction to Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>CHEM 119</td>
<td>Concepts for a Molecular View of Biology I</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Concepts for a Molecular View of Biology II</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 18

Students choose one of these four courses. A student who successfully completes any one of these courses is not eligible to enroll in or receive credit for either of the other three.

Social Sciences (6 credit-hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 203</td>
<td>Human Development: Medical and Social**</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science course**

Total Units 6

Students of outstanding ability and attainment who are candidates for the BA and who are admitted to professional studies at Case Western Reserve University

Programs Toward Graduate or Professional Degrees

Acceleration Toward Professional Degrees

Senior Year in Professional Studies at Case Western Reserve University

Students of outstanding ability and attainment who are candidates for the BA and who are admitted to professional studies at Case Western Reserve University.
Western Reserve University by the end of the junior year are eligible to shorten their entire course of studies by one year through the Senior Year in Professional Studies privilege. Application should be made during the second semester of the junior year through the dean of undergraduate studies. This privilege is extended to students who are candidates for the BA and who attend the School of Dental Medicine; the School of Law; the Frances Payne Bolton School of Nursing; or the Jack, Joseph and Morton Mandel School of Applied Social Sciences of Case Western Reserve University.

A student granted the senior year in professional studies privilege is permitted to substitute the work of the first year in a professional school for that required during the last year as an undergraduate. Upon the satisfactory completion of the first year's work in the professional school, the student will be granted the bachelor's degree from the College of Arts and Sciences. To be eligible for the senior year in professional studies privilege, a student must:

1. Be accepted for admission to professional studies at Case Western Reserve University.
2. Meet the following degree requirements:
   a. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement.
   b. Completion of three-fourths of the courses required for the major, including three-fourths of the courses required in the major department.
   c. Completion of 84 credit-hours of arts and sciences courses. These credit-hours may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition, or computer science.
   d. Completion of at least 90 credit-hours of academic work, of which the final 60 credit-hours must have been in residence. A student may include in that final 60 credit-hours no more than six credit-hours earned in courses completed in other institutions, either by cross-registration in regular sessions or by approved transient registration in summer sessions.

Upon admission to the program, students register in the professional school to which they have been admitted and are subject to the policies, rules and regulations of the professional school. They may, however, continue to receive CWRU undergraduate scholarships and may continue to reside in undergraduate housing during what would normally be their senior year of undergraduate work. They will be considered professional school students with respect to the awarding of need-based aid.

For information, contact the Office of Undergraduate Studies (ugstudies@case.edu), 357 Sears Bldg., 216.368.2928.

**Senior Year in Absentia Privilege for Students of Medicine and Dentistry**

Students of outstanding ability and attainment who are candidates for the BA degree and are offered admission to a medical or dental school other than those at Case Western Reserve University at the end of the junior year are eligible to shorten their entire course of studies by one year through the Senior Year in absentia privilege. Application for this privilege should be made during the second semester of the junior year through the dean of undergraduate studies.

A student granted the Senior Year in absentia privilege is permitted to substitute the work of the first year in a professional school for that required during the last year in the undergraduate college. Upon the satisfactory completion of the first year's work in the professional school, the student will be granted the BA from the College of Arts and Sciences. The privilege is extended to qualified students who attend medical schools in the United States or Canada approved by the American Association of Dental Schools. The privilege is extended to qualified students who attend medical schools in the United States or Canada approved by the American Association of Dental Schools.

To be eligible for the Senior Year in absentia privilege, a student must:

1. Be accepted for admission to professional studies.
2. Attain a cumulative grade point average of at least 3.200 in all courses attempted from the date of admission as an undergraduate.
3. Meet the following degree requirements:
   a. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement.
   b. Completion of three-fourths of the courses required for the major, including three-fourths of the courses required in the major department.
   c. Completion of 84 credit-hours of arts and sciences courses. These credits may be drawn from those offered by the College of Arts and Sciences, as well as those in economics, biochemistry, nutrition, or computer science.
   d. Completion of at least 90 credit-hours of academic credit, of which the final 60 credit-hours must have been in residence. A student may include in that final 60 credit-hours no more than six credit-hours earned in courses completed in other institutions, either by cross-registration in regular sessions or by approved transient registration in summer sessions.

For information, contact the Office of Undergraduate Studies (ugstudies@case.edu), 357 Sears Bldg., 216.368.2928.

**Integrated BS in Accounting/Master of Accountancy (MAcc)**

The Integrated BS in Accounting/Master of Accountancy (MAcc) program allows students to work towards the completion of the Master of Accountancy (https://weatherhead.case.edu/degrees/masters/m-accountancy) during their undergraduate studies, thereby enabling completion of both degrees in as little as four years. If after completion of the BS an additional semester is needed to complete the MAcc or if a student chooses to complete a majority of the MAcc in a fifth year, the student will enroll solely as a graduate student in the Weatherhead School of Management to complete the master's degree. Depending on the student's academic record and total credit-hours completed, he or she may choose to count up to six credit-hours (two courses) towards both the BS and the MAcc.

These programs are strongly recommended for those students planning to obtain professional certification as a certified public accountant (CPA). CPA candidates must have completed 150 credit-hours of study at the
university level in order to qualify to sit for the CPA examination. The integrated program can save qualified students both time and money while equipping them with the skills and knowledge attractive to top accounting firms.

Because of the necessity for proper planning of coursework and programs, undergraduate students are strongly encouraged to apply for the Master of Accountancy in the junior year. Weatherhead undergraduates must apply for and be admitted to the MAcc program, but certain requirements are waived, such as the Graduate Management Admission Test (GMAT). Once admitted, students in the integrated study program are required to design a comprehensive study plan with both their Weatherhead undergraduate advisor and the faculty director of the MAcc program.

For more information, contact Tiffany Welch (tiffany.welch@case.edu), assistant dean of undergraduate and integrated study programs, at 216.368.2058 or Ashley Lu (jingwen.lu@case.edu), program manager for the MAcc, at 216.368.5376.

Integrated BA/BS and MSM-Finance

The Integrated Bachelor of Arts or Bachelor of Science and Master of Science in Management-Finance ([https://weatherhead.case.edu/degrees/masters/ms-management/finance](https://weatherhead.case.edu/degrees/masters/ms-management/finance)) program allows qualified CWRU undergraduates to work towards the completion of the MSM-Finance during their undergraduate studies, thereby enabling completion of both degrees in as little as four years. If after completion of the BA or BS an additional semester is needed to complete the MSM-Finance or if a student chooses to complete a majority of the MSM-Finance in a fifth year, the student will enroll solely as a graduate student in the Weatherhead School of Management to complete the master's degree.

Students admitted to the program are permitted to take up to nine credit-hours of graduate level courses toward the MSM-Finance while an undergraduate and count these credit-hours towards both the undergraduate degree (as appropriate to the student's undergraduate degree program) and the MSM-Finance.

Admission to the MSM-Finance program ([https://weatherhead.case.edu/degrees/masters/ms-management/finance/admission](https://weatherhead.case.edu/degrees/masters/ms-management/finance/admission)) is based on academic preparation and achievement (undergraduate coursework and GPA), GMAT/GRE or SAT scores, and genuine interest in finance (determined by application essays, letters of recommendation, and interview).

For more information about the program, contact Jim Hurley (james.hurley@case.edu), assistant dean of undergraduate and integrated programs, at 216.368.3856 or Marybeth Keeler (marybeth.keeler@case.edu), program manager of the MSM-Finance program, at 216.368.3688. For more information about applying to the MSM-Finance program, contact Ted Evans (theodore.evans@case.edu) at 216.368.2069.

Acceleration Toward Graduate Study

Integrated Graduate Studies Program

The Integrated Graduate Studies Program (IGS) is intended for highly motivated undergraduate students who are candidates for the BA degree and whose objective is a degree at the master’s or doctoral level. Qualified students may be admitted to graduate study for their senior year and pursue the simultaneous completion of requirements for both the master’s and bachelor’s degrees. The baccalaureate will normally be awarded upon completion of the requirements for both degrees, unless a student satisfies all BA requirements prior to completing the master’s degree requirements. Students in the IGS Program are exempted from the 42-hour restriction imposed on BA candidates for work above the 100-level in a single department. However, the exemption is granted only upon completion of the master’s degree requirements.

Eligibility requirements for participation in the Integrated Graduate Studies Program are:

1. 90 credit-hours earned of which the last 60 credit-hours must have been in residence at Case Western Reserve University.
2. Completion of the SAGES requirements, the General Education Requirements of the College of Arts and Sciences, and the physical education requirement; students who have fulfilled all SAGES requirements except the Senior Capstone will be required to complete the capstone during their first year in the IGS program.
3. Completion of three-fourths of the requirements for the major, including three-fourths of the courses required in the major department.
4. Admission to a master’s or doctoral program offered through the School of Graduate Studies.

Upon admission to the program, IGS students register as students in the School of Graduate Studies and are subject to the policies, rules and regulations of the School of Graduate Studies. They may, however, continue to receive CWRU undergraduate scholarships and may continue to reside in undergraduate housing during what would normally be their senior year of undergraduate work. They will be considered graduate students with respect to the awarding of need-based aid.

For information, contact the Office of Undergraduate Studies (ugstudies@case.edu), 357 Sears Bldg., 216.368.2928.

Integrated BS/MS in Nutrition

Admission to the Integrated BS/MS in Nutrition program is subject to the same process and requirements as admission to the Integrated Graduate Studies Program described above. Upon successful completion of the program, students earn the BS in Nutrition and the MS in Nutrition.

BS/MS Program for Candidates for the BS in Engineering, Computer Science, Mathematics, Natural Sciences, and Statistics

The Integrated BS/MS Program is intended for highly motivated candidates for the BS in engineering, computer science, mathematics, natural sciences, or statistics who wish to pursue an advanced degree. Application to the BS/MS program must be made after completion of 75 credit-hours of course work and prior to attaining senior status (completion of 90 semester hours). Generally, this means that a student will submit the application during his or her sixth semester of undergraduate course enrollment and will have no fewer than two semesters of remaining BS requirements to complete.

A student admitted to the program may, in the senior year, take up to nine credit-hours of graduate courses (400-level and above) that will count towards both BS and MS requirements. The courses to be double-counted must be specified at the time of application. Courses taken prior to admission to the program cannot count towards the MS unless they are in excess of BS degree requirements and permission to use them
towards the MS has been granted by the dean of graduate studies and the dean of undergraduate studies.

To be considered for the BS/MS Program, a student must:

1. submit to the School of Graduate Studies an application for admission to the program, and
2. submit to the Office of Undergraduate Studies an MS Planned Program of Study Form, showing the courses to be double-counted.

Students for whom the master’s project or thesis is a continuation and development of the senior project should register for Exxx 651 Thesis (or the appropriate project course) during the senior year and are expected to complete all other courses for the BS before enrolling in further MS course work and thesis (continuing the senior project). Students for whom the master’s thesis or project is distinct from the senior project will be expected to complete the BS degree before taking further graduate courses for the master’s degree.

Applicants in engineering or computer science should consult their departmental BS/MS advisor in the Case School of Engineering. Applicants in mathematics, natural sciences, and statistics should consult the dean of undergraduate studies.

**Conditionally Guaranteed Admission to the University’s Professional Schools**

The Pre-Professional Scholars Programs in medicine, dentistry, law, and social work grant to a few outstanding, entering first-year undergraduates conditional commitments of admission to the appropriate professional school at Case Western Reserve University. These commitments are honored upon successful completion of the requirements established by each professional school. Students admitted to these programs are relieved of much of the anxiety and uncertainty associated with pre-professional studies. Consequently, they feel free to undertake challenging courses of study and pursue a variety of interests as they prepare for professional studies. Pre-Professional Scholars are free to choose any of the bachelor’s degrees available in the University. Participants who wish to change their career goals or apply for admission to other professional schools are free to do so.

The Six-Year Dental Program gives exceptionally able and committed entering first-year undergraduates the opportunity to accelerate their undergraduate and professional studies.

**Pre-Professional Scholars Program in Dentistry**

Each year, a small number of exceptionally well-qualified high school seniors who plan to pursue careers in dentistry are offered places in the Pre-Professional Scholars Program in Dentistry. This program requires eight years: four years of successful undergraduate study and four years at the School of Dental Medicine.

Pre-Professional Scholars in Dentistry are free to choose a major in an area of interest, but must take the following courses to fulfill admission requirements of the School of Dental Medicine:

**Chemistry:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

**Biology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214 &amp; 214L</td>
<td>Genes, Evolution and Ecology and Genes, Evolution and Ecology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 215 &amp; 215L</td>
<td>Cells and Proteins and Cells and Proteins Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 216 &amp; 216L</td>
<td>Development and Physiology and Development and Physiology Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Mathematics:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci</td>
<td>4</td>
</tr>
</tbody>
</table>

**Physics:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

They are required to take the Dental Admission Test in the junior year and achieve an acceptable level of performance on the test.

Successful progress through the program and admission to dental studies will be based on the pre-professional scholar’s personal and academic development and on the scholar’s achievement of a cumulative grade point average of 3.250 or higher for his or her work overall, as well as for his or her work in the required sciences. Successful progress in the program will be determined individually and reviewed at regular intervals during the student’s undergraduate career.

Pre-Professional Scholars in Dentistry who wish to accelerate their program may apply for the senior year in professional studies (p. 24) privilege.

**Six-Year Dental Program**

Each year a few exceptionally well-qualified high school seniors who plan to pursue careers in dentistry are offered places in the Six-Year Dental Program.

The first two years of the program are spent pursuing undergraduate studies, advised by the Office of Undergraduate Studies. Students are required to earn a minimum of 60 credit-hours. They are required to take all of the science and mathematics courses listed above for the Pre-Professional Scholars Program in Dentistry. If Advanced Placement credit is used to satisfy some of these science requirements, a minimum of 30 credit-hours in biology, chemistry, physics, and mathematics must be taken during the two years of undergraduate study. Additionally, to meet general education requirements, students must take one year of physical education, First Seminar, two University Seminars, one course in the area of Arts and Humanities, and one course in the area of Social Sciences, and must complete a writing portfolio. To qualify for the place reserved in the School of Dental Medicine, a student in the program must achieve the following:

1. A cumulative grade point average of 3.250 or higher for all course work completed;
2. Grades of B or higher in the required courses in biology, chemistry, physics, and mathematics;
3. An average score of 18 or higher on both the academic and PAT portions of the Dental Admission Test of the American Dental Association. The test must be taken no later than April of the second year.

**Pre-Professional Scholars Program in Law**

Each year, a small number of exceptionally well-qualified high school seniors who plan to pursue careers in law will be offered places in the Pre-Professional Scholars Program in Law at Case Western Reserve University. Pre-Professional Scholars receive a conditional commitment of admission to the Case Western Reserve School of Law, to be honored upon completion of the bachelor’s degree at the University.

The Pre-Professional Scholars in Law are encouraged to gain a wide cultural experience in their undergraduate studies, to major in the area that most interests them, and to choose courses in which they will learn habits of rigor and logical analysis. The law school encourages applications from all majors, including engineering and the sciences. The School of Law recommends that Pre-Professional Scholars in Law take courses in accounting, economics, history, and philosophy and that they gain as much writing experience as possible, because the ability to write effectively is critical to success in law school and legal practice.

Students admitted to the Pre-Professional Scholars Program in Law will be guaranteed a seat in the School of Law upon graduation from Case Western Reserve University if they satisfy the requirements set out at the time of admission to the program.

**Pre-Professional Scholars Program in Medicine**

Each year, 15 to 20 exceptionally well-qualified high school seniors who plan to pursue careers in medicine are offered places in the Pre-Professional Scholars Program in Medicine. Pre-Professional Scholars receive a conditional commitment of admission to the University Program of the Case Western Reserve University School of Medicine to be honored upon successful progress toward and completion of the bachelor’s degree. The Pre-Professional Scholars Program in Medicine requires eight years: four years of successful undergraduate study leading to the bachelor’s degree followed by four years in the University Program of the School of Medicine. Pre-Professional Scholars in Medicine who complete their undergraduate degree requirements in less than four years are required to pursue other experiences intended to enhance their professional and personal development during the period following the receipt of their bachelor’s degree and until study at the School of Medicine begins.

Pre-Professional Scholars in Medicine are free to choose from among all of the degree and major programs offered in the university, but must complete the courses in biochemistry, biology, chemistry, physics, math/ statistics, and behavioral sciences listed in the Conditions of Admission letter they received when accepted to the program. They are also expected to continue to fulfill expectations for outstanding professional and personal development as outlined in the Condition of Admission letter. These expectations include, but are not limited to, maintaining academic integrity and adhering to the university’s standards of conduct (all academic integrity and judicial offenses will be reported to the School of Medicine), clinical shadowing, and involvement in undergraduate activities and community programs.

Pre-Professional Scholars in Medicine are not required to take the Medical College Admission Test (MCAT) for the program. However, if they do take the MCAT, they are expected to achieve a score that is above the 94th percentile. Program participants who have an interest in applying to any other medical schools or who wish to be considered for a dean’s merit scholarship at the Case Western Reserve School of Medicine should plan on taking this test.

Pre-Professional Scholars are expected to demonstrate successful academic progress by meeting the following level of performance: A CWRU cumulative GPA of 3.63 and a cumulative American Medical College Application Service (AMCAS) GPA and AMCAS Biology, Chemistry, Physics and MATH (BCPM) GPA of 3.63 at the time of application and maintained on final graduation transcripts.

Progress is reviewed with each student at regular intervals in the program. At the end of the third year, Pre-Professional Scholars in Medicine who have met the required levels of performance go through the normal admission procedures for the University Program of the School of Medicine, including submitting an application through the American Medical College Application Service (AMCAS) and an interview. Participants who do not meet the required levels of performance may still be admitted into the University Program of the School of Medicine, but such admission will be subject to review and approval by the School of Medicine’s Admissions Committee.

Successful completion of the Pre-Professional Scholars Program in Medicine guarantees admission only to the University Program of the School of Medicine. Students seeking admission to the Cleveland Clinic Lerner College of Medicine of the Case Western Reserve University School of Medicine must complete a separate application and will be considered in competition with all applicants for that program.

**Pre-Professional Scholars Program in Social Work**

Each year, as many as ten high school seniors who plan to pursue careers in social work are offered places in the Pre-Professional Scholars Program in Social Work. The program gives a conditional commitment of admission to the Case Western Reserve University Jack, Joseph, and Morton Mandel School of Applied Social Sciences to be honored upon successful completion of the bachelor’s degree.

Admission to the master’s degree program in social work at MSASS is dependent upon the following requirements:

1. Graduation from the University with a cumulative grade point average of 3.000 in the junior and senior years.
2. Completion of a minimum of 24 credit-hours in the social and behavioral sciences.
3. Continued evidence of a combination of personal qualities that are considered essential for the professional practice of social work.

Pre-Professional Scholars in Social Work who wish to accelerate their program may apply for the senior year in professional studies (p. 24) privilege.
Undergraduate Experiential Learning

Experiential Learning

Case Western Reserve University offers undergraduates a variety of experiences inside and outside the classroom that are built on a process of guided inquiry, preparation, action and reflection. Many research, internship, and employment opportunities are aligned with academic programs. Linguistic and cultural immersion characterize the study abroad experience. Courses that incorporate community service or internships into the curriculum forge links between Case Western Reserve undergraduates and schools, neighborhoods, businesses, and governmental and health care institutions in Cleveland and elsewhere.

Course-Based Experiential Learning

In disciplines as diverse as psychology, journalism, engineering, Spanish, Russian, nursing, anthropology, history, and biology, Case Western Reserve students engage in experiential learning beyond the on-campus classrooms and laboratories. Experiences that form the basis for reflection and synthesis under the guidance of faculty include working with hospitalized children, designing engineering solutions for a problem presented by a municipality, interning at a local media outlet, tutoring in Cleveland’s Hispanic community, gaining experience in public health clinics, studying history with “the city as classroom,” or collecting aquatic specimens from the ponds at the university’s 389-acre farm.

International Experience

Case Western Reserve University encourages all students to study abroad. Students of all majors are able to study abroad without interfering with their graduation timeline. Many of the study abroad programs cost the same as studying in Cleveland, and financial aid can be used to supplement study abroad costs as needed. Additionally, many students will find that they are eligible for scholarships. Students should visit www.case.edu/studyabroad or contact a study abroad advisor at studyabroad@case.edu to find a program that meets their needs.

Semester and Academic Year Programs

Case Western Reserve University partners with several overseas institutions in order to allow students to determine, in consultation with their academic advisor and study abroad advisor, study abroad programs that meet their academic and personal goals. Students can choose from a list of approved study abroad partners (http://www.case.edu/international/edabroad/thinkStudyAbroadLongTerm.html).

Undergraduate students who have completed at least 24 credit-hours of coursework at Case Western Reserve University, have declared a major, and are in good academic and disciplinary standing, with no pending judicial actions, and are otherwise eligible to register on campus at Case Western Reserve University for the proposed semester(s) (no financial holds, e.g.) are eligible to participate in programs of study or practical experience that immerse them in the culture and language of another country.

After matriculation at Case Western Reserve University, students are permitted to earn at other accredited colleges or universities or through an approved program of study abroad no more than 38 credit-hours toward the totals required for the degree, including courses taken through the cross-registration program, with no more than 15 credit-hours taken as part of domestic programs or as summer study in a student’s home country; any off-campus study credits beyond 15 may only be taken through approved programs of study abroad. Any additional credit earned at other institutions after matriculation at Case Western Reserve beyond 15 domestically or as summer study in a student’s home country and beyond a total of 38 including study abroad will raise the total number of semester hours required for the degree by a corresponding number.

Case Western Reserve does not require students to complete any foreign language prerequisites before studying abroad, though students wishing to study in a country where the native language is not English are advised to develop their language skills to the extent possible. However, students studying for at least a semester in a single location where English is not an official language must take a course that advances their skills in a language of the host country during each semester of study abroad, provided such courses are available; this may be a course of language instruction or a course taught in a language of the host country.

Students participating in study abroad experiences that are comparative in nature and visit several sites within the same semester are not required to include language study in their academic programs.

Students participating in semester or academic year study abroad must enroll in the equivalent of at least 12 credit-hours each semester in order to maintain full-time student status for the semester abroad. Upon presentation of an official transcript from the study abroad program, transfer credit will be awarded for courses equivalent or comparable to those offered by Case Western Reserve University and completed with a grade of C or better.

Students participating in semester or academic year study abroad pay tuition to Case Western Reserve University and maintain their student status during the period of study abroad. Case Western Reserve University will, in turn, pay the tuition costs for the student's program, but the student will be responsible for all non-tuition costs associated with study abroad. Students eligible for financial aid continue their eligibility during study abroad.

CWRU in London at the Royal Academy of Dramatic Art

CWRU in London at the Royal Academy of Dramatic Art is organized by Case Western Reserve University to allow students to travel in a cohort to London to study theater and theater history. This theater/humanities program, offered in conjunction with the Royal Academy of Dramatic Art, allows students to sharpen their acting skills and gain a solid understanding or theatrical history while living and studying alongside some of the world’s best performing artists. Because students are formally enrolled in CWRU courses while participating in this program, their courses and grades appear on the CWRU transcript in the ordinary way rather than as transfer credit.

Short-Term Programs

Case Western Reserve University offers a robust portfolio of short-term study abroad options, which allow students to travel as a group with a member of the Case Western Reserve University faculty. These programs are often one to three weeks in duration and are offered over Spring Break, Winter Break, and during the summer. Program offerings vary each year, but recent short-term study abroad locations included Botswana, China, Costa Rica, Cuba, Ecuador, France, Germany, Guatemala, Israel, the Netherlands, Poland, Spain, and the United Kingdom. All CWRU students in good standing are eligible to participate in short-term study abroad programs. For more information, contact the
study abroad advisor in the Office of Educational Abroad, Tomlinson Hall 143.

Summer Programs

All Case Western Reserve University undergraduates in good academic and judicial standing are permitted to study abroad during the summer. With approval, up to 15 credit-hours of summer coursework can be transferred to Case Western Reserve University. In the summer, study abroad students pay tuition and fees directly to the school/provider overseas. A wide variety of summer programs is available through the Office of Education Abroad, Tomlinson Hall 143.

Research Opportunities Abroad

Case Western Reserve University offers research opportunities abroad as part of a semester abroad on many of our approved programs, as well as research intensive programs in partnership with Acadia University (summer options) and EuroScholars (semester options). EuroScholars is a network of 11 internationally-recognized European research institutions. All are ranked in the top 2% of the 4,000 universities throughout Europe. Projects are available in arts and humanities, performing arts, biology, chemistry, engineering, mathematics, physics, astronomy, computer science, medicine, biomedical sciences, law, economics, management, politics, and social studies. The CWRU study abroad advisors can help students apply to this elite program. Students can also identify independent research projects abroad with the help of the Office of Education Abroad and CWRU faculty.

Research Experience

Undergraduate Research

Case Western Reserve University is a research-intensive community with a historic tradition of involving undergraduates in research and creative endeavors. Regardless of a student’s major or academic interests, there are numerous opportunities to engage in research either on campus with Case Western Reserve faculty or elsewhere during both the academic year and the summer. The SOURCE (http://www.case.edu/provost/source) (Support of Undergraduate Research and Creative Endeavors) Office provides assistance to students throughout the undergraduate educational experience, including:

- helping students identify research and creative project opportunities,
- providing funding for on-campus summer research,
- providing funding for travel for students presenting their work at regional and national conferences,
- providing educational research and informational seminars,
- sponsoring Intersections: SOURCE Symposium and Poster Session for students to present their work to our academic community, and
- sponsoring Discussions: The Undergraduate Research Journal of CWRU.

For more information, contact the SOURCE Director, Sheila Pedigo (sheila.pedigo@case.edu), Sears 451, 216.368.8508.

In many cases, students pursuing research under the guidance of a faculty member may earn degree credit by registering for “Undergraduate Research” or “Independent Study” in the appropriate department. These are advanced-level courses and require departmental approval. However, students may not earn both degree credit and pay for the same work. Students may discuss academic credit for research with their major advisor.

Work Experience

The Center for Civic Engagement and Learning

The Center for Civic Engagement and Learning (https://students.case.edu/civicengagement) connects students and the community through service. The center coordinates both curricular and co-curricular activities that promote learning through service to communities locally, nationally, and internationally. Service learning venues include academic course work, work-study positions, residence hall and Greek Life programs, and weekly service opportunities.

The Center for Civic Engagement also offers regular, weekly and bi-monthly opportunities for community service through the Case SERVES projects; assists faculty and students in designing and implementing community-based courses and SAGES capstone projects; coordinates on-going volunteer and work-study tutoring; and schedules Days of Service for one-time community service projects.

Cooperative Education

Cooperative Education (Co-op) (http://engineering.case.edu/coop) is an academic program that enables students to alternate classroom studies with career-based experiences in industry. It is a learning experience designed to integrate classroom theory with practical experience and professional development. Co-op is a paid full-time work experience designed to enhance the student’s education. Case Western Reserve co-op assignments are typically for two seven-month periods, each period consisting of a summer and a contiguous spring or fall semester. While participating in co-op, students maintain their full-time student status. This program is available to students pursuing degrees in engineering, biochemistry, biology, chemistry, engineering physics, geology, mathematics, physics, and statistics. For additional information, contact the Division of Engineering Leadership and Professional Practice office, Nord Hall, Room 312, 216.368.5119.

Professional Practicum

Practicum (http://students.case.edu/careers/students/jobs/practicums) is an experiential learning collaboration among a student, an employer, and a faculty member serving as the student’s practicum advisor that is coordinated by the Career Center’s Experiential Learning Specialist. The program is open to undergraduate students enrolled in the College of Arts and Sciences and/or the Weatherhead School of Management. The primary goal of a practicum is the intellectual, personal, and professional growth of the student. In order to ensure that this goal is achieved, the collaborators establish learning objectives prior to the start of the practicum. These objectives are reviewed throughout the semester, and the student’s progress is evaluated at both the mid-point and end of the practicum.

While completing a practicum assignment, a student works full-time for a minimum of 14 weeks in a professional setting and does not take classes. The student will maintain full-time student status during the practicum period. Though credit is not awarded, students who successfully complete the practicum assignment will receive transcript notation. A student may participate in up to two practica, but it is recommended that at least one semester be spent on campus between these experiences. Students interested in participating in a practicum should contact the Career Center a semester prior to the intended practicum assignment.
Washington Study Program

The Washington Study Program (http://politicalscience.case.edu/undergraduate/washington-center-program) provides students with the opportunity to complete a full-time, research-intensive internship in Washington, D.C. By participating in a semester-length program during the fall or spring (WASH 2A (http://bulletin.case.edu/collegeofartsandsciences/washingtonstudyprogram) Washington Center Internship), students earn 9 credit-hours; for a summer internship (WASH 2D (http://bulletin.case.edu/collegeofartsandsciences/washingtonstudyprogram) Washington Center Summer Internship), they earn 3 credit-hours. In addition, students earn 3 credit-hours for participating in a seminar and attending a weekly lecture/discussion group (WASH 2B (http://bulletin.case.edu/collegeofartsandsciences/washingtonstudyprogram) Washington Center - Politics and Public Policy Course) and 3 credit-hours by developing a portfolio based on their internship experiences (WASH 2C (http://bulletin.case.edu/collegeofartsandsciences/washingtonstudyprogram) Washington Center - Portfolio). The credits earned can be counted as general electives or applied to a student's major or minor, with the prior consent of the individual department(s).

To be eligible for the program, a student is expected to be a junior or senior and have at least a 3.000 GPA. The program director (Professor Justin Buchler (justin.buchler@case.edu), 111 Mather House, 216.368.2646), the student's major advisor, and the appropriate dean must approve each application. Students must ensure that their participation will not prevent them from meeting on-campus residency or other university requirements.

Undergraduate Collaborative Programs

Collaborative Programs with Other Colleges

Cross Registration in Northeast Ohio

Full-time undergraduates in good academic standing may cross-register for one course per semester at no additional tuition cost beyond their Case Western Reserve University tuition at the Cleveland Institute of Art, Cleveland State University, Cuyahoga Community College, or John Carroll University. Cross-registration at other local colleges and universities while enrolled full-time at Case Western Reserve will be considered on a case-by-case basis. Approval to participate in cross-registration is handled by the Office of Undergraduate Studies, and is normally limited to courses that are not offered at Case Western Reserve.

To cross-register for studio courses at the Cleveland Institute of Art, a student must have permission from Case Western Reserve University's director of art studios, Mr. Timothy Shuckerow (timothy.shuckerow@case.edu), 2215 Adelbert Road, 216.368.2714.

Joint Program in Art Education

The joint program in art education of Case Western Reserve University and the Cleveland Institute of Art (CIA) enrolls students pursuing the BS in Art Education, combining studio art courses at the Cleveland Institute of Art with liberal arts and education courses at Case Western Reserve University. Admission to the program requires application to Case Western Reserve University and presentation of an art portfolio to the Cleveland Institute of Art; credentials must be acceptable to both institutions.

Joint Program in Music

All programs in music are conducted jointly by Case Western Reserve University and the Cleveland Institute of Music, and provide the intimacy and specialization of a professional conservatory, together with the resources of a comprehensive university.

Private music lessons can be arranged through the Department of Music in collaboration with the Cleveland Institute of Music. Students interested in pursuing this opportunity must obtain a permit at the Music Department in Haydn Hall to enroll for credit in Applied Music. Charges for private lessons will be covered by the full tuition rate for music and music education majors only. All other students will pay an additional fee.

Students pursuing a major in music or music education take music theory and lessons at the Cleveland Institute of Music, and take music history and other liberal arts and music education courses at Case Western Reserve University. Students pursuing the Bachelor or Arts degree with a major in music or the Bachelor of Science in Music Education degree apply to and enroll in Case Western Reserve University, while students seeking the Bachelor of Music degree apply to and enroll in the Cleveland Institute of Music.

Reserve Officer Training Corps (ROTC)

Reserve Officer Training Corps (ROTC) programs are available to Case Western Reserve University students through cooperative arrangements with Kent State University for Air Force ROTC and with John Carroll University for Army ROTC. Each of these universities offers military studies, leadership, and training courses. Participating students may seek transfer credit at Case Western Reserve for these courses, and may be exempted from the undergraduate physical education requirement. Students who are not recipients of ROTC scholarships may enroll in the first- and second-year ROTC courses without incurring any military obligation. University students enrolling in ROTC programs are eligible to compete for ROTC scholarships awarded by the Air Force or the Army.

Air Force ROTC

The Air Force Reserve Officer Training Corps (http://www.kent.edu/afrotc) (AFROTC) program provided by Kent State University prepares students for service as officers in the United States Air Force. Through courses in history, management, and leadership, and through practical training, students acquire leadership and management skills, and learn about Air Force career opportunities, the role of the military in American society, the history of air power, and national defense policy.

An agreement between Case Western Reserve University and Kent State University allows full-time Case Western Reserve students to complete aerospace studies courses. Students cross-register for these courses through Cleveland State University, but the courses are held at Kent State University, which is approximately 35 miles from Case Western Reserve. Classes are usually scheduled on one or two afternoons during the week. This arrangement allows Case Western Reserve students to participate in either the four- or two-year AFROTC program. Students who wish to enter the two-year program in the junior year must contact the professor of aerospace studies no later than February prior to the academic year of planned entry.

Air Force ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be
obtained from the Air Force ROTC DET 630, 125 Terrace Drive, Kent State University, Kent, Ohio 44242; telephone: 330-672-2182. Case Western Reserve students planning to register for AFROTC courses at Kent State University should consult with the Office of Undergraduate Studies for information regarding registration procedures.

**Army ROTC**
The Army ROTC (http://www.jcu.edu/rotc) program is designed to prepare students for service as a commissioned Army officer in either the active duty U.S. Army or the reserve components of the Army Reserve or National Guard. Classes and practical training focus on military skills, officer professionalism, leadership training, and the development of military-related officer and management techniques and procedures.

The Army ROTC program is offered through a partnership agreement with the US Army and a cooperative arrangement with John Carroll University with some of the first- and second-year ROTC classes being offered on the Case Western Reserve University campus. For those courses offered at Case Western Reserve (MLSC 101, MLSC 102, MLSC 201, and MLSC 202), students register in the ordinary way. For other Army ROTC classes, students enroll through cross-registration in the Department of Military Science at John Carroll University, which is approximately five miles from Case Western Reserve.

Army ROTC scholarships are available on a competitive basis. Information about courses, registration, and scholarships may be obtained from the Department of Military Science (ARMY-ROTC), John Carroll University, University Heights, OH 44118-4581; telephone: 216.397.4421. Case Western Reserve students planning to register for Army ROTC courses at John Carroll University should consult with the Office of Undergraduate Studies for information regarding registration procedures.

**Fisk University Exchange Program**
An exchange program between Fisk University and Case Western Reserve University enables up to four Case Western Reserve students to spend a semester as visiting students at Fisk each year. Up to four Fisk students may spend a semester at Case Western Reserve each year. Fisk University was founded in 1866 as the first integrated coeducational school in the United States, and, at its founding, focused on providing a quality liberal arts education to the children of former slaves. Fisk University has a distinguished history as a liberal arts institution. It was the first historically black college to have chapters of the Phi Beta Kappa and Mortar Board national honorary societies.

Case Western Reserve students who participate in the Case Western Reserve-Fisk Exchange pay tuition to Case Western Reserve University, pay the Fisk room and board fees, and maintain their CWRU student status during the period of the exchange. Information about the exchange program is available from the Fisk exchange advisor in the Office of Undergraduate Studies.

**The Dual Degree (3-2) Program in Engineering**
Students of superior scholarship who have attended one of a group of select liberal arts colleges with which Case Western Reserve University has a dual degree agreement are eligible to participate in the Dual Degree (3-2) (http://engineering.case.edu/delpp/dualdegree) program at Case Western Reserve University. This program allows outstanding students to begin their studies at a liberal arts college for three years and pursue an engineering degree at Case Western Reserve University for two years. Once requirements at both institutions are completed, students will receive a degree from the liberal arts college and a degree from Case Western Reserve University in a designated engineering discipline. For additional information, contact Debbie Fatica (dfaf3@case.edu), 304 Nord Hall, 216.368.4449.

**Undergraduate Academic Advising**

**Academic Advising**
Academic advising is an important component of the educational program at Case Western Reserve University. Academic advisors assist students in the exploration of academic opportunities at the university and in the selection of courses. Advisors may refer students to other sources of information and assistance at Case Western Reserve.

The advising model at Case Western Reserve aims to balance generalist and field-specific advising, shifting the balance as students progress through their undergraduate careers. At the beginning, a student’s First Seminar instructor provides generalist advising until the student declares a major. At the same time, representatives from each major and minor are available to provide field-specific advice as a student decides on an area of focus. Once a student declares a major, the emphasis shifts to major-focused advising with an advisor assigned in that field to guide the student in the construction of an academic plan and to monitor the student’s progress in pursuit of that plan. Throughout a student's undergraduate career, the deans in the Office of Undergraduate Studies are available for generalist advising to address concerns that fall outside of the pursuit of a specific major.

Students are expected to initiate and maintain regular contact with their advisors to address the student’s curricular and career concerns, and to review progress towards graduation. At a minimum, students are expected to meet with advisors when declaring a major or minor, before registering for classes each semester, and when making corrections to their academic requirements reports.

**Advising during the First Year**
During a student’s first year at Case Western Reserve University, the faculty member instructing the student’s SAGES First Seminar serves as the student’s academic advisor. Students and their advisors are expected to explore the student’s academic interests and concerns, as well as educational and career goals, and to seek expert information and advice about academic policies and procedures and about specific academic programs from the General Bulletin, from newsletters and websites, from the academic representatives in the majors and minors designated as first year resources, and from other sources of advice and counseling on campus. Staff in the Office of Undergraduate Studies (http://case.edu/ugstudies) (including the coordinators of first-year residence education in the First-Year Residential Colleges), the University Career Center (http://studentaffairs.case.edu/careers), Educational Services for Students (http://studentaffairs.case.edu/education), the Office of Multicultural Affairs (http://studentaffairs.case.edu/multicultural), the University Counseling Services (http://studentaffairs.case.edu/counseling), and specialized programs such as Co-op (http://engineering.case.edu/coop) (co-operative education), SOURCE (http://www.cwru.edu/source) (research and creative projects), the Center for International Affairs (http://case.edu/international) (study abroad, international student services), and the Center for Civic Engagement and Learning (http://studentaffairs.case.edu/civicengagement)
(community service) are available to support first year students and their advisors with publications, workshops, websites, experiential learning opportunities, and individual communications.

**Advising in the Majors and Minors**

When a student selects a specific major or minor, the academic representative of that major or minor assigns a faculty advisor. Although some first-year undergraduates enter with definite goals, they are not assigned to advisors in the majors until they have declared their major. First-year students who are ready to declare a major in their first year may do so beginning in November. Students engaging in further exploration of majors are expected to declare a major no later than the end of the second year (See Declaring a Major in the section on Academic Policies and Procedures (p. 35)). Opportunities for exploration of majors and minors during the first and second semesters include a Choices Fair, departmental information sessions, and individual conversations with faculty and academic advisors.

After the first year, students who have not declared a major should consult their assigned advisor (noted in their online student information) or the academic representative of an academic department of interest for advice and schedule approval.

**Advising in the Office of Undergraduate Studies**

The deans and advisors in the Office of Undergraduate Studies, including the coordinators of first-year residence education in the First-Year Residential Colleges, are available to answer student and faculty questions about University rules, practices, programs, and resources and to meet with students who are interested in accelerated undergraduate to graduate and professional school programs, academic awards, and fellowship and scholarship opportunities. All students who have not declared a major should consult with their first year advisor or with one of the deans in the Office of Undergraduate Studies for advising and schedule approval. Students with interests in health professions and/or law school are encouraged to seek advice from the pre-medical advisor and/or the pre-law advisor in the Office of Undergraduate Studies.

**Undergraduate Grades**

**Grades**

Grades at Case Western Reserve University are issued on the following scale, with good standing based on criteria presented in the section on Academic Standing Regulations (p. 40) and the requirement of a 2.000 average for graduation. Academic averages are computed by dividing the number of quality points earned by the number of hours completed, excluding transfer credit, credit based on examinations (AP, IB, proficiency, etc.), and courses graded P/NP.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
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<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
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<tr>
<td>B</td>
<td>Good</td>
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<td>C</td>
<td>Fair</td>
<td>2</td>
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<td>D</td>
<td>Passing</td>
<td>1</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>This grade will be given for academic failure as well as failure to attend class without formally withdrawing</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>W</td>
<td>Withdrawal for a class</td>
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<tr>
<td>WD</td>
<td>Withdrawal from all classes during a given semester</td>
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<tr>
<td>P</td>
<td>Passing in a Pass/No Pass Course</td>
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<tr>
<td>NP</td>
<td>Not Passing in a Pass/No Pass Course</td>
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<tr>
<td>R</td>
<td>For courses which extend over more than one semester</td>
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<td>AD</td>
<td>Audit</td>
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**Grade of Incomplete**

**Assignment of the Incomplete Grade:**

The Incomplete grade (I) is assigned by and at the discretion of the instructor when a) there are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for and met by other students in the class, and b) the student has been passing the course and only a small segment of the course, such as a term paper, remains to be completed. It is the student’s responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor has the authority to assign the student a final grade that assumes a failing grade for the missing work. An Incomplete grade should not be assigned a) when a student has been absent for much of the semester and/or has done little of the work required for a course, or b) because a student is absent from a final examination, unless the dean of undergraduate studies has authorized the grade.

The amount of additional time allowed the student to make up incomplete work should serve to accommodate the student while being fair to other students in the course. It should be proportional to the duration of a student’s illness or absence and might be no more than a few days or weeks. At the extreme, it should not extend past the eleventh week of the session following the one in which the Incomplete grade was received. In certain cases (such as students on probation) the dean of undergraduate studies may establish an earlier date for completion of courses with Incomplete grades.
Changing the Incomplete Grade:
When the student has completed the required work, the instructor shall enter in the Student Information System a final evaluative grade to replace the Incomplete. When a student fails to submit the work required for removing the Incomplete by the date established, the instructor shall enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Audit
See section on Academic Policies and Procedures (p. 35).

Pass/No Pass
Undergraduate students (degree candidates and non-degree students enrolled at the undergraduate level), other than students participating in the Pre-College Scholars program, may elect to take one course each fall and spring semester on a Pass/No Pass grading basis, provided they remain enrolled in at least 3 semester hours of courses for regular evaluative grades. Enrollment in courses that are graded on a Pass/No Pass basis (e.g., PHED 55A Cardio-Fitness (First Half)) does not preclude a student's use of the Pass/No Pass option in another courses taken the same term. The Pass/No Pass option is not available during the summer session or to undergraduate degree candidates enrolled at the graduate or professional levels through the IGS program or Senior Year in Professional Studies.

Instructors are not notified of a student's use of this option. They submit evaluative grades for all students, and these are converted to Pass or No Pass in the Registrar's Office. Courses elected on a Pass/No Pass basis and completed with a grade of D or higher will be entered with the grade P on the student's transcript. Courses taken Pass/No Pass for which a grade of F is earned will have NP entered on the transcript. Students who earn a P grade will earn credit for the course, while those who earn NP will not. Grades of P and NP are not included in computing the grade point average.

Students may submit an on-line Pass/No Pass Option form at any time in the fall or spring semester after the end of the drop/add period and before 11:59 p.m. on the day of the course withdrawal deadline for that semester (currently the 11th Friday of the semester for upperclass students, including new transfer students; and the last day of classes for first-year students).

Use of the Pass/No Pass option is subject to the following restrictions:

1. All courses to be counted toward major, minor, or SAGES/general education/core requirements must be taken for regular evaluative grades. If a student opts for the Pass/No Pass option in a course, that course will not be counted toward any of these requirements.

2. Students majoring in any Weatherhead School of Management degree program (accounting or management) may not use the Pass/No Pass option for any Weatherhead School of Management courses (ACCT, BAFI, BLAW, ENTP, LHRP, MGMT, MIDS, MKMR, OPMT, ORBH, OPRE, PLCY), either required or elective.

3. A decision to use the Pass/No Pass option is irrevocable unless the student needs that course to complete requirements for a major or minor declared in a subsequent semester. In that event, the student may request that the Office of Undergraduate Studies reveal the grade on the transcript at the start of the student's final term at Case Western Reserve University.

Grade Changes
Instructors should review grades before submitting them to be confident that they are accurate and fair. If a student requests a change of grade or reevaluation of work once final grades have been reported, the instructor should review his or her grading for possible mistakes. However, in fairness to the whole class, the instructor should then review the work of all students whose grades may be questionable, not just those who come to the instructor with concerns. Similarly, if students who have earned a low grade ask to perform additional work for extra credit in hope of raising their grades, and the instructor agrees, that same opportunity should be offered to all students whose grades are below an A. Most courses are planned for completion within the semester; instructors should avoid extending coursework beyond the semester's limits without good reason.

Instructors should not change grades for students who indicate that they will lose their scholarships or suffer other consequences from a poor grade. Students have numerous opportunities during the semester to seek assistance in improving their performance or to withdraw from the course.

Changes to undergraduate student grades must be reported on grade change cards with all required signatures (those of the instructor and the department chair) and be submitted to the Dean of Undergraduate Studies for review before they are posted.

Grade Reports and Transcripts
Students may view their grades on the Student Information System (https://case.edu/sis). Students can request official copies of their transcripts (http://www.case.edu/registrar/transcripts.html) from the Registrar's Office. The University considers the grades earned by a student and other information about the student's performance at the University confidential and will release such information only upon written request by the student. Transcripts will not be issued to or on behalf of students who have not discharged all obligations to the University.

Course Repetition
See section on Academic Policies and Procedures (p. 35).

Mid-Semester Grades
Mid-semester grades are assigned in undergraduate courses at the end of the eighth week of each semester. Mid-semester grades are advisory; the grades are not part of a student's official academic record or transcript. At mid-semester, an instructor may assign to undergraduates evaluative letter grades (A, B, C, D, or F) or grades of satisfactory (S) and unsatisfactory (U), with S corresponding to performance in the range of A through C, and U corresponding to performance in the D or F range. (S and U may not be assigned as final course grades in undergraduate courses.) Students may view their mid-semester grades on the Student Information System (https://www.case.edu/sis). Students who have any low or unreported mid-semester grades should discuss their progress with their instructors and with their advisors.
Undergraduate Academic Policies and Procedures

Academic Policies and Procedures

All academic regulations governing undergraduates are administered by the Office of Undergraduate Studies. Academic regulations are subject to change by action of the Faculty Senate, its Committee on Undergraduate Education, and the various committees responsible for the oversight of curriculum and academic standing.

When circumstances so warrant, a student may submit to the Office of Undergraduate Studies a petition requesting an exception to a specific regulation. Petition forms are available in the Office of Undergraduate Studies, 357 Sears Bldg.

Academic Grievance Policy

A student who wants to register a complaint about course instruction or evaluation should first bring the matter to the direct attention of the professor or instructor involved. If the matter is not satisfactorily resolved, the student should go to the chair of the academic department in question and seek departmental review. If neither step resolves the complaint, the student may take the matter to the faculty member's college or school dean for final review and decision.

Academic Integrity Policy

See section on Academic Integrity Policy (p. 39).

Academic Standing

See section on Academic Standing Regulations (p. 40).

Attendance

Students are expected to attend classes regularly. Each instructor is free to determine the extent to which absences affect the final grades of students but should make the policy regarding attendance known at the start of the course. Instructors should report excessive absences to the Office of Undergraduate Studies. Instructors who judge a student’s absences from class to be excessive may drop the student from the course with a grade of F. Instructors taking such action must notify the student’s dean in writing.

Absence due to Illness

Students unable to attend classes because of illness should notify their instructors and make the appropriate arrangements directly with the instructor. The University Health Service and the Office of Undergraduate Studies do not provide medical excuses for class absence. Information concerning the policy of the Health Service and the Office of Undergraduate Studies is available in those offices.

Absence due to Religious Observance

Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the examination or work that is missed, provided the make-up work does not create any unreasonable burden upon the university. When possible, students should give notice to instructors early in the semester about missing classes because of religious observance.

Extracurricular Life and Class Attendance

As a university, we value students’ total educational experience, including its curricular, co-curricular, and extracurricular components. All departments, academic and other, are encouraged to minimize the scheduling during established class meeting hours of events at which student participation is required or desired, including but not limited to extra class meetings, athletics, arts programs, and other organized activities. When conflicts exist, all parties (students, faculty, and staff) should work together so that the student can meet his or her academic obligations and participate in extracurricular events. If agreement about an appropriate accommodation cannot be reached, the student’s obligations to classes meeting on their posted schedules will take priority.

To facilitate planning, all courses (including ROTC, varsity sports, and music ensembles) should post, to the extent possible, the full set of meeting times in the Student Information System (SIS) before students register for their courses. This will allow students to work with their faculty to resolve conflicts before the start of the semester. Should it be impossible or impractical to record specific obligations in SIS before students register, a student should alert each of his or her instructors before the end of the drop/add period of conflicts that will occur during the semester in order to develop a plan to resolve the conflicts, including the possibility of making adjustments to course enrollments.

The Office of Undergraduate Studies and the Department of Physical Education and Athletics have developed guidelines for coaches, who are themselves members of the faculty, to administer exams for other courses to their team members while the team is traveling to participate in a competition.

Credit by Examination

Advanced Placement/International Baccalaureate/French Baccalaureate/A-Level Examinations

Students may earn degree credit on the basis of advanced examinations taken while in secondary school. Examinations eligible for credit and/or advanced placement include, but are not limited to, College Board Advanced Placement Examinations, International Baccalaureate Higher Level Examinations, French Baccalaureate, and A-Levels. Determination of the criteria for granting credit and/or placement is made by the appropriate department.

Proficiency Examinations

Departments within each academic unit offering undergraduate programs may choose to offer students the opportunity to earn course credit in specific courses by proficiency examination. To qualify for proficiency examination credit for a course, the student’s examination performance must demonstrate knowledge and skills at a level no lower than that of an average student who successfully completes the course. Upon notification from the academic department, the Office of Undergraduate Studies will post credit for the course on the transcript. The grade will be recorded as PR, and will not be included in a student’s grade point average.
Declaring a Major or Minor

Students matriculating at Case Western Reserve University as first-year students may begin declaring their majors, though are not required to do so, on November 1 of the fall semester. Transfer students may begin declaring their majors at the start of their first semester at Case Western Reserve. A choice or change of major or minor is not recorded for any student until the major or minor declaration form, bearing the signature of the student, the name of the advisor, and the signature of the academic representative for the major or minor, has been completed and submitted to the Office of Undergraduate Studies, 357 Sears Bldg.

Students who enroll at Case Western Reserve University as first-year students are expected to declare a major before registering for classes for their fifth semester of enrollment. Transfer students are expected to declare a major before registering for their third semester at Case Western Reserve. Beyond that point, students who have not declared a major will have a registration hold placed on their accounts until they have done so. Those who will have earned fewer than 60 credit-hours (including transfer, AP, IB, and proficiency credit) by the end of the fourth semester for students who started as first-year students, or by the end of their second semester for transfer students, may request that their dean in Undergraduate Studies allow them to register for the next semester by lifting the registration hold. Students may later change their majors should their academic interests change.

Enrollment and Registration

For continuing students, registration for the fall semester begins in April, and registration for the spring semester begins in November. Complete registration instructions and regulations appear on-line on the web site of the University Registrar (http://www.case.edu/registrar).

Course Loads and Overloads

In order to be classified as a full-time student, a student must enroll for a minimum of 12 credit-hours by the end of the drop/add period. Eligibility for many forms of financial aid, participation on intercollegiate varsity sports teams, and maintaining certain visa statuses for international students require full-time status. Students registering for fewer than 12 credit-hours are classified as part-time and charged tuition on the basis of the number of credit-hours being taken.

The normal full-time load is 14-17 credit-hours. Students ordinarily may not enroll in more than 19 credit-hours in a semester. Any schedule of more than 19 credit-hours requires a dean’s approval. Continuing students may enroll for 20-21 hours in a semester if they have a cumulative grade point average of 3.200 or better. To register for 22 or 23 hours, a minimum grade point average of 3.500 is required. Graduating seniors may be approved for overloads if they need such a schedule in order to graduate at the end of the semester in question.

Course Placement

No credit will be allowed to count towards degree requirements for foreign language or mathematics courses which duplicate work taken earlier in high school or in another institution. First-year undergraduates who have questions regarding their eligibility to receive credit for foreign language or mathematics courses should see the associate dean for first-year students in the Office of Undergraduate Studies.

Course Repetition

Students have the opportunity to repeat a course in order to improve their mastery of the course material. When a course is repeated, the student will earn credit for the course only once, but both the original grade and the grade for the repeated course will be included in the semester and cumulative grade point averages, each weighted by the credit-hours for the course. The student’s transcript will show the comment “REPEATED: NO CREDIT AWARDED” directly below the original grade. Similarly, if a student repeats a course for which he or she has already received either test (AP, IB, etc.) or transfer credit, the original credit will be removed and the transcript will show the comment “REPEATED: NO CREDIT AWARDED;” credit will instead be awarded for the course taken at Case Western Reserve University. However, if the first attempt of the course resulted in a passing grade but the second attempt results in a failing grade, the student will continue to earn credit for the first attempt, but both grades will be included in the semester and cumulative grade point averages.

The course repeat option may not be exercised after a degree has been awarded.

Audit

A student may audit a course with the dean’s or advisor’s approval and the consent of the instructor of the course. An auditor receives no credit for the course. Registration in a course cannot be changed from audit to credit or the reverse after the end of the drop/add period. However, a student may take for credit a course he or she audited in an earlier semester. At the beginning of the course, the student and instructor should reach agreement regarding the requirements to be met for a grade of AD. The grade of AD is entered on the student’s transcript if approved by the instructor of the course. If the instructor does not approve the grade AD, the enrollment is not posted on the transcript.

Enrollment Changes

Drop/Add

Changes in course schedules must be submitted to the Registrar’s Office using the Student Information System or a drop/add form before the end of the second week of classes during the fall and spring semesters. However, for courses that run for half of the semester, students are allowed only a one-week drop/add period at the start of those courses. Deadlines for dynamically-dated courses (i.e. those that meet on some alternative schedule) are set in a proportional manner. Similarly, the drop/add deadline for summer courses are set in a proportional manner, with the deadline ordinarily being the second day of classes.

Students who add a course after the start of the semester are responsible for any work missed and are expected to speak with the instructor to learn the consequences of any work missed and whether there are opportunities for making up missed work. In some cases, the instructor of a course may require his or her consent before a student may add a course during the second week of the drop/add period.

Withdrawal from a Course

The First Undergraduate Year:

For the first two semesters of enrollment, matriculated students who are beginning their college studies may withdraw from a course at any time during the semester, but no later than the last day of classes. Any course for which a grade of W is assigned will be deleted from the transcript at the end of the semester. This policy is not available for transfer students and does not apply to the summer session.

After the First Undergraduate Year:

A student may withdraw from a course no later than the end of the 11th week of the semester and receive a grade of W. In extenuating
For all course withdrawals:

Students in good academic standing (i.e., not on probation, probation incomplete, or continued on probation) may withdraw from courses through the Student Information System, provided that they remain actively enrolled in at least 12 credit-hours. All other course withdrawals (those by students who are not in good standing and those that take a student below 12 credit-hours of active enrollments) must be transmitted by the student to the Registrar’s Office on the appropriate form, signed by a dean in the Office of Undergraduate Studies. Failure to attend class or providing notice only to the instructor does not constitute an official withdrawal from a course. Such an unofficial withdrawal normally will result in the student’s being assigned the grade of F.

Students are ordinarily not permitted to withdraw from a course after a grade has been posted.

Withdrawal from the University

To withdraw from the university during a semester or session, a student must complete an official withdrawal form in the Office of Undergraduate Studies or the on-line form in the Student Information System (SIS) by the last day of classes for that semester or session. If unable to complete the withdrawal in person, the student must send written notification to the Office of Undergraduate Studies. If the withdrawal is necessary for reasons of health, a statement from the student’s physician to the University Health Service may be required as a condition of readmission. Grades of WD will be assigned in all courses in which a student is officially withdrawing will be assigned the grade F for each course in which he or she is enrolled.

Students who do not plan to return for the following semester must notify the Office of Undergraduate Studies (ugstudies@case.edu), 357 Sears Bldg., 216.368.2928, in person or in writing.

Final Examinations and Reading Days

Final Examinations

Final examinations are required in all courses and must be given during the final examination period at the time assigned by the Registrar; they may not be given during the final week of classes or on Reading Days. Any exception must be approved by the dean of undergraduate studies.

No student will be required to take more than two final examinations on a single calendar day, nor will a student be required to take a final exam in the evening exam period (7:30-10:30 PM) and another final exam in the morning exam period the next day (8:00-11:00 AM). A student who has two final exams at the same time, more than two final examinations scheduled for the same day, or a morning exam following an evening exam will be contacted by the Office of Undergraduate Studies after the course withdrawal deadline for upperclass students about alternative arrangements; the student should contact the Office of Undergraduate Studies to obtain the assistance of the dean if the student does not receive notification within a week of the course withdrawal deadline for upperclass students.

A student must explain immediately and in writing to the dean of undergraduate studies an absence from a final examination. If the explanation is acceptable, the dean will authorize the assignment of the grade Incomplete and the administration of a make-up examination by the instructor. In the event of an unexcused absence from a final examination, the instructor should assign the student a final grade that assumes a grade of zero on the final examination and is consistent with the grading policy established for the course.

Reading Days

Prior to and/or during the final examination period two weekdays are set aside as Reading Days to be used by students for completing assignments and preparing for final examinations. In the fall semester there will be one reading day on Monday of the first exam week and one reading day on Friday of the first exam week. In the spring semester, the two days prior to the beginning of the final exam period are set aside as reading days. These days are not to be used by faculty for scheduling examinations or other course activities that require the attendance of students. They may be used by faculty to schedule review sessions for which attendance is optional.

Graduation and Commencement

Application for Graduation

A student who has completed all graduation requirements in fewer than four years has the choice of graduating early or deferring graduation in order to graduate with his or her class. A student who completes all graduation requirements in four years or more must graduate at that time. The student must file an on-line application for the degree through the Student Information System by October 1 for January graduation, by February 1 for May graduation, and by June 1 for August graduation.

A student must discharge all financial obligations to Case Western Reserve University to receive a diploma and for the Registrar’s Office to release final transcripts.

Graduation Check

Students must ensure that their Academic Requirement reports reflect accurately their progress toward their degrees. All requested corrections and exceptions must be submitted to the Office of Undergraduate Studies at least one semester prior to graduation. Academic Requirement reports are available on-line through the Student Information System.

Participation in Commencement

Students are eligible to participate in May commencement activities if they have completed all degree requirements during that spring semester or the immediately preceding fall semester or summer session, or if they have an appropriate plan to complete their degree requirements in the upcoming summer session or fall semester. A student may participate in Commencement only once as a bachelor’s degree candidate, though exceptions are sometimes made for students receiving a second bachelor’s degree at least one year after the first.

Incompletes

See section on Grades.
Pass/No Pass
See section on Grades.

Promotion
The standards for promotion are:
- To the sophomore class, 27 credit-hours completed
- To the junior class, 60 credit-hours completed
- To the senior class, 90 credit-hours completed

Readmission After Separation
See section on Academic Standing (p. 40).

Re-Enrollment After Voluntary Withdrawal
Students who have voluntarily withdrawn from the university and have not taken courses elsewhere following their withdrawal may petition to re-enroll in any semester. Students who have taken courses elsewhere following withdrawal must provide official transcripts of their work with their request for re-enrollment. Upon re-enrollment following a voluntary withdrawal, students retain the credit-hours earned and quality points for courses completed prior to withdrawal. In the first semester of re-enrollment, their academic status is the status in effect at the time of withdrawal, unless that status is changed by action of the Academic Standing Board.

Scholarship Retention
See section on Criteria for Scholarship Retention (p. 41).

Student Access to Records
The academic records of all students are in the Office of Undergraduate Studies, 357 Sears Building. Students may review their files in that office by appointment. A student must sign a request and present his/her ID card at the time of the appointment.

Study at Other Colleges and Transfer Credit
Students may receive transfer credit for work completed at another accredited college, university, or technological institute in the United States or from institutions of higher education outside the United States.

At the time of admission to Case Western Reserve University and upon presentation of an official transcript from each institution previously attended, credit will be awarded for courses equivalent or comparable to those offered by the University and completed with a grade of C or better. Any such courses taken prior to the student's graduation from high school must be listed in the college's catalog among courses offered for degree credit to the college's undergraduates, taken in the company of matriculated college students, and organized and taught by college faculty. In addition, to be considered for transfer credit, such courses must not have been used to fulfill high school graduation requirements. The awarding of transfer credit is determined by the Office of Undergraduate Studies in consultation with the appropriate department.

After matriculation at Case Western Reserve University, students are permitted to earn at other accredited colleges or universities or through an approved program of study abroad no more than 38 credit-hours toward the totals required for the degree, including courses taken through the cross-registration program, with no more than 15 credit-hours taken as part of domestic programs or as summer study in a student's home country; any off-campus study credits beyond 15 may only be taken through approved programs of study abroad. Any additional credit earned at other institutions after matriculation at Case Western Reserve University beyond 15 domestically or as summer study in a student's home country and beyond a total of 38 including study abroad will raise the total number of credit-hours required for the degree by a corresponding number.

Permission of a dean in the Office of Undergraduate Studies must be obtained in advance if the student wishes to enroll elsewhere. Further, if a student wishes to take elsewhere a course to satisfy a major or minor requirement, it must also be approved by the department chair or academic representative. Upon presentation of an official transcript from each institution attended, transfer credit will be awarded for courses equivalent or comparable to those offered by Case Western Reserve University and completed with a grade of C or better. Credit earned elsewhere after matriculation at Case Western Reserve University is not applied toward the residence requirement of a minimum of 60 credit-hours earned at Case Western Reserve, including at least 15 after a student has earned a total of 105 credit-hours. The Off-Campus Study Request Form is available in the Office of Undergraduate Studies, 357 Sears Bldg.

Credit is not awarded for work done at an unaccredited institution in the United States except by proficiency examination in those departments of Case Western Reserve University offering that opportunity. The awarding of transfer credit for work done at institutions outside the United States is subject to departmental evaluation.

A student separated for poor scholarship may not earn transfer credit for courses taken in the first two sessions after that dismissal.

Grades for courses taken at other institutions will not be entered on the student's record nor will they be computed in the student's grade point average.

In addition to the regulations concerning transfer credit outlined above, the following special restrictions apply to credit for summer courses taken at other colleges, universities, or technical institutes:

1. Students ordinarily will not be permitted to take elsewhere in Cuyahoga County courses offered at Case Western Reserve University. Exceptions to this policy will be permitted only in the event of significant extenuating circumstances. Students who desire the opportunity to take elsewhere in Cuyahoga County a course being offered at Case Western Reserve must petition the Office of Undergraduate Studies in advance for permission to do so.

2. Students must be in good standing. If a student is placed on probation between receiving permission and the start of off-campus enrollment, the student is no longer eligible to enroll for and receive transfer credit for this work. Students on probation require special approval and should contact a dean in the Office of Undergraduate Studies.

3. Students may register for no more than 12 credit-hours. One quarter-hour equals two-thirds of one credit-hour at CWRU.

4. Students may transfer credit only for courses in which a semester's work is completed in a minimum of three weeks.
Academic Integrity

Academic Integrity Policy

Students, faculty, and administrators share responsibility for the determination and preservation of standards of academic integrity. Not only must they adhere to their own personal codes of integrity but they must also be prepared to educate others about the importance of academic integrity, to take reasonable precaution to discourage violations of academic integrity, and to adjudicate violations.

For students, education about the importance of academic integrity begins during the admissions process. The centrality of integrity to the academic enterprise is reinforced during new student orientation when students engage in discussion about academic integrity. Specific mention of academic integrity and course-specific guidelines should be presented in all classes. Programs and instruction about academic integrity guidelines also should be offered throughout the students’ undergraduate career.

Faculty and students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust.

The vitality of academic integrity is dependent upon the willingness of community members to confront instances of suspected wrongdoing. The faculty have a specific responsibility to address suspected or reported violations as indicated below. All other members of the academic community are expected to report directly and confidentially their suspicion of violation to a faculty member or a dean or to approach suspected violators and to remind them of their obligation to uphold standards of academic integrity.

Definition of Violations

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards.

- Cheating includes copying from another’s work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes or computer programs.
- Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another.
- Misrepresentation includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.
- Obstruction occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity. Destroying a student's computer file, stealing a student's notebook, and stealing a book on reserve in the library are examples of obstruction.

Discussing, Reporting and Adjudicating Violations

If a faculty member suspects that an undergraduate student has violated academic integrity standards, the faculty member shall advise the student and the department chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, the faculty member also may choose to consult with the chair or dean about academic integrity standards. If the faculty member, in consultation with the dean, determines that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed.

First Violations

If the faculty member and the student agree that a violation has occurred, and the violation is determined to be a first violation (the university has no record of previous academic integrity violations by the student), the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member.

However, the case will be referred to the Office of Student Conduct and Community Standards for Academic Integrity Board action if:

1. the student claims not to have violated academic integrity standards or the student disagrees with the sanction imposed by the professor (provided that the sanction is greater than the minimum); or
2. the faculty member feels that the seriousness of the first offense warrants presentation to the Academic Integrity Board or the faculty member, after consultation with the dean, prefers to have the Academic Integrity Board investigate or adjudicate the alleged violation, or prefers that the Board sanction the student.

The signed report form from a faculty member or the finding of responsibility by the Academic Integrity Board will become part of the student's university judicial file. Students found responsible for a first violation will be required, in addition to any other sanctions imposed, to attend an ethics education program or to complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Director of the Office of Student Conduct and Community Standards or their designees.

Subsequent Violations

If the university judicial file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university's Academic Integrity Policy, the case will be referred to the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Misrepresentation and Obstruction

Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred to the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Academic Integrity Board

If a suspected or known violation of academic integrity standards warrants consideration by the Academic Integrity Board, the Director of the Office of Student Conduct and Community Standards will convene
Academic Standing Regulations

Academic Standing Regulations

The Academic Standing Board monitors the progress of all undergraduate degree candidates at the end of each fall and spring semester to ensure that they are making appropriate progress toward earning their degrees in terms of the grades and number of credit-hours earned each semester. All degree candidates begin their academic careers in good standing. Those who fail to meet the requirements to continue in good standing, as defined below, are automatically placed on academic probation for the following semester in order to signal the need to improve their academic performance. Those who fail to meet a minimum set of academic standards defined below or who do not return to good standing after a semester of academic probation are ordinarily separated from the university for a period of two academic sessions, including the summer session.

Good Academic Standing

Full-time First-Year and Transfer Students in the First Semester

In order to maintain good academic standing at the end of the first semester at Case Western Reserve University, a full-time (i.e., enrolled in at least 12 credit-hours at the end of the drop/add period) first-year student or new transfer student must:

1. earn a semester grade point average of 2.000 or higher AND
2. earn a minimum of 9 credit-hours in that semester.

Full-time Students After the First Semester

Following the first semester of the first year, full-time students (i.e., those enrolled in at least 12 credit-hours at the end of the drop/add period) will be in good standing provided they:

1. earn a semester grade point average of 2.000 or higher AND
2. earn a minimum of 12 credit-hours in that semester.

Part-time Students

Part-time students (i.e., those enrolled in fewer than 12 credit-hours at the end of the drop/add period) will be in good standing if they earn a semester grade point average of 2.000 or higher.

NOTE: Any student with incomplete grades at the end of a semester may be placed on “probation (incomplete)” or made “ineligible to register,” as described below.

Academic Probation

Students who, at the end of any semester, fail to maintain the standard of performance required for good standing as specified above will be automatically placed on probation. Students placed on probation are ineligible to represent the university in intercollegiate activities and may not hold an elective or appointed office or chair a committee in any campus organization. In addition, they may not earn degree credit for work completed at another college or university during the period of probation without special permission.

When placed on academic probation, students will be expected to perform at a level that will return them to good standing at the end of the next semester. If they fail to return to good standing at the end of
the following semester, they will be considered for separation from the university for at least two academic sessions, including the summer session.

A full-time student placed on probation who subsequently enrolls as a part-time student will not be reviewed for further academic action until he or she has completed sufficient semesters to total at least 12 credit-hours. At that time, the student will be reviewed on the basis of a composite of those semesters.

Similarly, a student who goes on probation as a part-time student will not be reviewed for further academic action until he or she has completed sufficient semesters to total at least the number of credit-hours attempted in the semester for which the student was placed on probation. At that time, the student will be reviewed on the basis of a composite of those semesters and will be expected to have earned at least the number of credit-hours attempted in the semester for which he or she was placed on probation.

Probation (Incomplete):
A student's status will be Probation (Incomplete) if he or she has Incomplete grades which would result in the student's being placed on academic probation if those Incomplete grades were converted to F's. Once the Incompletes are converted to final grades, the student shall be restored to good standing or placed on academic probation as determined by the semester grade point average and the number of credit-hours earned.

Separation
Students on academic probation who fail to return to good standing will be reviewed by the Academic Standing Board for permission to enroll. Also, full-time students at the end of their first semester at Case Western Reserve University will be considered for separation without a semester of probation if they:

1. earn a semester grade point average less than 1.000 AND
2. earn fewer than 9 credit-hours in that semester.

After the first semester, full-time students will be considered for separation without a semester of probation if they:

1. earn a semester grade point average less than 1.000 OR
2. earn fewer than 9 credit-hours in that semester.

Part-time students are not considered for separation without already being on probation, but will be reviewed for separation if they fail to return to good standing after a period of probation.

Separation because of academic performance is not an automatic process. Students being considered for separation will be asked to prepare a statement explaining the difficulties that interfered with their ability to earn a satisfactory record. If a student thinks he or she should not be separated, the statement should include an explanation of why the Academic Standing Board should have confidence in the student's ability to return to good standing at the end of the next semester and should outline the plan the student has established for ensuring academic success. The Academic Standing Board will decide to separate the student or to place or continue the student on academic probation based on a review of the student's statement and the academic record.

Students separated for reasons of academic performance may not earn transfer credit for work completed elsewhere.

Readmission from Separation
Students who have been separated because of poor academic performance may petition for readmission after two academic sessions, including the summer session, have elapsed. Students readmitted after being separated for reasons of academic performance will retain all credits and quality points earned before separation, and the cumulative grade point average will be continued, including all grades earned before and after separation.

Permanent Separation
A second academic separation following review by the Academic Standing Board will ordinarily be permanent.

Ineligible to Register
Students will be declared "ineligible to register" when they have Incomplete grades which would result in the student's being considered for separation if those Incomplete grades were converted to F's. These students will be required to finish the incomplete courses with grades that justify their retention before they will be allowed to continue for the next academic session, unless they successfully petition the Academic Standing Board for permission to enroll.

Summer Enrollment at Case Western Reserve University
Students will not be reviewed for academic action at the end of the summer session except in the following two situations:

1. A student on academic probation as of the end of the spring semester will be returned to good standing at the end of the summer session if he or she has completed at least 6 credit-hours at Case Western Reserve University with a summer grade point average of at least 2.000.

2. Nursing students who enroll during the summer session for a full course-load (at least 12 credit-hours) that includes the capstone course will be reviewed according to the standards of a regular fall or spring semester.

Undergraduate Criteria for Scholarship Retention

Undergraduate Criteria for Scholarship Retention

Students who are awarded scholarships based on academic achievement or potential by Case Western Reserve University are expected to perform at an appropriate academic level and maintain good conduct in the community. These scholarships will be automatically renewed each semester, provided that the student meets the retention criteria established for his or her scholarship at the time of initial award.
Full-Tuition (Andrew Squire, Albert W. Smith, and Alexander Treuhaft, Dance, Music Performing Art, Theater), University, Michelson-Morley STEM, and Bolton Scholarships

The academic records of scholarship recipients are ordinarily reviewed at the end of each semester. To have a scholarship renewed for the following semester, the student must be in good academic and disciplinary standing.

In exceptional cases, Academic Standing Board will continue a scholarship for a student whose achievement or whose attendance does not meet the standards outlined above. It is the student’s responsibility to write to the Academic Standing Board, c/o the Office of Undergraduate Studies, within 7 business days of the end of the exam period each semester to request special consideration for continuation of a scholarship. This appeal should inform the committee of any special circumstances which may have affected performance and/or attendance during the preceding academic semester, provide any relevant documentation, and describe a plan for how academic performance will be improved in the future.

Students who lose their scholarships because of unsatisfactory academic or disciplinary standing will have their scholarships automatically reinstated at the start of the next semester if they return to good standing.

These students lose a semester of scholarship eligibility for each semester that they fail to achieve good standing; that is, students will not receive these scholarships while on probation or during their first semester back from an academic separation, and the maximum number of semesters for which they can receive their scholarships will be reduced. However, students placed on probation at the end of the spring semester who return to good standing based on summer coursework at Case Western Reserve University (see Academic Standing Regulations (p. 40)) will continue their scholarships for the fall semester without interruption or loss of a semester of eligibility.

Other Scholarships Awarded by Case Western Reserve University

Recipients of scholarships other than those listed above should refer to their scholarship award letters for specific scholarship retention criteria.

Duration

A student who meets the standards for scholarship retention may receive scholarship assistance for no more than eight semesters of full-time undergraduate study (less any semesters lost due to falling out of good academic or disciplinary standing, as described above). The scholarship is awarded for full-time enrollment in regular (fall and spring) semesters.

A scholarship recipient who does a complete withdrawal during a semester will have used up a semester of scholarship eligibility, but will be eligible to receive the scholarship again when he or she next enrolls, provided that his or her leave of absence does not last more than one semester (as described below). If a scholarship recipient completes a bachelor’s degree in fewer than eight semesters of full-time study at Case Western Reserve University, the scholarship will be terminated upon completion of the degree.

In the eighth semester (or in the final semester for a student completing the bachelor’s degree in fewer than eight semesters), a recipient may request permission for part-time enrollment with pro-rated scholarship support if completion of the degree does not require full-time enrollment in that final semester.

Semesters spent participating in the Cooperative Education Program or on a leave of absence are not counted against a student’s eight full-time semesters of scholarship eligibility.

Leave of Absence Policy

A scholarship recipient may take a one-semester leave of absence during the student’s undergraduate career and put his/her scholarship “on hold” for reactivation upon the student’s return to Case Western Reserve University. Requests for a one-semester leave of absence must be submitted in advance to the Office of Undergraduate Studies. Requests for leaves of absence longer than one semester must be submitted to the Academic Standing Board and will be reviewed on an individual basis.

A scholarship is automatically terminated upon a student’s transfer to another institution or upon permanent separation from the University.

Undergraduate Honors and Awards

Dean’s Honors Lists

The Dean’s Honors Lists consist of the names of those undergraduate students who have distinguished themselves by achieving during the previous semester the grade point averages required with a minimum of 12 credit-hours earned and who have no Fs or NPs, during the same period. Students with a grade point average of 3.750 or higher will be placed on the Dean’s High Honors List. Students with a grade point average of at least 3.500 but less than 3.750 will be placed on the Dean’s Honors List. Students whose records include Incompletes become eligible for the Dean’s Honors Lists once all Incompletes have been converted to final grades. Having earned a place on the Dean’s Honors List or Dean’s High Honors List is noted on the transcript.

Commencement Honors

Commencement Honors are awarded to the top 35 per cent of the graduating class.

- Top 10 per cent: summa cum laude
- Next 10 per cent: magna cum laude
- Next 15 per cent: cum laude

The specific GPA cutoffs are determined each year after the awarding of August degrees on the basis of the GPAs of students who graduated over the past five years. These cutoffs are then applied to degrees awarded in the following January, May, and August.

To be eligible for commencement honors, candidates must have:

1. Earned a minimum of 54 credit-hours for evaluative grades (A, B, C, D) in residence at the University.
2. Attained the required percentile ranking on the basis of all work for which grades are averaged at the University, including any grades earned before an academic separation.

Honors in the Major

Some majors offer outstanding students the opportunity to complete an honors program. Students who participate in an honors program in the major and satisfy the requirements for such a distinction, as specified by
the major, may qualify to receive the degree "with honors in the major." The academic representative for the major can provide information regarding requirements for graduation with honors in the major.

**Phi Beta Kappa**

Phi Beta Kappa, a national honor society, recognizes outstanding scholarship in the arts and sciences. The Alpha Chapter of Ohio, established in Western Reserve College in 1847, was one of the first ten established nationally. Students may qualify for election to membership in the second semester of the senior year. A few outstanding students may be elected to membership as juniors.

**Tau Beta Pi**

Tau Beta Pi is a national honor society that recognizes full-time engineering students for outstanding scholarship, leadership, and service.

**Mortar Board**

Mortar Board is a national honor society that recognizes full-time senior students for outstanding scholarship, leadership, and service.

**Fellowships and Scholarships**

Outstanding students may obtain information about national competitive scholarships (Goldwater, Truman, Rhodes, etc.) in the Office of Undergraduate Studies, 357 Sears Building.

**Departmental and Collegiate Awards**

At academic awards assemblies at the end of each spring semester, the University recognizes the outstanding achievements of individual students. Departmental awards are based on achievement in specific academic disciplines. Some departmental and collegiate awards are based on a combination of leadership, scholarship, and service. The collegiate awards for students with the best academic records take into account credit load and grades; students who opt for the Pass/No Pass grading option in a course will not be eligible for best academic record awards unless the original grades submitted by the instructor to the Registrar's Office would qualify them.

**Accountancy**

- The Apple Growth Partners Scholarship Award to a junior, senior, or Master of Accountancy accounting major with a grade point average of 3.250 or higher and who has displayed high ethics and strong leadership in student organizations
- The Beta Alpha Psi Leadership Award
- The Alpha Beta Psi Scholars Recognition Award for outstanding scholarship among members of the Pi Chapter
- The Andrew D. Braden Award for Excellence in Auditing and Financial Reporting Studies to a student whose achievement as an undergraduate in auditing and financial reporting subjects is recognized as demonstrating attributes consistent with professionalism and leadership
- The Cashy Family Scholarship Award
- The Dean's Achievement Award in Accounting
- The Dean's Award in Accounting
- The Dean's Award in Accounting/The Cohen & Co. Award
- The Dean's Award in Accounting/The Deloitte Award to an outstanding junior majoring in Accounting
- The Dean's Award in Accounting/The EY Award
- The Dean's Award in Accounting/The KPMG Award
- The Dean's Award in Accounting/The Meaden and Moore Award
- The Dean's Award in Accounting/The PwC Award
- The Dean's Award in Accounting/Skoda, Minotti & Company Award
- The Department of Accountancy Academic Achievement Award
- The Thomas Dickerson Award for Excellence in Professional Accountancy Studies to a student whose high academic achievement and leadership in the integrated studies program in accountancy is recognized as exemplary
- The Louis E. Levy Scholars in Accountancy for exceptional undergraduate accounting majors who will be entering professional graduate studies and demonstrate the ability to advance to the accounting profession and provide leadership for future generations of accountants
- The Northeast Ohio Chapter of the Institute of Internal Auditors Scholarship
- The Ohio Society of Certified Public Accountants Cleveland Endowment Scholarship
- Saltz, Shamis & Goldfarb/SS&G Scholarship Award
- The Marvin J. Shamis Award
- The Wallach-Lee Families Scholarship Award
- The Weatherhead School of Management Award
- The Charles and Barbara Webb Scholarship Award

**Anthropology**

- The Callender Memorial Award for outstanding achievement in anthropology
- The James Dysart Magee Award for the senior year to an outstanding student in social and behavioral sciences
- The Jonathan F. Plimpton Award to a graduating senior for outstanding achievement in anthropology
- The Ruth and Newbell Niles Puckett Award to a graduating senior for outstanding achievement in anthropology

**Art History**

- The Muriel S. Butkin Art History Prize for overall best performance and highest grade point average by an undergraduate art history major
- The Noah L. Butkin Award for the best term paper on an art history topic written by an undergraduate
- Friends of Art Prize awarded to an undergraduate senior art history major for distinction in the field of art history

**Art Studio**

- The Charles E. Clemens Prize for outstanding talent and accomplishment in art
- The William Grauer Award for excellence in art studio courses
- The Doris Young Harstsock Prize for excellence in art education
- The Hazel Gibbs Herbruck Prize for excellence in art education
- The Kennedy Prize for creative work in art
- The Arnold Philip Award for excellence in art
Astronomy
• The Jason J. Nassau Prize to an outstanding senior student in astronomy

Biochemistry
• The Merton F. Utter Prize to a candidate for the BA majoring in biochemistry for outstanding achievement
• The Harland G. Wood Prize for outstanding performance by a graduating senior majoring in biochemistry who is a candidate for the BS in Biochemistry

Biology
• The Daniel Burke Prize for excellence in both biology and chemistry
• The Francis Hobart Herrick Prize for outstanding biological research and academic excellence in biology
• The Russell M. Lawall Prize in Biological Sciences for excellence in biology
• The Flora Stone Mather Alumnae Award in Biology for outstanding academic achievement
• The J. Thomas Mortimer Cooperative Education Award
• The Cristina A. Camardo Award to a biomedical engineering student
• The Biomedical Engineering Scholarship Award
• The Biomedical Engineering Research and Engineering Award
• The Biomedical Engineering Faculty Award for outstanding academic achievement and service to the biomedical engineering community
• The Biomedical Engineering Chairman’s Award for outstanding academic achievement and service to the biomedical engineering community
• The Biomedical Engineering Faculty Award for outstanding academic achievement, and service to the biomedical engineering community
• The Biomedical Engineering Research and Engineering Award for outstanding performance in biomedical engineering research combined with outstanding academic achievement
• The Biomedical Engineering Scholarship Award
• The Cristina A. Camardo Award to a biomedical engineering student in recognition of his or her leadership and service within the university community
• The Srinivasa (Vasup) Guttu Chairman’s Award to an outstanding student in biomedical engineering
• Outstanding Senior Project Award
• Outstanding Undergraduate Teaching Assistant Award
• The Gheorghe and Claudia Mateescu Award for Research in Imaging for outstanding research contribution in biomedical imaging
• The J. Thomas Mortimer Cooperative Education Award

Chemical and Biomolecular Engineering
• The Monroe J. Bahnsen Award to a senior for achievement in chemical engineering whose work in design and research projects has been outstanding.
• The Chemical Engineering Award for the outstanding junior student
• The Chemical Engineering Award for the outstanding sophomore student
• The Connie Ilcin Award to the student who exhibits outstanding performance in chemical engineering
• The Carl F. Prutton Chemical Engineering Award to the senior whose academic performance merits his or her selection as outstanding.
• The William H. Schuette Memorial Award to an outstanding senior in chemical engineering
• The A. W. Smith Prize to a senior for academic achievement in chemical engineering in the junior and senior years

Chemistry
• The ACS Organic Chemistry Award
• The Analytical Chemistry Award for excellence in analytical chemistry
• The Hippolyte Gruener Award to a student for merit in chemistry
• The Hypercube Scholar Award
• The Inorganic Chemistry Award for excellence in inorganic chemistry
• The Iota Sigma Pi/Frank Hovorka Prize to the woman chemistry major with the highest average after three semesters
• The Eli Lilly Award to a sophomore or junior chemistry major pursuing the BS degree
• The Charles F. Mabery Prize is awarded to the undergraduate or graduate student presenting the best thesis on a subject connected with research in the Department of Chemistry
• The Mateescu Citizenship Award
• The Merck Index Award to an outstanding organic chemistry student
• The Ignacio Ocasio Freshman Chemistry Achievement Award for the highest achievement in freshman chemistry
• Polymer Valley Chemical Undergraduate Research Award
• The Carl F. Prutton Prize for scholarship in chemistry to a student pursuing a BS degree
• The Olin Freeman Tower Prize for excellence in physical chemistry
• The W. R. Veazey Prize to a student with the highest academic achievement in physical chemistry courses

Civil Engineering
• The Kenneth M. Haber Award to the outstanding senior in civil engineering
• The Roy Harley Prize to a promising senior or graduate student in civil engineering
• The Craig J. Miller Memorial Award to a student who has shown outstanding academic achievement
• The Allison C. Neff Memorial Award in recognition of high proficiency in professional studies and participation in professional activities to a junior whose major field is civil engineering
• The Richard and Opal Vanderhoof Award to an outstanding senior in civil engineering

Classics
• The Kathleen S. and Frederick C. Crawford Scholarship to the American School of Classical Studies in Athens
• The Abraham Lincoln Fuller Prizes for excellence in the study of Greek or Latin
• The Florence Appelbaum Greenbaum Scholarship for students studying Classics
• The Emma Maud Perkins Prize for excellence in classical studies

Cognitive Science
• The Cognitive Science Award to the graduating senior for outstanding academic achievement in cognitive science
• The Award in Cognition and Culture

Dance
• The Lily Dreyfuss Memorial Award for excellence in dance
• The Bradford W. Petot Award for Excellence in Dance to a student minoring in dance

Earth, Environmental and Planetary Sciences
• The Charles S. Bacon Award for outstanding contributions to the Department of Geological Sciences
• The Philip O. Banks Award for outstanding academic achievement in geological sciences
• The Carol W. Walker Award for an outstanding senior project in the Department of Geological Sciences

Economics
• The Robert N. Baird Award for academic excellence and leadership in extracurricular activities
• The Marvin J. Barloon Book Award for outstanding performance in economics
• The Gardiner Scholarship to a junior majoring in economics and also interested in finance
• The H. W. Kniesner Prize to an outstanding senior in economics
• The James Dysart Magee Award to an outstanding student in economics for the senior year
• The Howard T. McMyler Award to an outstanding junior majoring in economics
• The WSOM Dean’s Achievement Award for scholarship and leadership in economics

Electrical Engineering and Computer Science
• The ACM Award to the senior judged by the student chapter of the Association for Computing Machinery most likely to have an outstanding professional career
• The Chairman’s Award to a student in the Department of Electrical Engineering and Computer Science who shows exceptional academic or leadership potential
• The Donald P. Eckman Award to the outstanding senior in systems and control engineering
• The Electrical Engineering and Computer Science Award for the best senior project in electrical and computer engineering
• The Electrical Engineering and Computer Science Award for the best senior project in computer science
• The Best Senior Project Award in Systems and Control Engineering
• The Electrical Engineering Service Award to the senior performing outstanding service to his or her class
• The IEE/IEEE Award to the senior judged by the student chapters of the Institute of Electrical and Electronics Engineers and Eta Kappa Nu to possess the qualities necessary for an outstanding professional career in a general field of electrical engineering
• The National Electrical Engineering Consortium William L. Everitt Award to a student who has excelled academically in communications or computers
• The Andrew R. Jennings Award for excellence in Computer Engineering and Sciences
• The W. Bruce Johnson Award to a senior for an outstanding project in the area of electrical sciences and applied physics
• The EECs Research Award to the senior demonstrating exceptional research potential
• The Senior Project Award in Systems Control Engineering

English
• The Charles E. Clemens Award for talent and accomplishment in writing
• The Finley Foster/Emily M. Hills Poetry Prize for the best poem or group of poems
• The Emily M. Hills Award for the best poem or essay written by a woman in the College of Arts and Sciences
• The Holden Prize for the best English paper written by an upperclass student
• The Kennedy Prize for creative work in English
• The Edith Garber Krotinger Prize for excellence in creative writing
• The Karl Lemmerman Prize for the best paper by a first-year student
• The Eleanor Leuser Award for outstanding writing for or about children by a student enrolled in a creative writing course at the university
• The Nemet Scholarships for the demonstration of excellence in creative writing
• The Harriet Pelton Perkins Prize to an outstanding student majoring in English
• The Helen B. Sharnoff Award for formal poetry submitted by undergraduate students

Environmental Studies
• The Henry David Thoreau Award for an outstanding senior in environmental studies

History
• The Donald Grove Barnes Award to a senior for excellence in history
• The Clarence H. Cramer Award for excellence in research and writing of history
• The Annie Spencer Cutter Prize to a senior for outstanding achievement in history
• The History Department Award for outstanding achievement in history
• The Sigma Psi Prize for excellence in history
• The John Hall Stewart Prize for excellence in historical studies

Judaic Studies
• The Ira and Ruth Bressler Prize to a student who has done outstanding work in the area of Jewish studies
• The Eudesse and Emler Pauill Prize to one or several undergraduate or graduate students who demonstrate an interest in Jewish studies or Jewish contemporary life

**Macromolecular Science and Engineering**
- The Hal Loranger Award to the outstanding senior in polymer science
- The Macromolecular Senior Achievement Award
- The Samuel Maron Memorial Award to an undergraduate for excellence in polymer research

**Management**
- The Robert O. Berger Jr. Award to a junior who demonstrates overall achievement in scholarship, as well as notable community participation and leadership
- The Nellie Chittenden Carlton Prize to a senior in management whose outstanding work in the general field of economics shows the greater promise of leadership
- The Excellence in Finance Award
- The Excellence in Marketing Award
- The Financial Executive’s Institute Award
- The Outstanding Finance Student Award
- The Outstanding Marketing Student Award
- The Roulston Performance Award for outstanding performance in management
- The Kevin J. Semelsberger Prize for excellence in management
- The Iris Wolstein Award for Excellence in Business Venture History to a student whose work on projects and/or course work related to the study of Cleveland business venture history is determined to have made a significant contribution to the understanding of the business development in Northeast Ohio and related environs
- The Wolstein Family Award for Excellence in Business Venture Plan Development to a student enrolled in a major or minor in Weatherhead undergraduate programs whose business venture development plan is considered to have the highest promise to be successfully initiated

**Materials Science and Engineering**
- The Wesley P. Sykes Prize to a senior majoring in materials science and engineering who shows outstanding ability in scientific research, especially as evidenced by the quality of his or her senior project.
- The Professor Jack F. Wallace Award to the materials science and engineering student who embodies the dedication and spirit of Professor Wallace

**Mathematics, Applied Mathematics, and Statistics**
- The Case Alumni Award to an outstanding senior mathematics major
- The Chair’s Award to a student contributing to the intellectual life of the majors program
- The Max Morris Prize to an outstanding undergraduate student in mathematics who is pursuing the BS degree.
- The Webster Godman Simon Mathematics Award to a sophomore or junior pursuing a BA degree, for excellence in mathematics

**Mechanical and Aerospace Engineering**
- The Robert and Leona Garwin Prize to a student who has demonstrated theoretical scientific ability with experimental competence and inventive talent
- The Gustav Kuerti Award to the senior in mechanical and aerospace engineering who has demonstrated the highest level of scholarship
- The Anish Shah ‘91 Award to an outstanding senior in mechanical and aerospace engineering based on academic achievement, extracurricular activities, and community service
- The Fred Hale Vose Prize to the senior in mechanical engineering who has demonstrated the greatest promise for professional leadership

**Modern Languages and Literatures**
- The Arabic Book Prize for high achievement in Arabic
- The Louise Burke French Prize to an outstanding French student
- The Chinese Book Prize for high achievement in Chinese
- The Susie Scott Christopher Prize for excellent contributions to the French program
- The Department of Modern Languages and Literatures Award for outstanding achievement
- The Emile B. DeSauze Award for attaining the highest honors in modern languages and literatures
- The Folberth German Prize for excellence in German language and literature
- The French Book Prize for high achievement in French
- The German Book Prize for high achievement in German
- The Hebrew Book Prize for high achievement in Hebrew
- The Italian Book Prize for high achievement in Italian
- The Japanese Book Prize high achievement in Japanese
- The Max Kade Excellence in German Award
- The Florence Keuerleber Prize to an undergraduate student who has seriously pursued and excelled in the study of a modern language while majoring in another area
- The Russian Book Prize for high achievement in Russian
- The Spanish Book Prize for high achievement in Spanish

**Music**
- The Arthur H. Benade Prize to a senior with a major other than music who has made a notable contribution to music on campus during his or her undergraduate years
- The Charles E. Clemens Prize for talent and accomplishment in music
- The Doris Young Hartsock Prize for outstanding performance in music education
- The Kennedy Prize for creative work in music
- The Lyman Piano Award
- The Ronis Recital Prize to an outstanding undergraduate majoring in music who has made an exceptional contribution to the musical life of the University and has been selected by audition to perform in the Leonard and Joan Ronis Annual Memorial Recital

**Nursing**
- The Bolton Scholar Award for Excellence in Acute Care Nursing
- The Bolton Scholar Award for Excellence in Community Health Nursing
- The Bolton Scholar Award for Excellence in Critical Care Nursing
- The Bolton Scholar Award for Excellence in Gerontology
- The Bolton Scholar Award for Excellence in Leadership and Community Service
• The Bolton Scholar Award for Excellence in Maternal-Child Nursing
• The Bolton Scholar Award for Excellence in Nursing Informatics
• The Bolton Scholar Award for Excellence in Nursing Research
• The Bolton Scholar Award for Excellence in Pediatric Nursing
• The Bolton Scholar Award for Excellence in Psychiatric/Mental Health Nursing
• The Dean's Award for an outstanding capstone project
• The Director's Award for the Outstanding BSN Graduate

Nutrition
• The Mary Eliza Parker Award for excellence in nutrition and dietetics

Philosophy
• The Truman P. Handy Philosophical Prize to outstanding juniors or seniors for excellence in philosophy

Physical Education
• The Emily Russell Andrews Award to the senior woman who makes the greatest contribution to the physical education department through scholarship, leadership, participation, and service
• The Philip K. “Nip” Heim Award to the senior man who makes the most outstanding contribution to Case Western Reserve University through the athletic program
• The Dorothy L. Hoza Award to the outstanding freshman, sophomore or junior who has made a strong contribution to the women’s intercollegiate sports program, maintained a high level of academic achievement, shown leadership in the team, and contributed service to the department and university
• The Patricia B. Kilpatrick Award to the four-year varsity participant with the highest grade point average
• The Arthur P. Leary Award to the outstanding freshman, sophomore or junior who has demonstrated leadership, good sportsmanship, maintained good academic standing, and made contributions to the department of physical education and the university
• The Bill Sudeck Outstanding Student-Athlete Award to the student-athlete who has demonstrated and achieved significant athletic accomplishment, academic achievement, and engagement in campus activities, and has shown leadership in athletics and in the classroom

Physics
• The Leslie L. Foldy Award to the outstanding senior in physics
• The Albert A. Michelson Proze awarded upon completion of the junior year to a physics major who has demonstrated superior performance
• The Dayton C. Miller Award to an outstanding senior in physics for the best thesis
• The Donald E. Schuele Award for an outstanding junior majoring in Engineering
• The Elmer C. Stewart Memorial Award to an outstanding senior in Engineering Physics
• The Senior Award for service and scholarship in physics

Political Science
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The Flora Stone Mather Alumnae Award for outstanding academic performance in political science

Psychological Sciences
• The Stephen Bednarik Memorial Award to an outstanding senior majoring in psychology
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The Professor Edwin P. Hollander, Adelbert 1948, and Mrs. Patricia A. Hollander Capstone Research Award
• The Flora Stone Mather Alumnae Award for outstanding academic performance in psychology
• The National Student Speech-Language-Hearing Association Award for outstanding leadership and achievement in communication sciences

Religious Studies
• The Ratner Family Prize to a graduating senior for the highest academic achievement in the study of religion

Sociology
• The Stella Berkeley-Friedman Award to a graduating senior for the highest academic achievement in the study of sociology
• The Robert C. Davis Award for demonstrated commitment to sociological studies
• The Mark Lefton Award for excellence in sociological studies
• The James Dysart Magee Award for the senior year, to an outstanding student in social and behavioral sciences
• The Schermerhorn Award for an outstanding student in sociology

Teacher Education
• The Ritvo Teaching Award for the student teacher who is recognized for his or her success and potential as an educator of today’s youth

Theater
• The Dionysus Award for an outstanding contribution to theater for a student not majoring in theater arts
• The Barclay Leathem/Nadine Miles Award for creativity and general excellence in theater

Women’s and Gender Studies
• The George Sand Award in Women’s and Gender Studies to a graduating senior majoring or minoring in the field for excellence in academic performance
• The Sojourner Truth Award to an outstanding student who combines academic excellence in Women’s and Gender Studies with commitment to community service, advocacy of women’s and gender-related issues, and activism
• The Mary Wollstonecraft Award to a graduating senior majoring or minoring in Women’s and Gender Studies

Awards for Study Abroad
• The Brookes Friebolin Award to an outstanding student for study in France
• The Eva L. Pancoast Memorial Fellowship for graduating senior women in the College of Arts and Sciences or women students in the School of Graduate Studies interested in extending their education by foreign travel or study
• The Alice Seagraves Award to outstanding students for study abroad
Collegiate Awards

• The Robert J. Adler Award to the undergraduate engineering student who, through high scholarship, technical creativity, and service to his or her peers, best exemplifies the ideals and talents of Professor Robert J. Adler
• The Army ROTC Professor of Military Science Award to the senior ROTC cadet who possesses the highest ideals of leadership, academics, and physical fitness
• The Baker-Nord Center for the Humanities Prize for excellence in a SAGES capstone project or senior paper in the humanities
• The Bolton Scholar Award for Academic Excellence
• The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the junior level
• The Bolton Scholar Award for Excellence in Nursing for the student who has attained the highest academic record at the sophomore level
• The Carol and Edward Breznyak G'64 Cooperative Education Student of the Year Award to a student in the Case School of Engineering who has demonstrated outstanding performance in the Cooperative Education Program based on industry evaluations, written reports and student initiative
• The Case Alumni Association Prize for Achievement to the senior with the best academic record in the Case School of Engineering
• The Edward J. “Ted” Corcoran Award to a senior for outstanding leadership, character and service
• The Dean’s Achievement Award for excellence in scholarship and leadership in accounting/management
• The Peter Witt Scholarship to a deserving student who demonstrates a vital and active interest in the improvement of life in Cleveland
• The Philip L. Schuyler Award for outstanding academic performance in the humanities
• The P. G. “Jerry” Lind Award for a graduating senior in engineering or science who has made a significant contribution to campus life
• The George T. Hunt Awards to a junior and a senior outstanding in leadership, scholarship and community service
• The Matthew Leskiewicz Award to a senior in the Weatherhead School of Management for outstanding leadership and service
• The Louis K. Levy Prize for an outstanding junior in the College of Arts and Sciences
• The P. G. “Jerry” Lind Award for a graduating senior in engineering or science who has made a significant contribution to campus life
• The Flora Stone Mather Alumnae Award for outstanding academic performance in the humanities
• The Outstanding Junior Awards of the Case School of Engineering to juniors with the best academic records at the end of five semesters in the Case School of Engineering
• The Outstanding Junior Awards of the College of Arts and Sciences to juniors with the best academic records at the end of five semesters in the Case School of Engineering
• The Outstanding Sophomore Awards of the Case School of Engineering to the sophomores with the best academic record at the end of three semesters in the Case School of Engineering
• The Phi Beta Kappa Prize to sophomores with the best academic records in a liberal arts curriculum after three semesters
• The John Schott Millis Award to the senior with the best academic record in the College of Arts and Sciences
• The Sylvia Green Rosenberg Award to a part-time or full-time non-traditional student
• The Robert L. Shurter Prize to a senior for leadership in extracurricular activities in the Case School of Engineering
• The Joseph Skigin Memorial Award to an outstanding premedical student for the senior year
• The Stephenie Tubbs-Jones Award for significant contributions to campus life, scholarship and community service
• The Weatherhead School of Management Award to a senior, for outstanding achievement in the Weatherhead School of Management
• The Stanley E. Wertheim Prize for an outstanding junior in the Case School of Engineering who has demonstrated leadership skills through involvement in campus or co-op activities
• The Peter Witt Scholarship to a deserving student who demonstrates a vital and active interest in the improvement of life in Cleveland

Undergraduate Non Degree Students

Non-Degree Students

Opportunities exist for individuals who are not seeking a degree from Case Western Reserve University to enroll in undergraduate courses for credit or to audit courses and not receive degree credit.

Enrolling in Courses for Credit

Cross-Registration in Northeast Ohio

Full-time undergraduates in good academic standing at the Cleveland Institute of Art, Cleveland State University, Cuyahoga Community College, or John Carroll University may cross-register for one course per semester at Case Western Reserve University during the fall or spring semester at no tuition cost. Cross-registration from other local colleges and universities will be considered on a case-by-case basis. Students wishing to participate in the cross-registration program should review the procedures at their home institutions. Registration at Case Western Reserve University is handled by the Office of Undergraduate Studies, and is normally limited to courses that are not offered at the student’s home institution. Cross-registered students must meet all prerequisite requirements before being admitted to specific courses.

Transient Students

A transient student is one who has begun his or her education at another college or university and intends to return there. Case Western Reserve University permits full- or part-time study as a transient student during the fall and spring semesters or during the summer session. Enrollment must be for credit-bearing courses.

Applications for enrollment as a transient student may be obtained from the Office of Undergraduate Studies. (International exchange students apply through the Office of International Affairs.) As part of the application, the student must present a statement of good standing from the registrar or dean of his or her home college or university that also indicates that the student is eligible to enroll for that semester at his or her home institution. Exceptions may be granted by appeal to the Academic Standing Board, c/o the Office of Undergraduate Studies.

Enrollment is limited to a total of 30 credit-hours and is subject to the regulations of the student’s college. Transient students must meet all
prerequisite requirements before being admitted to specific courses. Transient students are expected to perform at the same academic standards as degree candidates. In particular, transient students whose records would make them eligible for separation as a degree candidate at Case Western Reserve University may not continue as transient students unless they successfully petition the Academic Standing Board.

Transient students are not eligible to receive financial aid from Case Western Reserve University. If the student’s home institution has entered into a consortium agreement with Case Western Reserve University, the student should inquire of the home institution regarding eligibility to receive aid through the home institution.

Others Who Have Completed High School But Not an Undergraduate or Advanced Degree

Adults who do not already hold an undergraduate or advanced degree may apply through the Office of Undergraduate Studies to enroll for credit in courses for which their education or experience has qualified them, even though they are not pursuing a baccalaureate degree. Case Western Reserve University permits full- or part-time study as a non-degree student during the fall and spring semesters or during the summer session. Enrollment must be for credit-bearing courses. (Persons who already hold undergraduate or advanced degrees and wish to continue their studies without actively pursuing an additional degree should apply to the School of Graduate Studies.)

Applicants are expected to provide a transcript from the most recent college or high school attended. They must meet all prerequisite requirements before being admitted to specific courses. Those who have been degree-seeking students at Case Western Reserve University or have been denied admission to Case Western Reserve as an undergraduate transfer student are not eligible to attend as non-degree undergraduates.

Non-degree students are required to perform up to the same academic standards as degree candidates. In particular, non-degree students whose records would make them eligible for separation as a degree candidate at Case Western Reserve University may not continue as transient students unless they successfully petition the Academic Standing Board.

A non-degree student who wishes to become a degree candidate must apply through the Office of Undergraduate Admission. Courses taken for credit as a non-degree student may be applied toward the degree upon acceptance as a degree candidate.

Pre-College Scholars

The Pre-College Scholars Program (http://case.edu/ugstudies/pre-college-scholars-program) at Case Western Reserve University is designed to give highly motivated and able secondary school students the opportunity to enroll in challenging college courses prior to graduation from high school, either in the summer or during the academic year. Admission to the Pre-College Scholars Program is selective and competitive. Students must have pursued a rigorous curriculum and achieved academic excellence in all course work. Additional factors considered in admission are the applicant’s standardized test scores (ACT, PSAT, SAT, or other tests of aptitude and/or academic achievement), and the applicant’s academic goals and level of maturity. Pre-College Scholars may take a maximum of two courses per term. They attend regularly-scheduled classes with undergraduate students at Case Western Reserve, and must be able to work well independently at the college level. Questions about the program should be directed to the Office of Undergraduate Studies at 216.368.2928.

Auditing Courses

Special Audit

The Special Audit Program provides the adult student with the opportunity to attend a regular university course as a serious but informal observer at half the regular tuition. This program is available only to those not enrolled in a degree program at Case Western Reserve University. Special audit students receive no grades and no academic credit for the courses attended. No transcripts will be issued, but a certificate of attendance will be provided if requested. The Office of Undergraduate Studies handles registration for this program. No transcripts are necessary to register.

Course Audit Program for Senior Citizens

Case Western Reserve University’s Course Audit Program for Senior Citizens (http://www.case.edu/provost/seniorauditprogram) (CAPSC) allows senior citizens (age 65 and older) to take on campus courses at a reduced tuition rate. Additional information is available from the CAPSC Coordinator (lifelonglearning@case.edu).

College of Arts and Sciences Alumni Audit

Case Western Reserve University alumni under the age of 65 may audit courses offered by the College of Arts and Sciences for 10% of regular tuition. Most, but not all, courses are available for audit. Additional information is available on the College of Arts and Sciences Alumni Audit web site (http://artsci.case.edu/alumni-audit).

SAGES Courses

SAGES Courses

For a full description of the SAGES Program, see the section on General Degree Requirements (p. 4).

This list of courses includes only those courses offered directly by the SAGES Program that have been approved as permanent offerings. Not all of the First Seminars and University Seminars listed are offered every year, but the list of offerings in any given year will include courses that received one-term approval. All Department Seminars are offered through the academic departments and are listed among their course offerings. Most Senior Capstone courses are offered through the academic departments, though several are offered through the SAGES Program and are included here with the course prefix UCAP.
FSAE Courses

FSAE 100. Academic English. 3 Units.
This course is designed to improve the fundamental reading, writing, speaking, and listening skills of students for whom English is not their first language. One focus of the course will be refining written academic communication: identifying and producing common types of academic writing, note-taking from reading and listening inputs; understanding and applying principles of academic text structure; summarizing and referencing information; editing and proofreading; and achieving appropriate tone and style. A second focus will be honing spoken academic communication: recognizing the purposes of and differences between spoken and written English in academic contexts; identifying and practicing interactional and linguistic aspects of participation in seminar discussions; discussing issues requiring development and application of creative and critical thinking; and preparing and delivering oral presentations. A third focus will be on enhancing reading and listening skills in academic contexts: understanding the content and structure of information delivered both orally and in print form; and reading and listening for different purposes. A final focus will be improving and extending grammar, vocabulary, and pronunciation.

FSCC Courses

FSCC 100. First Seminar. 4 Units.
This four-credit-hour course provides an introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. Each seminar is led both by a faculty member and a writing co-instructor. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience for first-year students at Case.

FSCC 110. Foundations of College Writing. 4 Units.
Writing is both a personal and a social project. Foundations of College Writing First Seminar provides attention to the personal aspects of writing including processes, habits, and skills as well as to the social aspects of writing including types of writing, persuasion/argument, and conventions. The course structure allows us to spend more time and attention on your individual needs and goals as writers. You will learn academic writing conventions, rhetorical techniques, and various processes and methods that you might adopt and employ as you move into other writing situations. We will explore writing from multiple positions: as a writer, as a reader, and as a critic. We will explore various types of writing: alphabetic text, visuals, and multimedia. And finally we will work to achieve the course objectives through freewriting, drafting, revising, reflecting, blogging, emailing, debating, and discussing.

FSCS Courses

FSCS 150. First Seminar Continuing Semester. 3 Units.
This is a continuation of the First Seminar experience for ESL students. The seminar will continue the introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. The goals of the seminar are to continue to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to continue to introduce basic information literacy skills; to continue to provide a foundation for ethical decision-making; to continue to encourage a global and multidisciplinary perspective on the learning process; and to continue to facilitate faculty-student interactions. Prereq: 100 level first-year seminar in USFS, FSCC, FSNA, FSSO, FSSY, or FSCS. Prereq or Coreq: FSTS 100.

FSNA Courses

FSNA 103. Energy and Society. 4 Units.
This four-credit-hour course provides an introduction to collegiate writing and to various dimensions of academic life, but will focus on the critical appreciation of the world of energy. Currently, most of the world runs on non-renewable resources; this course is designed to help students develop viewpoints about these issues, and to express themselves in a clear, coherent way. The class will involve both literacy and numeracy, and students will learn to become comfortable handling some of the quantitative measures of energy use. The class will be characterized by intense yet open-ended intellectual inquiry, guided by reading, lectures and discussion, and will include practice in written and oral communication individually and in small groups.

FSNA 104. Archaeoastronomy: Monuments and Ideas. 4 Units.
The unifying theme of this course is how astronomical practice and knowledge is central to ancient civilizations and how that emphasis continues today as manifested through scientific endeavor and also as strongly through the power of unifying myth.

FSNA 109. Science and Race. 4 Units.
This four-credit seminar examines the development and impact of the concept of race. We will first focus on the causes of biological variability in species, leading to an evaluation of whether race is a useful device for understanding biological variability in humans. Second, we will examine how the understanding of race has changed over time within the biological sciences. Third, we will examine how scientific conceptualizations about race have influenced, and been influenced by, cultural beliefs. Through readings and open-ended discussion, we will critically examine the scientific process as it has been (and still is) being applied to the study of human races so that each student will ultimately be equipped to develop a scientifically sound conceptualization of race. Topics which will be covered include Social Darwinism, the eugenics movement, legislation to restrict immigration into the U.S., race-based medicine, and race and intelligence. Students are expected to enhance their skills at critical reading, thoughtful analysis, constructing logical arguments, and improving written and oral communication.
FSNA 111. Chemical Aspects of the Aging Mind. 4 Units.
This seminar will focus on three age-related neurological disorders: Alzheimer's, Parkinson's and Huntington disease. These diseases pose enormous social and economic impact, and current drug-based therapeutic approaches are limited and may not be suited to deal with the imminent problems. The seminar will examine lifestyle changes (i.e., diet, exercise, vitamins, and other habits such as reading) that are implicated in preventing or slowing down these disorders. The focus on a medical topic with important socioeconomic ramifications will provide a novel approach to enhancing critical thinking and communication skills.

FSNA 113. Facts and Values in Environmental Decisions. 4 Units.
This four-credit seminar will guide students to critically evaluate the evidence, uncertainties, and value judgments pertinent to some of the world's pressing environmental issues. We will begin by studying climate change. Students will decide the topics of exploration to follow. Through reading, field trips, discussions and writing we will investigate natural environmental processes and how they have changed with the growth in human population and technology. Students will learn about the scientific process and will consider the role of science and technology and their limits in making decisions about shared resources.

FSNA 116. Cities (Under Construction). 4 Units.
Based on the premise that cities are never “finished,” and constantly being remade, we will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as water and sewage systems; streets, bridges, and subways; electricity, telephone and the internet. Specific technological innovations, such as the elevator and the automobile, will receive special consideration. We will move both geographically and temporally to visit the world's great cities, Athens, Mexico City, Tokyo, and New York City. As we do, we will study the examples of significant building projects, such as the Brooklyn Bridge, the Chicago World's Fair, Washington, DC's Metro, and Cleveland's first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. We will also explore first person narratives of the city, the impact of the city on personal and collective memory, and the possibilities and pitfalls of the ”virtual” city. Through lecture, discussion, textual analysis, computer simulations, and writing assignments, Cities (Under Construction) will help students gain a deeper understanding of their role in remaking and sustaining the built environment.

FSNA 120. The Impact of Materials on Societal Development. 4 Units.
This four credit-hour SAGES seminar provides an introduction to various dimensions of academic life through open-ended intellectual inquiry and guided by reading from primary and secondary sources. The course will require practice in written and oral communications in small groups. A primary focus of the seminar will be to examine the impact of engineering materials on societal development through human history using a few specific materials of interest as examples: concrete, steel, and semiconductors. At the conclusion of the course, students will be encouraged to explore the impact of other materials on the development of specific technologies as a group project.

FSNA 123. The Automobile: Its Origins, Development, and Impact on American Society. 4 Units.
The automobile is without doubt one of the defining influences on American life and society. In 1900, most people lived in rural communities, and the main forms of personal transportation were walking and the horse and buggy. Half a century later, most Americans lived in cities or suburbs, there were millions of cars in garages, and roads and highways criss-crossed the nation. The car has transformed where we live and work, how we play, and the very nature of our cities. This course will examine the American automobile from several perspectives: its origins, evolution and effect on industry; its impact on American life and leisure; and the automobile as an art form and American icon. We will also discuss how we preserve examples of our automotive heritage. These topics will be explored in the context of the usual writing and discussion components of a first SAGES course.

FSNA 125. The Right Stuff. 4 Units.
This four-credit-hour course provides an introduction to collegiate writing and to various dimensions of academic life, but will focus on the critical appreciation of the challenges we face in transitioning—or failing to transition—to a sustainable society. Climate change, along with increased development and population, are altering the natural environment we live in and rely on. This course will review some of the current and future impacts of these changes, and explore alternate paths forward and how they might be forged. The class will involve both literacy and numeracy, and students will learn to become comfortable handling some of the quantitative measures relevant to sustainability issues. The class will be characterized by intense yet open-ended intellectual inquiry, guided by reading, lectures and discussion, and will include practice in written and oral communication.

FSNA 126. Urban Ecology. 4 Units.
This course will explore the natural world in an urban context. Urban spaces are defined by the interaction between human creation (the built environment) and the natural world. We will explore how those definitions can be complicated by human innovation meant to re-create nature, such as engineered wetlands. We'll read some classical ecology to understand how ecological issues differ in cities. Some topics we'll cover include: wildlife management; human/organism conflict and interdependence; urban heat islands; watershed, stormwater, and sewer management; and how trees grow in urban conditions. We'll also explore ethical issues such as environmental justice and sustainable development. Our field trips are meant to illuminate how urban planners, park managers, and others deal with such issues to create positive and healthy environments for their communities. Students will apply arguments and concepts learned in the course readings to the sites we visit.
FSNA 128. Naturally Spicy: Spices, History, Culture, Health and Cuisine. 4 Units.
This course will delve into the world of spices. Each commercially important spice will be discussed with the goal of understanding the influence spices and the spice trade had on the history, culture, and cuisines of different parts of the world. The chemistry of some of the natural compounds present in the spices and their effect on various diseases will be explored by reading and discussing scientific literature. Finally, the class will cook with some of these spices and sample other distinctly spiced foods to learn more about various cuisines and cultures.

FSNA 129. Engineering Design for the World’s Poorest. 4 Units.
Almost half (47%) of the people in Africa have incomes less than $1.25 per day. Most of these people live as subsistence farmers in small villages with no electricity, running water or automobiles (but with cell phones). Through readings, group discussions, writing assignments, and open-ended experiential learning activities, the course will address ways that engineering solutions can improve peoples’ lives within these severe economic constraints. A hands-on component of the course will involve designing and building affordable devices to meet specific needs. We have developed interactions with villages in Senegal, Malawi, and Botswana, and the engineering solutions will be explored within the context of these villages.

FSNA 133. Engineering Innovation and Design. 4 Units.
Innovation and design are cornerstones of the engineering profession and are responsible for many of the improvements in the quality of life that have taken place over the last century. Innovation is also viewed as the essential skill that will drive economies and solve many of the challenges facing societies around the globe. This seminar-based course will provide a disciplined approach to engineering innovation and design. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended design/build-related assignments. The course will culminate in the design, fabrication and validation of a prototype product to meet an identified need. The design, fabrication and validation of these products will be carried out in think[box] 1.0 (Prentke-Romich Collaboratory), and the Reinberger Design Studio.

FSNA 134. Fuel Cells. 4 Units.
Fuel Cells convert hydrogen and other fuels directly to electricity and are viewed as a key technology for non-polluting, oil-independent energy in the future. In this course, we will study and critically analyze the prospects, technical and economic barriers, and impact of broad implementation of fuel cells, focusing on the transportation sector and portable power. Major topics of the course include: (i) World and US energy outlook; (ii) Potential role and impact of fuel-cells; their advantages, principles of operation, design and materials issues, limitations and prospects for improvements; (iii) Special focus on details of a polymer type fuel cells (PEMFCs) for transportation and portable power; (iv) Modeling fuel cell performance and evaluation of controlling mechanisms that limit performance. The course is designed for students from all disciplines. Students will be expected to read assigned texts and articles and critically analyze statements and points of view presented. Quantitative analysis will be encouraged and developed. Student teams will develop a hypothesis to improve fuel cell performance by modifying the design of a component of the fuel cell. The new component design will then be fabricated and tested in an operating prototype fuel cell. Data analysis, hypothesis conclusion, and reporting of results are expected.

BioDesign basics explores the art of finding patient needs. No prior clinical or medical education is required, as we focus on acquiring and refining the underpinning critical thinking skills needed to identify and articulate unmet clinical patient needs in contemporary healthcare settings. Many--if not a majority of--ideas leading to healthcare innovation are derived from issues that arise during the daily activities of caring for patients. Whether it is frustration with the use of a specific surgical instrument, processes that interfere with health care delivery, better waiting rooms for the family, designing more comfortable hospital gowns, or materials inadequate for intended outcomes, patient needs cover a broad range of physical and emotional states. Many students find the idea of identifying a “patient need” quite ambiguous at first, but the BioDesign process for defining patient need is a widely used national model developed at Stanford University that the student will find contains easy-to-follow steps that are simple and appealing. As an interactive and “hands-on” course, students will be engaged in discussions, events and activities to promote a first-hand understanding of “needs finding” to support individual mastery of writing and oral presentation skills. The Fourth Hour will be centered on “walking tours” of local medical institutions around University Circle as well as actual use of medical devices (wheelchairs and crutches) on campus as ways to help your efforts identify a patient need based on those observations. In short, you will create your own experiences leading to stories that make writing fun. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended assignments.

FSNA 136. Saving the World from Poverty, Disease, Injustice and Environmental Exploitation. 4 Units.
Half of the world’s population lives in poverty. The causes of poverty and injustice are complex and the ramifications are numerous and serious and include grave risk to human health and to the environment. Through reading, analysis, writing, and rigorous discussion the class will investigate issues surrounding poverty and disparities in health and opportunity. We will also explore how innovation and engineering design can help address causes of poverty and disparity and meet needs of people at risk. Design teams will work throughout the semester to identify an unmet need to engineer a solution to benefit an underserved or under-resourced population. Fourth-hour activities will include interviewing knowledgeable stakeholders (locally and abroad via teleconference), learning about and volunteering with service organizations, and visiting local institutions and/or companies addressing these issues.

FSNA 137. Volts, Amps, Bits, Bytes. 4 Units.
The electrical grid, the computer, biomedical devices, electric vehicles, interactive art, and smart homes are a few examples of the pervasiveness of electronics and computer technology. This seminar will introduce the engineering design process, and present the basics of electricity, electronic circuits, measurement, sensors, and microcomputers (the Arduino), and how to use them to design and build useful devices. Students will reverse-engineer products, learn electrical and mechanical prototyping and fabrication, and apply them in a variety of hands-on labs. The course will conclude with students proposing, designing, and prototyping innovative design projects. The course will make extensive use of the Sears Design Lab and Think[box] and is writing intensive.
FSNA 138. Light. 4 Units.
This course explores Light, otherwise known as visible electromagnetic radiation. We will examine what light is in its various forms; how it is created and detected; how we perceive it; and how it has influenced our evolutionary development, our technological, artistic, and religious cultures, and our conceptions of space and time. Students will discuss topics suggested by the course readings and by exposure to the many scientific activities, historical artifacts, and artistic works on the CWRU campus and at other local institutions that involve light in a significant way.

FSNA 142. Designed by Man, Built by Nature. 4 Units.
If you look at the structure of a human tendon, and at the reinforcement system in an automobile tire, they share many design elements in common. The eye of an octopus and a high performance surveillance lens can be similar as well. The structure of sea shell and of vehicular armor - again, these share common features. In this class we will examine how nature designs things for performance, and how mankind copies these to produce useful objects. Two general introductions to technology will be supplemented with specific readings from the technical literature to provide a broad introductory background. This writing-intensive seminar is tailored for incoming CWRU students with an interest in science, engineering and technology. Among other class activities this seminar will require the student to research, design and build prototype bio-inspired systems according to assignments made in class, with a competition held during the last week of the semester.

FSNA 143. Materials and Energy. 4 Units.
Manufacturing and using the materials of modern life--metals, polymers, ceramics, paper products, and others--play major roles in the world's consumption of energy and natural resources. This course will objectively and (when applicable) quantitatively explore the technological and social forces that drive current levels of materials usage. Through readings, group discussions, writing assignments, and open-ended experiential learning activities, the course will address the following questions: What are the scale and geographical distribution of materials usage? How do the magnitude and impact of materials usage compare to those of other demands on energy and resources (such as agriculture, transportation, residential heating, and clean water)? What are the impacts--positive and negative--of materials consumption on society and the natural environment? How did the world get to its current situation, and what should, and can, be done in the future? Students successfully completing this course will be able to think critically and objectively about the role of materials in society's use of energy and natural resources, and to articulate realistic, persuasive arguments based in quantifiable facts about these topics.

FSNA 144. Is Mind What the Brain Does?. 4 Units.
Together we will explore the nature of the human mind by asking the question, "Is the mind what the brain does?" Through an exploration of neurological and psychological case studies, empirical research studies, direct experimentation, and readings and films about brain structure and function, we will form hypotheses about the relationship between the mind and the brain and gather evidence to test our hypotheses. Writing assignments will explore ideas about your own mind and brain, examples of other individuals with unusual or atypical brains and minds, and a research topic of your choice.

FSNA 145. Hostile Water. 4 Units.
Water is an essential, valuable resource that is protected by a wide variety of social, legal, and technical institutions. However, not all water is desirable. Hostile water is unwanted water from which we seek to protect ourselves. Hostile waters challenge our understanding of the natural world and the social doctrine upon which our understanding is based. This course will examine how historical "hostile water" events have altered our social perceptions and legal institutions, led to structural flood control, "damn" engineering, the National Flood Insurance Program, Landsat satellites, "Wild Rivers," FEMA, wetlands preservation, detention basins, etc., and to homeowner stormwater management options such as rain barrels and rain gardens. The course will begin with a review of the original documentation and modern interpretation of the Johnstown Flood. Students will then conduct research on historical events and prepare written briefing documents and oral presentations focusing on the physical impacts and social consequences of dramatic hostile water events. The course will end with a critical review of the Hurricane Katrina event. Class discussions will examine how hostile water events have impacted U.S. policies and institutions, and appears to be leading to stormwater management obligations for individual homeowners.

FSNA 148. Science or Pseudoscience? Exploring Extraordinary Claims. 4 Units.
In the contemporary world, extraordinary claims about ghosts, aliens, and the nature of the universe appear on popular television shows, on the Internet, and in the press. Many of these claims are framed as science. In this seminar, we critically examine the nature of these understandings of the world around us. We will ask if these claims are scientific and, if not, whether they constitute a form of pseudoscience. We will explore the role of demarcation, evidence, scientific progress, and fallacies of reasoning in pseudoscience. We will also consider the historical and sociocultural currents that give rise to these pseudoscientific claims as well as their social and political implications. Drawing on anthropological, philosophical, and historical case studies, we will consider topics such as cryptozoology, astrology, ancient aliens, parapsychology, the Nemesis theory of dinosaur extinctions, theories of intelligence, and other extraordinary claims.

FSNA 157. Plastics Recycling: Re-use of Plastic Waste. 4 Units.
About 300 million tons of plastics are produced globally each year, but only about 10 percent of these products are recycled, despite the fact that recycling uses significantly less energy and produces fewer greenhouse gas emissions than does manufacture of the virgin materials. This course will address the scientific, economic, environmental, and political issues involved in plastics recycling. Following an introduction to the chemical structures and properties of commodity plastics, we will discuss the actual recycling of plastics in municipal waste including the problems faced in collection and sorting of plastic waste and recycling economics. Then we will address the commercial applications and properties of recycled plastics and why they generally have inferior properties to virgin materials, which significantly reduces their market value. Finally we will look at biodegradable alternatives to oil-based materials as well as some options to plastics recycling, including land filling, burning for power generation, and monomer reclamation.
FSNA 158. What is Making and Manufacturing Today and Why is Innovation Part of the Story?. 4 Units.
The rise of the creative class into the world of “making” has resulted in new economic models, new definitions of manufacturing, and new ways of working. “Making” is inclusive of a wide variety of activities, from the arts and crafts, to woodworking, to high technology integrating with traditional craftsmanship, to products with embedded sensors in traditional materials, to the use of 3D printing of everything from polymers to metals to chocolate. Within all of these approaches, “innovation” is often the buzzword, the common denominator. What does innovation mean in this context? Are innovators and makers today any different from the innovators and manufacturers of the past? What role does science and math have in making and manufacturing? Through both a hands-on and historical approach, we will explore the commonalities between today’s makers and yesterday’s manufacturers, and arrive at an understanding of innovation and apply this understanding to a project that could continue throughout your time at CWRU.

FSSO Courses

FSSO 110. Conflict and Cooperation. 4 Units.
Why is it that when cooperation seems so likely, conflict breaks out? Or why at other times when conflict looms, cooperation wins out? This course explores the social and political complexities of this basic human condition. Through seminar discussions of classic readings, the course will introduce students to the basic social science concepts and theories used to explain conflict and cooperation. In addition to general knowledge, the course will also allow students hands on experience. Classroom time will be dedicated to simulating the decision making and negotiating dynamics which lead to cooperation or conflict. Studies will include individual, historical, and international cases. Graded projects will include small group negotiation and decision making exercises as well as individual writing tasks.

FSSO 114. Music in Our Lives. 4 Units.
This seminar will examine the role, meaning, power, and influence of music in our lives. Readings, writing assignments, and fourth-hour events will focus on the following three themes: music is important, everyone is musical, and there are many uses of music and ways to be musical. Topics include the Cleveland music scene, the use of music in political movements, music in today’s media, and the use of music to heal. This course will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources. It will also include practice in written and oral communication in small groups. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience for first-year students at Case.

FSSO 116. Working-Class Heroes. 4 Units.
This course will focus on the representation of the American laborer in literary and other cultural texts. Beginning our study with mid-to-late nineteenth-century works, we will concentrate on how particularly American ideas about economics, race, and gender shape authors’ depictions of working-class figures, reading both primary and secondary sources. We will examine and discuss historical debates concerning the “hero in struggle” while paying special attention to rhetorics of protest and reform as informed by literary modes such as Sentimentalism, Naturalism, Realism, and Modernism. Throughout the course, we will pair the literary and historical readings with pop-cultural representations of working-class figures, viewing films, listening to music, and analyzing visual arts both in class and on visits to Cleveland cultural institutions. Writing Requirements include short critical response papers, two longer papers, and a final project accompanied by class presentations.

FSSO 119. Philanthropy in America. 4 Units.
This four-credit course provides an introduction to various dimensions of philanthropy and volunteerism. Using the seminar format and an array of interactive activities, we will conduct a broad but intellectual inquiry into the systems and ethics of giving time and money to charitable causes. In four units of inquiry, we will consider the giving traditions that have influenced American culture and society since its colonial days. We will examine the role that the Third Sector (also known as the Independent or Nonprofit Sector) plays as an agent of social change in a functioning democratic republic. We will explore the nature of donors and volunteers and take a critical look at the missions and goals of a cross section of nonprofit organizations. We will wrestle with ethical issues related to philanthropy and consider the giving patterns of different social, religious, and ethnic groups. We will also turn our collective thinking to how the nonprofit sector might better serve the social needs of the nation and the world. At the end of the semester, we will reflect on how our ideas about philanthropy have changed over the course of fifteen weeks.

FSSO 120. Poverty and Social Policy. 4 Units.
This course has two major foci: poverty and social policies designed to ameliorate poverty. Sociologists in the United States and in other countries have made major contributions to studies of poverty. They have primarily focused on income-based poverty, but more recently, have also studied other forms of poverty. In this class, we will examine different conceptualizations and measures of poverty. We will then examine short-term and long-term poverty experiences and their potential consequences. We will then turn to explanations of poverty: why are some individuals more likely to experience periods of low income than others? While the United States will be the focus of the course, we will contrast the experiences of other countries. The second component will be an analysis of social policies designed to ameliorate poverty. In particular, we will examine the development and retraction of welfare states and other social policies, the various goals of social policy, and the different impacts social policies have had on individuals, families, other groups, and the country overall. This discussion will reflect on experiences of other countries.
FSSO 122. China in Modernization. 4 Units.
This four credit-hour course provides an introduction to various dimensions of modernization in contemporary China, especially cultural and social changes such as consumption, education, migration, and tourism as a result of economic reforms, trade expansion, foreign investments and technology transfer, especially the development of information technology. The seminar will also assess the impacts of these changes on various aspects of globalization and vice versa. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading relevant material, and will include practice in written and oral communication in discussion forums and small groups. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information on literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience at CWRU.

FSSO 123. Ten Developments That Are Shaking The World. 4 Units.
This seminar is an introduction to some of the most important global developments of our times. We will examine these events through political, historical, economic, cultural, sociological, scientific and ethical lenses. Readings will come from a wide-range of sources, and assignments will include exercises in written and oral communication. The professor will choose the first three global developments to be investigated as well as the relevant readings. His topics will most likely be the proliferation of nuclear weapons, the rise of China as a great power and the fiftieth anniversary of the European Union. Each of the remaining seven will be chosen by small groups of students, who will assign the readings and run the sessions for their respective topic. Possible topics include the global food crisis, genocide and the failure of the world community to stop it, global warming and the growing gap between the world’s rich and poor.

FSSO 126. Religion and the Ethics of War. 4 Units.
Although war is a highly rational, organized and purposeful affair, it also is the most destructive and bloody of human activities. For this reason, war and warfare has always been subject to various religious and moral restrictions. As technology has developed, the conduct of war has changed and the definitions of just and unjust war, as well as what it means to fight justified, have undergone profound changes. This course looks at war and warfare from a variety of angles and examines how various religious and moral thinkers have tried to define just war, and create guidelines for fighting a war justly. At the end of the semester, the course looks at the moral challenges presented by new technologies and new concepts of war.

FSSO 128. Movers and Shakers: Leadership. 4 Units.
"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has" (Margaret Mead, 1901-1978). This seminar is about understanding what enables people to make a generative impact on the world. Students will explore the socio-emotional and motivational characteristics of effective leaders and their ability to create positive change. Students will also be encouraged to develop their own theories of leadership and to explore their personal approaches to making a difference. The seminar will profile leaders from different occupations and walks of life. Seminar sessions will feature assigned readings on leaders and change agents, class discussion on what drives movers and shakers, and individual and group presentations on class members’ emergent leadership perspectives. A key objective of the seminar is the development of critical thinking skills, writing skills, and verbal skills. Consequently, the weekly class readings, reflection papers on class readings, class discussions, class presentations (individual and group), and final project are vital features of the seminar experience. Students will be expected to leave the seminar with a grounded perspective on leaders and leadership, and the ability to articulate their own personal views on making a difference in the world.

FSSO 132. Legal Lessons in Poems and Plays. 4 Units.
This First Seminar will focus on law-related practical and philosophical lessons learned through poems and plays. At its core is the belief that by studying law in literature, students can become better thinkers and writers, readers and speakers, as well as better participants in civic affairs. This seminar will broaden and deepen students’ understanding of the presence of literature and human nature in law and society.

FSSO 136. The Founding Fathers. 4 Units.
Americans often disparage politicians and U.S. political institutions, like Congress and the Presidency. Nonetheless, the same Americans often revere the men and women who founded the country and designed the political system that seems to give us so much trouble. This four credit-hour course explores American political thought from our country’s founding to the present through the prism of the founding fathers. It will be characterized by intense yet open-ended intellectual inquiry into all of the contradictions inherent in the writings and lives of the founding fathers and contemporary American politics, guided by reading from primary as well as secondary sources.

FSSO 140. Working-Class Literature. 4 Units.
In her volume, Silences (1978), writer Tillie Olson refers to the relationship between social class and literature as "the great unexamined." This statement still largely rings true, despite the continued production of novels, films, and poems depicting the working-class, and despite the unprecedented growth in recent years of America’s working class. In this course, we will examine the relationship between social class and literature, reading narratives written by and about laborers in the hopes of understanding the complexities of working-class life in America, including the intricate ways in which economic status mediates one’s sense of identity. Beginning our study with mid-to-late nineteenth-century works, we will consider ideas about economics, race, and gender that have shaped and that continue to influence the depiction of the working-class. Throughout the course, we will pair literary and historical readings with pop-cultural materials, viewing films, listening to music, and analyzing visual arts both in class and on visits to Cleveland cultural institutions such as the Western Reserve Historical Society and the Maltz Museum of Jewish History.
FSSO 143. Living With and Making Decisions Concerning Injustice. 4 Units.
Injustice. What do you think of when you hear that word? There are all types of injustice in this world, and chances are that during our lifetime we will either find ourselves in a position or system of power, perpetrating injustice on others; or in a position or system of supposed impotence, a subject of injustice. What are our choices? How will we respond? In this course we will examine the topic of living with and making decisions concerning injustice using, as an example, the specific injustice of slavery, examining the lives and decisions of both a famous slaveholder and two not-so-famous slaves; and learning from their lives and decisions how we might, ourselves, live with and make decisions concerning injustices we face in our lives.

FSSO 145. Berlin in History, History in Berlin. 4 Units.
From its emergence as a fishing village in the sandy marshes of the eastern frontier of Germany, to its 21st-century role as a cosmopolitan metropolis, Berlin has embodied the arc of change over time in human society. This course uses the history of the city of Berlin as the lens through which to contemplate the complexity of human social and cultural arrangements, their expression in economics and politics (including war), and the imbrication of human cultural and social constructions with the "natural" world. We will read books and articles about the history, culture, economy, and politics of Berlin, primarily from its establishment as the capital of new German Empire in 1871 to the present. We will view films that introduce us to the manic energy that Berlin represented in the transition to modernity. We will visit local museums that house examples of the material culture of Berlin, from the Cleveland Museum of Art to the Rock and Roll Hall of Fame and Museum. We will listen to the music of Berlin, from the baroque of the Brandenburg Concertos to the heavy metal of the Skorpions. And we will learn its history, from fishing village, to court city, to imperial metropolis and industrial engine, to divided symbol of the Cold War, to de-industrialized center of art, government, education, and incubator of high-technology. This First Seminar will prepare students to pursue their undergraduate degrees grounded in thinking about places in time, about change over time, and about human creativity, while preparing them to write and speak about their arguments with clarity and grace.

FSSO 146. The Past and Future of Art, Architecture and Museums in Cleveland. 4 Units.
During the gilded age, Cleveland became one of this country's most powerful centers of business, industry, and political power. For example, John D. Rockefeller, who started his business career in Cleveland, became the wealthiest individual in human history, and Mark Hanna, the leader of Cleveland's Republican political machine, selected and engineered the election of eight Ohio-born Presidents of the United States, setting a state record which is still unbroken. As late as the 1930s, Henry Luce located the headquarters of Time, Life and Fortune magazines in Cleveland; and the Terminal Tower, the nexus of the vast, sprawling railroad and real-estate Empire of the Van Sweringen Brothers, was the country's highest building outside of New York. This class will examine one of the by-products of this accumulation of power and money: the flowering of art and culture in Cleveland during the early 20th century, and the creation of notable cultural institutions, such as one of this country's finest symphony orchestras, one of its top ten art museums, a major university, and an array of other notable entities, many of them housed in buildings of architectural distinction. The class will also examine the economic, cultural and intellectual decline of Cleveland in the second half of the 20th century, and recent attempts to reverse this trend through intensive efforts to revitalize University Circle. In addition to classroom sessions, the course will include field trips to the Cleveland Museum of Art, the Western Reserve Historical Society, and the Museum of Contemporary Art, and an architectural tour of downtown Cleveland. The class will be centered on three interrelated questions: What makes a great city? How can the artistic and cultural life of a great city be developed and sustained? How can the social and economic collapse of a great city be reversed?

FSSO 147. Critical Attitude. 4 Units.
In his essay, "What is Enlightenment?" Immanuel Kant said enlightenment begins with the courage to use your own understanding -as opposed to following the mindset of your parents, teachers, or ministers. Two hundred years later, the great French social historian Michel Foucault called the Kantian idea of enlightenment, "critique." For Foucault, the essential is a critical attitude. In this seminar, we pursue the thread of a critical attitude focusing on three areas of your life: culture, work, and school. For reasons we will see, politics will remain in the background, as the un-broached dimension. The month on culture is called "osmosis," the month on work "treadmill" and the month on school "brainwash." In this dark(ly humorous) course, we join selected readings in the tradition of critical theory with contemporary and classic films. And we visit local cultural institutions, and events -as well as riding through the city with a critical attitude.

FSSO 149. Creativity in the Arts, Sciences, and Engineering. 4 Units.
This seminar will have a focus on creativity in the arts, sciences, and engineering. What are the similarities and differences in the creative process in these three different broad fields? How are the creative products different? What are the creative processes involved in these different domains. Are there differences in personalities between scientists and artists? How can we foster creativity in children and adults in these fields? We all read about and discuss the different dimensions of creativity; what makes something creative; what helps people become creative; the role of cognition and emotion in the creative process in the arts and sciences; and mental illness and creativity.
FSSO 151. Border Crossings: Travel, Culture, and Identity. 4 Units.
This seminar will explore the transformative nature of travel, especially in regard to individual and cultural identity. Through seminar discussions, extensive writing and revision, and formal oral presentations, our class will explore how individuals, including ourselves, define themselves in personal, local, and national contexts and how we redefine ourselves and our world as we cross geographical borders. Course texts will include works of fiction, non-fiction travel narratives, films, and scholarly essays that will compel us to question our everyday world and consider matters of cultural exchange and social belonging.

FSSO 152. Decision Making in Everyday Life. 4 Units.
Although social cognition allows us to process vast amounts of information quickly, we are not always aware of the subtle forces that guide our decision making. This course will use a seminar approach to explore rational and irrational forces that influence decision making. We will use a multi-disciplinary approach to decision making, including topics such as personality factors, incentive-based decision making, cognitive biases, automatic information processing, and theories of mind. These topics will be explored using class discussion, writings, and student presentations.

FSSO 153. Reading Social Justice: The Anisfield-Wolf Book Awards. 4 Units.
In this seminar, we will read a selection of poetry, short stories and books and use them as a framework to explore questions related to understanding tolerance, social justice and diversity. We will begin by establishing a definition of and methodology for addressing these issues in our discussion and writing, and build upon them as the semester progresses. Much of the fiction and nonfiction we will read will be by winners of the Anisfield-Wolf Book Awards. In addition to our reading, we will also analyze and discuss a selection of films, art works and music related to our theme. Our Fourth Hour experiences will include attending the Awards ceremony in September, visits to cultural institutions within University Circle, lectures and guest speakers. While the primary goal of the class is to help students develop their critical thinking and writing skills, it is also intended to introduce them to a vital, Cleveland-based literary institution. By engaging the themes, texts, and authors of Anisfield-Wolf, students will have a deeper understanding not only of contemporary literature, but the importance of social justice to a liberal arts education.

FSSO 158. The Symphony Orchestra-Cultural Treasure or Outmoded Symbol?. 4 Units.
In measuring the cultural profile of a metropolitan area, the presence of a successful symphony orchestra is often used as a model to determine culture sophistication and refinement. In recent years, however, the model of the orchestra has encountered significant challenges. Using the world-renowned Cleveland Orchestra as a paradigm, this seminar will examine the role of the orchestra in ascertaining a city’s cultural health. Topics of discussion, oral presentations, and writing assignments will address the historical legacy of the classical orchestra; traditional concert-going etiquette and its relevance in 21st-century culture; how orchestras have handled recent financial trials; and defining the importance of the orchestra in today’s urban society. Students will have the opportunity to attend orchestral concerts during Fourth Hour, and occasional guests from the Cleveland Orchestra and other University Circle institutions will provide a direct cultural perspective.

FSSO 160. Brazil Inside and Out. 4 Units.
In this seminar we will engage in the exploration of Brazil’s history, society, and culture from a multidisciplinary and comparative perspective. Host of the latest Soccer Cup and Summer Olympics, Brazil is one of the largest and most diverse countries in the world, as well as one the largest economies and democracies. Known by its natural beauty and resources, tropical climate, vibrant culture and friendly population, the land of soccer and Carnival is also marked by inequality, poverty, corruption, and violence. Due to this complex, challenging and fascinating profile, Brazil defies easy categorizations and provides a unique context for the development of essential academic skills. Over the course of the semester, you will have the opportunity to read, analyze and discuss relevant academic sources, news articles and audiovisual materials, like music and films; learn and experience first-hand basic aspects of Brazilian language and culture, including food and music; and interact with Brazilian students and faculty on campus.

FSSO 161. The Craft of Cloth: Textile Production Since the Industrial Revolution. 4 Units.
What counts as hand made? Since the Industrial Revolution, modes of production have been increasingly mechanized to ensure efficient production involving fewer skilled workers. Opposition to industrialization has existed since the earliest moments of the Revolution, when skilled stocking knitters destroyed stocking frames, a technology meant to replace them by putting the ability to create stockings in the hands of unskilled laborers. Today, we find ourselves in the midst of a hyper-technological age, but with an increasingly vocal artisanal subculture valorizing the artist or crafts-person who creates unique goods by hand. Our class will explore the tensions and sympathies between industry and craft, the machine and the hand, technology and the imagination. We will focus our inquiry on the production of cloth, since it was the need to produce cloth more efficiently that motivated the Industrial Revolution’s earliest technological innovations. We will consider the human relationships and institutions that support the production of textiles and cloth (especially silk and cotton) and which, in turn, create global and local economies that influence social organization. This seminar will be discussion based and writing intensive, and will include field trips to a local clothing factory and to the art museum to see and analyze historic fabrics. We will also speak with local fashion and textile designers. Students will experiment with knitting, weaving, or a cloth craft of their choice in order to participate in the technical—and creative—side of cloth production.

FSSO 183. The Phoenix Effect: Fire and Revival - Holocaust and Heroism. 4 Units.
The state of Israel’s official Holocaust commemoration day is named: “Yom HaZiqaron LaShoa V’LaG’vura,” Memorial Day of the Holocaust and Heroism. Why? What characterizes heroic acts? Is it physical resistance? Spiritual or religious strength? How about writing poetry, diaries, letters never to be mailed? Perhaps drawing or painting? Music and theater? Students will define heroism, and through research and analysis examine different types of heroism of the Holocaust. They will study how people living under the Nazi reign used art as a form of resistance, and how spiritual resistance manifested itself in religious practices (perpetuating religious beliefs at any cost). Music, art, clandestine writings, diaries, poetry, and literature will be explored. Students will present their research both orally and in writing.
FSSY Courses

FSSY 106. Trauma and Memory: Modes of Remembrance and Representation. 4 Units.
The twentieth century has often been referred to as a traumatic century, characterized by unprecedented and unimaginable acts of violence. Traumatic events have engrafted themselves into both individual and collective memory structures. Not surprisingly, trauma studies have become a central topic of investigation across disciplinary lines. Yet much of the field is still negotiated. We will try to recreate this ongoing discussion in our classroom, when learning, talking, and writing about trauma and its remembrance. The goal of this writing-intensive seminar is to give insight into the topic as well as introduce students to academic research, life, and expression. At first we will familiarize ourselves and take part in some fundamental debates: the distinction of memory and history, false memories, individual and collective memories, as well as the definitions of trauma across the disciplines. We will then have a closer look at the difficulty faced by researchers who grapple with trauma and its remembrance. In a final segment we will analyze representations of traumatic memories in public spaces, literature, and the visual arts.

FSSY 110. The Greek Hero Since Antiquity. 4 Units.
The Greek Hero and Heroic Culture since Antiquity: the Classical Tradition in Literature and the Arts is the specific topic of this seminar. The influence of ancient Greece on subsequent Western civilization has been profound. This course focuses on the impact of Greek mythology on the literature and arts of five later periods: the Middle Ages, the Renaissance, the Baroque, the Revolutionary Age (1750-1848), and the Modern period. While there are many aspects of Greek mythology that we might investigate, the story of the Trojan War will serve as a central, unifying myth for exploration. The concept of the hero evolved considerably between the time of Homer and the time of Euripides; yet, the Homeric heroes continued to appear in literature and the arts from ancient times onward. How has the concept of the hero inherited from Homer changed in literature and art since antiquity? Does the word "hero" still have value? Are there relevant and meaningful applications of this very specific Greek word outside literature and art in our time? These are just some of the questions we shall consider in our study of the Greek Hero and Heroic Culture since Antiquity in literature and the arts.

FSSY 112. Shakespeare - Still a Hit. 4 Units.
What is the enduring appeal of the works of William Shakespeare? Not only are the plays themselves popular today; there are also many film versions and adaptations, some recent and some dating back to the early days of cinema. In this First Seminar, students will read approximately six Shakespeare plays, including at least one history, comedy, and tragedy. In addition, they will view at least one film version or adaptation of each play. With the help of Kelvin Smith Library, the films will be made available on streaming video with password-protected access, enabling students to view them when convenient and as often as necessary. Since this class (like all First Seminars) is writing-intensive, students will complete four formal essays as well as frequent in-class writing activities. There will also be in-class readings from the plays, discussions of the various film adaptations, and one or two short oral presentations or activities.

FSSY 113. Movies and Meaning. 4 Units.
This course explores methods for interpreting films. To interpret a film is a more aggressive and creative activity than is simply viewing one. How do critics and researchers of cinema "make meaning"? What strategies do they use? How does one mount a film interpretation that is both novel and persuasive? The course will emphasize close reading of films as, each week, we screen a film and together discuss what meanings we can infer from it. Also each week, we'll read an essay that offers an interpretation of the film. We'll analyze the reading in light of our sense of the film under consideration. Students will write short essays, approximately one every two weeks, in which they analyze the rhetorical and interpretive strategies of a given film analysis. Students will share their essays with the class, and these readings will serve as bases for class discussions. Final writing projects will consist of student interpretations of a film. At least twice during the semester, the class will, in substitution for the weekly required evening screening, attend a film off campus--either at the Cleveland Cinematheque or at the Cleveland Museum of Art. The course emphasizes writing instruction and discussion in a seminar format. There will be required evening screenings each week.

FSSY 119. Art, Music and The Museum. 4 Units.
This four credit-hour course provides an introduction to art, music, and the museum, particularly the intersections between and among these three subject areas. Formal training in these disciplines is not required. The course will be characterized by intense yet open-ended intellectual inquiry and guided by readings and the experience of artworks from a wide range of styles and cultures. A strong emphasis will be placed on academic writing. The goals are to enhance basic intellectual skills including critical reading, thoughtful analysis, and written and oral communication (including PowerPoint presentation); to introduce basic information literacy skills; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive intellectual experience for first-year students at Case.

FSSY 131. Death and Representation. 4 Units.
This four credit-hour course will explore the ways death has been represented in visual culture, from ancient times to the contemporary epoch. Can death, something abstract and never directly experienced, ever be represented? Throughout the ages, how have artists, patrons, and viewers influenced the imagery of death, and how, in turn, have they been influenced by it? The course includes multiple visits to the Cleveland Museum of Art, the Natural History Museum, and the Museum of Contemporary Art.

FSSY 137. Cultural Representations: Ideologies, Images, and the World. 4 Units.
Narrative forms, such as myths, folktales, novels, films, and the media make significant contributions to the varied ways that people understand and imagine the spatial structures of the world. Specifically, this course will help you a) to develop an understanding of how narratives and the media have an impact on the ways we come to terms with geopolitical regions and how geopolitical regions are invented and imagined; b) to point out and address geopolitical assumptions, over-generalizations and to engage concepts such as the 'East' and 'West.' etc. critically; c) to analyze travel narratives, films, and current media representations of certain areas of the world and situate your observations into a wider set of theoretical problems; and d) to develop a set of reading skills that will help you to decipher texts (both primary and secondary) so that you can formulate productive questions and articulate your intellectual discoveries in a compelling way.
FSSY 141. "Renaissance" Men and Women: Polymaths from Late Antiquity to Leonardo Da Vinci. 4 Units.
The term "Renaissance man" is often used to refer to a polymath, someone whose expertise spans numerous and diverse subject areas. Leonardo da Vinci (1452-1519), perhaps the most famous polymath of all, was an artist, scientist, engineer, musician, and indeed a man who lived during the Renaissance. Yet already in late antiquity and the Middle Ages many of the great thinkers were polymaths, and they were not all men. This course examines the intellectual contributions of Leonardo da Vinci and two earlier polymaths: Saint Augustine (390-430CE), a north African bishop, philosopher, and theologian who became a Doctor of the Church; and Hildegard of Bingen (1098-1179), a German nun who was a composer, philosopher, herbalist, and mystic visionary. Through discussion of writings by these three figures and of secondary literature about them, the course explores their intellectual diversity and the cultural forces that shaped them. It also examines what it meant to be a polymath at various points in history, why polymaths have become associated with the Renaissance and with men specifically, and why there are relatively few polymaths today.

FSSY 146. Doc Talk: Language & Medicine. 4 Units.
This course explores the role of language in constructing, experiencing, treating, and understanding the states we call "health" and "illness." We will ask questions such as: Why do we fight cancer but mend broken bones? When (and how) do some experiences (e.g., sadness, hunger) become symptoms of disease? Why do doctors ask where it hurts rather than when or how? Is there a difference between saying that a patient is "med compliant" and that she has "taken her prescription medicines"? To answer these questions (and to ask dozens more), we will read primary research on medical language, visit several of Cleveland's nationally renowned cultural institutions, and discuss the symbolic and social meanings of a variety of medical terms, images, objects, and patterns of communication.

FSSY 147. Art and Physics. 4 Units.
The twentieth century's advances in physics, from relativity to quantum mechanics and string theory, have offered distinctly new ways of looking at ourselves and the world around us. It is no surprise that they have equally impacted different branches of the arts, revealing new possibilities for what to represent and how to represent it. This course intends to explore this relationship between physics and art by taking two of those signal advances -- Albert Einstein's theory of relativity and Werner Heisenberg's uncertainty principle -- and considering how they inflect artistic models of expression such as painting (Cubism), music (atonal composition), and literature (postmodern metafiction). Our goal is not to trace specific trains of influence (although they do exist) so much as to consider how parallel developments in the sciences and the arts emerge contemporaneously, and on that basis to reconstruct the conversation between them. We will try to ask what each of these discursive models has to say to the others, and how the apparently unbridgeable gap between science and art might find some points of common contact.

FSSY 154. The Imagination Project. 4 Units.
For the first years of our schooling, we are taught to play make-believe. Then, we are taught to understand facts. Whatever happened to the imagination? What is it? What are the theories that help to explain it? And what is its place at a research university? In this class, we will read, talk, think, and write about the purposes and scope of the human imagination, which is often understood as the symbolic realm of images and ideas that exists as part of our mental life. We will look at how the imagination has been understood by various thinkers and artists, and we will consider how the physical world interacts with the imagination in stories, music, film, and scientific ideas. Even though we may think that imagination means "something from nothing," it is much more complicated and collaborative than that, as we will see in our examination of larger imaginative projects such as the Sistine Chapel, Star Wars, Legos, and Disney World. We will examine the role of the imagination in as many disciplines as possible, including physics, sports, fantasy, politics, and the media. As we interrogate these sources, we will learn the basic tenets of argument and research that will help you in your upcoming SAGES courses. Are there imaginative practices that can help us succeed here at Case? How can we turn our own imaginations into reality?

FSSY 157. Pursuits of Happiness. 4 Units.
What is Happiness? And why do Americans consider its pursuit a self-evident, inalienable right? To what extent is happiness a component of the American Dream? How have writers used stories to illustrate the possibilities and limits of this ideal? This course examines the various ways that thinkers have defined happiness, using both theoretical frameworks and literary examples. Students will carefully analyze the validity and utility of these models, selecting elements to construct their own personal philosophies of happiness.

FSSY 158. Ecology in American Literature and Film. 4 Units.
How can American literature and film help us understand environmental issues? This course will explore that question by investigating several of the foundational texts of the ecology movement in the United States. Many American authors and directors are sensitive to the natural beauty of the American continent and, therefore, emotionally and spiritually affected by environmental destruction. Scientific and political questions will be important for our inquiries, but we will emphasize the cultural and spiritual aspects of environmental thinking. While science strives to understand nature and provides data documenting environmental conditions, and politics should propose pragmatic solutions, the will to act on scientific facts or political ideas requires emotional and ethical engagement, which literature and film particularly stress. The expressive content and moral messages in literary memoirs and films complement scientific work and politics by allowing us to reflect on an obligation to preserve the natural environment. Consequently, this class will consider environmental awareness and the human connection to the natural world by examining writers' experiences. Our exploration will also consider dystopian stories that imagine where environmental disasters might lead. Possible texts include Walden, Desert Solitaire, A Sand County Almanac, and movies like Jeremiah Johnson, Into the Wild, and Wall-E.
UCAP Courses

UCAP 390. Conservation of National Parks and Protected Areas: A Service Learning Capstone. 3 Units.
This capstone course explores environmental conservation with a focus on protected natural areas and community engagement. Limited to a small group that meets in weekly seminar, the course investigates the often competing interests of ecosystem protection, private development, historic preservation, and public use. A vital part of the capstone is a service learning trip during break when students travel to a National Park or other protected area to contribute to conservation efforts and to gain hands-on experience with environmental management activities. Each student chooses an issue relevant to protected areas to investigate throughout the semester and writes a significant paper about that issue, utilizing the service learning trip experience to deepen their understanding and analysis of the issue. At the end of the semester, each student makes a public presentation of his/her work. Counts as SAGES Senior Capstone. Prereq: Passing letter grade in a 100 level first year seminar in USFS, FSCC, FSSO, FSSY or FSCS

UCAP 395. SAGES Capstone Experience. 1 - 6 Unit.
UCAP 395 affords students the opportunity to pursue a capstone experience outside the constraints of SAGES capstone courses offered by individual academic departments. Students must identify a project, a mentor and an oversight committee. If the mentor is not a Case faculty member, then the student must also identify a faculty advisor who does hold such an appointment and who will serve as the instructor of record. A capstone experience can take various forms but must include certain elements: critical thinking, regular oversight by the project advisor(s), periodic written and oral reporting of progress, a final written report which describes the project activity (which may be a performance, experiment, student teaching, live case analysis, creative writing endeavor, etc.), and a final public presentation. More details about course policies, including procedures for registering, are available via the SAGES office and web site. UCAP 395 may be taken as a one-semester or a two-semester course for 1-6 credits in any given semester and 3-6 credits total. Permit from Director of SAGES required. Counts as SAGES Senior Capstone.

UCAP 395A. Engage Cleveland Capstone Experience. 3 Units.
This community-based capstone provides a unique opportunity for students to learn about and become involved in community issues in greater Cleveland. Limited to a small group of students, the capstone weaves together hands-on experience and academic inquiry through which students learn about urban issues, community engagement, and about themselves as leaders and advocates for social change. The capstone has two parts - a summer community-based experience (non-credit) followed by a fall semester academic capstone course (3-credit), which utilizes and builds upon the summer experience. Counts as SAGES Senior Capstone.

USNA Courses

USNA 204. The Evolution of Scientific Ideas. 3 Units.
Scientific understanding has evolved over the years. There are very few beliefs about the natural world that have remained intact over the past few centuries, or even the past few decades. The chief goal of the course will be to give students an understanding of how scientific ideas change and how newer ideas supersede the old. Questions to be investigated include: What is Science? How do disciplinary scientific communities (physicists, chemists, biologists, etc.) form and identify themselves? How does the community of scientists within a discipline come to a consensus that it is time to adopt a new paradigm: What scientific, social, political, and cultural factors come into play during the periods of transition? The course will be in seminar format. The students will be given opportunities to explicitly develop critical thinking skills (the specific skills to be developed will be selected by the class from an explicit list) and writing and speaking skills. Class meetings will be used to share their research results and to study the assigned texts and papers. The students will be required to demonstrate their understanding in a variety of ways. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 211. Einstein, Space and Time. 3 Units.
This course will explore the profound changes in our conception of space and time brought about by Einstein's theories of special and general relativity. As a University Seminar, it will also integrate writing and discussion about these topics into the class and explore the philosophical and technological context in which the ideas were developed. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 216. Fuel Cells--Reality, Prospects and Myth. 3 Units.
Fuel cells have been recently identified as a key source for non-polluting, oil-independent energy in the future. In this course, we will study and critically analyze the prospects, barriers, and impact of broad implementation of fuel cells, focusing primarily on the transportation sector. Major topics of the course include: (i) World and U.S. energy outlook; (ii) Potential role and impact of fuel-cells, their advantages, limitations and prospects for improvements; (iii) Alternative fuels--source, availability, distribution and cost; (iv) Potential political, public policy, economic, and environmental impact of large-scale implementation of fuel-cells technology. The course is designed for students from all disciplines. Students will be expected to read assigned texts and articles and critically analyze statements and points of view presented. Quantitative analysis is expected where appropriate. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 220. Suburban Landscapes: Nature, Technology, and Culture. 3 Units.
This course will examine suburban neighborhoods by focusing on the design of technology and nature in these spaces. The way that people understand and operate in the world is so entangled with values and assumptions that the physical shape of the world cannot be separated from human culture. In this sense, suburban landscapes are not simply neighborhoods but also examples of culture. The form of the land and the technologies in the suburbs are continually reshaped to correspond with the cultures of the people occupying those spaces. By studying suburban landscapes we can see how the ideas in people's heads become part of the physical world in which we live. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 222. Critical Science Fiction. 3 Units.
The emphasis of this seminar will be on developing skills of critical analysis of science fiction. A goal of the course is that the students will be able to distinguish plausible from impossible when they read their next science fiction book or watch a sci-fi movie. Upon completion of the course, the students should be well equipped to recognize scientifically unrealistic assumptions and statements in pseudoscientific books, movies, TV programs and other mass media sources. The course will be sufficiently flexible to allow coverage of topics that are proposed by, and interesting to, students, or the topics which would arise during discussions. The course will encourage open-minded approach to understanding controversial areas, as well as emphasize the great achievements that humankind made in the short historical period of our civilization. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 224. Food, Farming, and Economic Prosperity. 3 Units.
Intended to challenge conventional thinking about “progress”, this course will examine the evolution of food production and consumption in the U.S. over the past 50 years. We will begin with the topic of food, itself. We will explore fundamental questions such as, What is food? Why should we care? Where does food come from? Why does it matter what we eat, and equally important, what we eat eats? Students will explore their own eating habits by keeping a journal of what, when, where, and how they eat. Discussions will focus on the social, cultural, nutritional, and technological aspects of food. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 226. Evolution of Human Behavior. 3 Units.
Human behavior is a result of the complex interplay between our genes and the environment, both of which have been shaped by evolutionary forces over millions of years. To what extent does natural selection shape our behavior today? Are humans naturally monogamous? Why do conflicts arise even in our most intimate relationships? Is human behavior ultimately in the service of reproductive success, ensuring that our genes are passed into the next generation? This course reviews the history of evolutionary theories of mind and behavior, as well as current ideas about the ecological and genetic components of behavior. We will examine key principles of neurobiology, sociobiology, and evolutionary psychology to critically evaluate evolutionary interpretations of human behaviors, including those comprising cultural traditions and social institutions. Specific topics to be addressed include human mate choice, parenting strategies, interpersonal conflict, and altruism. The course is structured as a seminar, with emphasis on discussion and formation of logical arguments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 228. Time. 3 Units.
This seminar course will explore the nature of time from many stances, including those of Psychology, Biology, Technology and Philosophy. Yet time is central to Physics, and in Physics we will orient our explorations of time. Our understanding of time has sharpened a great deal in the last few centuries, the most obvious markers being Newton's Absolute time, which remains entrenched in modern culture, and its subsequent physical overthrow by Einstein's relativity. Given the physical primacy of Einstein's time, many questions arise: How malleable is the concept of time? Is there a fact of time? Can the present be defined? The past? The future? The successes of modern Cosmology lead us to ask: Was there a beginning of time? Will time end? The symmetry of fundamental physical laws with respect to the direction of time, counterpointed by asymmetric phenomena, lead to: Is there a master arrow of time? Is the flow of time an illusion? In this course we will investigate what “Time” is telling us about the natural world and ourselves. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 237. Landscape History and Conservation. 3 Units.
Human history is intimately intertwined with the natural landscape on which it occurred. From coastal preserves and their beach communities to Midwestern farmland and the preserved site of Thoreau's Walden Pond cabin, and at places like the Grand Canyon, the American landscape itself holds many clues to our country's natural, ecological, and cultural history. This course will investigate the lived landscape in two ways (which have a multitude of shades to them): as a place where humans shape the natural for their own memorial, productive, and aesthetic uses, or as a natural place that humans set aside or conserve. We will read landscape history and conservation theory, and we will consider global practices of conservation through UNESCO's World Heritage Sites. Class work will entail a process-oriented project on the Cleveland landscape, which students are encouraged to approach through the lens of their major. We will visit the Wade Oval and the cultural gardens of Rockefeller Park as an example of current conservation practices working to protect the natural and cultural value of the local landscape. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 240. Technologies of the City. 3 Units.
Based on the premise that cities are never “finished,” and constantly being remade, the University Seminar, Technologies of the City, will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as electricity, water and sewage systems, streets bridges, and subways. Technological innovations, such as the automobile, will receive special consideration. We will move from geographically and temporally to visit the world’s great cities, studying examples of significant building projects, such as the Brooklyn Bridge, the Chicago World’s Fair, and Cleveland’s first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 245. The Impact of Technology on Society. 3 Units.
There is commonly a lack of understanding and appreciation of how the spread of advanced technologies (the artifacts of engineering) has led to economic, social, and political changes on a global scale. As a result, young people do not think that careers in science and engineering are rewarding and useful or do they think of technology as one of the most powerful forces for social change. Furthermore, in a world where advanced knowledge is widespread and low-cost labor is readily available, U.S. advantages in the marketplace and in science and engineering have begun to erode. We want to be able to compete in the world. Economic growth is driven by technological innovation. Societies that foster it lead the pack, while others lag behind. An enlightened citizenry is essential both to support and to engage in new developments in science and engineering. Insights will be given on how engineering innovations develop and have changed the world, both good and bad and, hopefully, it will be clear that engineering is essential to meet many of the major global challenges of the future. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 247. Epidemics in Human History. 3 Units.
This course will examine the role of epidemics (of all types) in human history. Disease has shaped our society in many ways and continues to do so. Despite the plethora of antibiotic and antiviral drugs since 1940, 90% of the decrease in (First World) infectious disease is due to simple public health measures and better hygiene. But overuse of antibiotics is increasingly causing the rapid evolution of “superbugs” that threaten new plagues and epidemics. Both historical and modern epidemics of plague, smallpox, Salmonella, cholera, tuberculosis, and HIV/AIDS will be examined. The interaction of these epidemics with societies and how the epidemics influence society, cultures, art, and literature will be major topics of discussion. The course is primarily discussion with short student presentations. In addition, 3-4 short “Front Lines” talks by and discussion with CWRU and University Hospital clinicians will explore today’s realities of epidemics, infection, and antibiotic resistance in the United States, Uganda, South Africa and elsewhere. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 249. Restoring the Great Lakes: Opportunities and Challenges. 3 Units.
This seminar will focus on the issues and methods of restoring the Great Lakes, with particular emphasis on public action and decision-making processes. Students will learn about the environmental history of the lakes, as well as current challenges to improving water quality and related aspects of the ecosystem. Technical experts, field trips, and other informational resources will enable seminar participants to engage in lively debates on the best ways to address those challenges. Opportunities for observation of and/or direct collaboration with key stakeholders in the restoration process will enhance students’ understanding of the processes by which key environmental decisions are made and implemented. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 252. The Future of Food. 3 Units.
Since World War II, science and technology have transformed the way Americans produce and consume food. This transformation has been supported by government policies and accomplished through the application of industrial methods in agriculture, food processing, and food delivery. Such methods have allowed a tiny fraction of the American population to produce vast quantities of food products at very low prices for American consumers. But this American diet, while inexpensive, has turned out to be high in sugar, fat, and processed grains that are contributing to chronic disease such as diabetes and obesity. In addition, environmental impacts of confined animal feeding operations, vast monoculture grain production, and global food transport are raising questions about the sustainability of American agribusiness. This seminar will explore the evolution of food production in the United States since World War II and will ask the question: is it possible to nourish the world’s population using nutrition and flavor as guiding principles rather than cost? What is the true meaning of “sustainability” in agriculture? The last third of the course will be devoted to creating a plan for using part of the University Farm to grow food for the University. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 258. Designing Urban Green Space. 3 Units.
In this course, we will investigate the history, theory and practical design of green space in cities. We will focus on types of green space and their community function, relationship to commerce, aesthetics, recreation, ecology, and health in particular. Students will engage in group projects where they locate all underused space in Cleveland (vacant space, gray or brown fields) and will propose a new use for it as green space of some kind. Individual research projects will be related to that site. Lively class discussion and frequent reading responses required. Mandatory field trip to sites in downtown Cleveland. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 259. Bring Out Your Dead. 3 Units.
This course examines the interplay between history and plague outbreaks. Course readings draw largely on the writings and experiences of scientists, physicians, and public health officials. By taking a historical approach to the study of the relationship between human history and the history of disease, students will learn about the development of the scientific method (namely the slow process by which humans learned to identify, categorize, and respond to disease), how science develops in specific historic contexts, the consequence of scientific inquiry, and what humans do when they are faced with imminent death. A tentative list of plagues includes: the Athenian Plague, Black Death, Yellow Fever, TB, Malaria, Influenza in 1918, and AIDS. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 260. Life in the Past. 3 Units.
This course will focus on how we learn, discover, and make conclusions about life in the deep past. What types of life were present? And how can we understand their extinction? A principal focus will be how extinctions in North and South America have affected both the land and its animals and, consequently, the course of human development. We will look at megafauna from the local area in conjunction with the "Extreme Mammals" exhibit at the Cleveland Museum of Natural History, read about the fossil boom, study the Dodo, and look at scientific ways in which animals are currently being re-imagined via technology (computer bone/muscle articulation, eating habits, climate models, etc.). We will also look at the cultural ways in which we view these "dinosaurs" (movies, children's books, museum exhibits) and see if it helps or hurts our scientific and historical understanding of them. At heart, our main question will be: can you really understand a time, space and creature that has been extinct for millions of years? How? Why? And why do these "monsters" hold such fascination for us? Does their disappearance bode well of the human race? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 262. How I Learned to Love The Bomb. 3 Units.
In this course, we will explore the development of the atom bomb and its historical ramifications. Our guides through this history will be the scientists themselves. Our goal will be to understand their work as well as their motivations, travels, internal conflicts, and the consequences of their achievement. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 265. Thinking National Parks. 3 Units.
This seminar provides students an opportunity to explore U.S. national parks and their history of displaying both nature and culture. This discussion-based, writing- and research-focused class requires students to examine a park system that is both extraordinarily popular and ripe with controversy. We begin with several recurring questions: Where did the national parks idea come from? How has the park mission evolved and adapted? Can parks be "read" as texts, and if so, how does our point of view determine what we see? How do parks arrange displays of cultural and natural worlds, and how do they display interactions therein? How can changing park philosophies be reflected in their physical apparatus and infrastructure? Students will participate in regular class discussions, occasionally lead these same discussions, complete formal writing assignments, and develop a final research project. The course readings will alternate between historical and present-day selections, so that we explore the history of U.S. national parks while simultaneously considering challenges and controversies that matter very much today. Early readings will include John Muir and Gifford Pinchot; current trends will be explored in the writings of William Cronon, Alfred Runte, and Jennifer Price, among many others. We will view significant portions of Ken Burns' recent PBS series The National Parks: America's Best Idea. The ultimate "text" for the class, however, is an actual national park. Each student will choose a national park as the basis for their semester-long project. Students will begin with description and history of their park, and then they will explore controversies or other issues in the park, developing their own argument. Next, students will have a chance to play architect/landscaper/park-superintendent, as they propose a change to the park that would address an existing problem or enhance the visitors' experience. Finally, students will gather these pieces into a single coherent project, submitting a 10-15 page final essay as well as producing an engaging class presentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 266. Life After the Death of Print. 3 Units.
Around 1439, Johannes Gutenberg invented the moveable type printing press, a technological development that altered the world by ushering in an era of mass, reproducible communication. For nearly 500 years, print technologies have dominated communications. Scholars have shown that print's ability to disseminate information led to revolutions in art, science and politics. In short, print technologies have largely defined what it means to be a thinking and communicating human being. The emergence of digital technologies has altered communications in ways that are only now being understood. This course examines how developments in digital technologies impact communication practices by threatening print's historic stronghold. Consequently, the course also explores what impact new technologies have on human identity. We will consider the historical development of display technologies (printed materials and digital screens) to understand what is at stake in the move from print to digital communication. We will then investigate current phenomena associated with Web 2.0, including blogs and social networks, in order to understand how our communication choices construct and allow for our public and private identities. Additionally, the course will examine new display technologies, such as iPhones and Kindles, that allow for the possibly constant dissemination of those identities. Finally, we will hypothesize about how digital technologies force us to conceive of human identity differently from the ways that print invites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 270. Alternative Energy Sources. 3 Units.
Alternative energy sources are needed, because of limited fossil fuel resources, increased demand, and environmental impacts. This course will deal with the issues of alternative energy sources. Various sources such as solar (thermal and photovoltaic), hydroelectric, wind, geothermal, ocean thermal, wave, tidal and geothermal energy, as well as energy from biomass will be discussed in order to determine what is practical on a large scale, as well as on the scale of the individual homeowner. We will pay attention to the efficiency of each alternative energy source as well as what limitations exist in terms of extracting useable energy. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 271. Gene, Environment and Behavior. 3 Units.
The goal of this course is to encourage students to be well informed and critical consumers of the media reports about the influence of genes and environment on human behavior. This course involves the book by Matt Ridley titled, “Genome: The autobiography of a species in 23 chapters.” Ridley has a Ph.D. in zoology, worked as a journalist, science editor, and national newspaper columnist. The book devotes a chapter to each pair of human chromosomes. Each chapter focuses on the role of a gene. Ridley’s book was published in 1999; therefore, students will conduct their own research to update each of the chapters in Ridley’s book. The first few weeks of class will be used to provide a background on genetics research through field trips and guest lectures from CWRU genetic researchers. We will have several writing workshops spread throughout the semester to offer “Just in Time” tips needed to write critical evaluations and literature reviews. Each student will present twice during the semester. The first oral presentation will revolve around a summary, critical evaluation, and an update of the human trait presented in the Ridley book on their assigned chromosome. The presentation will be about 15 minutes with 5 minutes left for questions. Students not presenting will be assigned one of the three chromosomes (chapters) covered that day and they will each write a seminar question to pose to the class. In addition, each student will also serve as a reviewer for one of the presentations to provide constructive feedback to the presenter. The second presentation will consist of new material found by each student about genes on their chromosome. They must find another trait on their chromosome and present the most current information available on that trait. In place of a final exam, each student will turn in a research paper on their assigned chromosome. We will build these papers throughout the semester with a series of graded “checkpoint” assignments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 272. The Thames Watershed. 3 Units.
In this seminar, we will investigate the London, England-area Thames watershed and its associated concerns, like urban development, watershed management, aquatic species conservation, and habitat engineering and restoration. A critical part of this seminar will be a spring break field trip to London. On the field trip, we will focus on London’s rivers and their history and ecology. We will study the Lea River Valley (where the 2012 summer Olympic Village is located), the Fleet River and various water-related constructions, such as Docklands, Regent’s Canal, and the Wildfowl and Wetlands Nature Reserve, each from historical and ecological standpoints. Emphasis will be on how humans have treated the watershed historically, from using the rivers as sewers and transportation links, to restoring their ecosystems, as is the current case in the Lea River Valley. Course readings will be a mix of cultural history, London newspapers archives, and scientific studies on riparian corridor management. Students will keep field journals in London and will write an experiential learning essay about how the field trip intersected with the readings we’ve discussed in the seminar. They will also write a 10-12 page research paper on one of the ecological issues witnessed in London and its significance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 274. Science and Religion. 3 Units.
Commentary on the relationship between science and religion tends to take one of the following perspectives: (1) science and religion are incompatible; (2) science and religion are compatible; (3) science and religion are not fundamentally different kinds of things. This class will critically examine each perspective by looking at the history of the relationship between science and religion and the philosophical issues that have arisen therein. We will then use what we have learned to see if we can make progress on contemporary debates surrounding science education. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 283. Cultures of Science. 3 Units.
From the laboratory to the museum, science is a dominant way in which we make sense of the world. This seminar examines the cultures of science. Drawing on the fields of anthropology, sociology, history, and science and technology studies, we explore the interplay, exchange, and fertile ground between “culture” and “science.” We analyze the cultural practices of scientists, the relationship between scientific and indigenous ways of knowing, and ethics of scientific knowledge, as well as scientifically mediated understandings of personhood, nation, legality, and truth. We will consider case studies from the U.S., Latin America, Europe, Africa, and Asia that reflect on contemporary intellectual debates and public concerns. The course considers the following questions: Is science cultural? What does objectivity mean? How are scientific facts produced? Do our understandings of citizenship and the nation have any connection to science? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 285. The Science of Madness: An Historical Investigation of Mental Illness. 3 Units.

Since antiquity the western world’s understanding of mental illness has continued to evolve. This course will examine the trajectory of that evolution, looking at the medical theories that have influenced assumptions about the causes and treatments of mental illness from the early modern era through the twenty-first century. Examples of questions we will investigate include: How we have defined the normal and the pathological in human mental behavior over time? How do we explain the centuries-old correlation that medicine has made between creativity and mental illness? Which past and present psychiatric treatments have been beneficial and which harmful? How did Darwin’s theory of evolution affect theories of mental illness (and how does it continue to do so with the advent of evolutionary psychology)? How have changing philosophies of science affected the research and practice of psychology? How and why do the sciences of the mind—psychiatry, psychoanalysis, clinical psychology, psychopharmacology, the cognitive neurosciences—claim so much scientific authority and exert influence over our lives today? As a frame work for this inquiry, the class will use the concept of paradigm shifts as Thomas Kuhn defines in his classic work, the Structure of Scientific Revolutions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 286. Science and the Paranormal. 3 Units.

From paranormal television programs to the academic study of parapsychology, claims about the “science” of the paranormal abound. This seminar examines the ways in which people have attempted to scientifically explore questions of life after death, the soul, and anomalous phenomena such as ghosts, telepathy, and ESP. The seminar begins by exploring the emergence of psychical research and parapsychology in the late nineteenth century. We then critically analyze a variety of purportedly scientific approaches to the paranormal and analyze their understandings of nature and science. By exploring the claims of paranormal researchers, parapsychologists, and fringe scientists, we will analyze the constitution of science and its demarcation from pseudoscience. We consider a variety of methodological and heuristic tools to distinguish science from non-science such as falsifiability and Occam’s razor and apply them to paranormal claims. We also analyze the criticisms leveled at paranormal research. We ask the following questions. What is science? What distinguishes it from pseudoscience or non-science? What is skepticism? Can there be a science of the paranormal? What understanding of the natural world is the paranormal grounded on? What is the relationship among science, religion, and belief? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287A. Perspectives on the Cosmos: From the Ancient Philosophers to Modern Science. 3 Units.

For all of recorded history, and presumably well before that, people have asked the Big Questions: What is the nature of the Universe? How big is it? How old? What is our place in it? For just as long, we’ve been making up the answers. Cosmology is the subject that seeks to answer the big questions. As such, it is the nexus where science, philosophy, and religion collide. This course will explore the subject of cosmology, from both an historical and scientific perspective. In the process, we will examine the roles of faith, philosophy, and empirical knowledge. We will survey prevailing attitudes towards the nature of the world model over time, examining the impact of belief systems on the interpretation of physical evidence. Subjects to be covered include the first vital steps of the ancient philosophers, the tension between geocentric and heliocentric world models at the time of Copernicus and Galileo, and the modern scientific world view. Students will learn to critically examine evidence and its interpretation, and to appreciate the strengths and shortcomings of various forms of human knowledge. Emphasis will be placed on the importance and limitations of empirical evidence, and the dangers inherent in the interpretation of evidence within a preconceived framework. The student will gain an appreciation for the historical development of world models, culminating with modern cosmology. In the process comes a respect for the diverse paths to knowledge followed by humanity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287C. Animals and Humans: Making Sense of the Human-Animal Bond. 3 Units.

Humans have an incredibly complex relationship with (non-human) animals. We eat some animals and consider other animals members of our family. We worship some animals and vilify others. This class examines the complexities of our relationship with (non-human) animals. Through exploring human emotional, practical, and epistemological ties with animals, this course examines what it means to be animal as well as what it means to be human. We analyze the following questions. How do we come to know and understand animals? What are the issues surrounding the use of animals in scientific speculation, classification and experimentation, such as vivisection, cloning and the human-animal relationship in technoscience? Do some non-human animals possess material culture, social morality, and emotions such as grief and sadness? Why do animals populate our popular culture and art? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287D. Native American Environmentalism: Sustainability and Contemporary Energy. 3 Units.
This seminar course will focus on three main areas of Native American environmentalism. First, we will learn about Native Cosmologies and historical connections to the land while exposing the controversial relationship of Native Americans to land and wildlife within the myth of the "ecological Indian." Second, we will examine how Native Americans have responded to toxic pollution of indigenous lands as a result of manufacturing and uranium mining, which some refer to as "environmental racism." We will also learn about tribes who choose to host nuclear waste facilities as an exercise of their sovereignty and as an avenue of economic development. Finally, we will investigate initiatives by tribes and coalitions in land and water stewardship, investment in "new" energies and technologies, sustainability of lands (prairie and forest restoration), reclamation of waterways (dam removal), and wildlife management, to name a few. Students will inform their critical thinking about Native American environmentalism with a variety of texts and websites of scholarly and public opinion, scientific data, native knowledge, and historic fact. The seminar will include collaborative learning and presentation projects in which students will pursue research topics related to energy development, stewardship and sustainability, or wildlife management and harvesting. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287E. Evolution and the Modern World. 3 Units.
Modern evolutionary theory has influenced all aspects of biology and the clinical sciences. It has, moreover, resulted in novel ways to think about many of the social sciences. This class will focus on how the concept of evolution has dramatically altered the way we view human anatomy, physiology, and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287F. Environment and the Fates of Societies: Guns, Germs, and Steel. 3 Units.
This University Seminar deals with the connections between human societies and landscape, climate, pathogens, and plant and animal species. The main method for this exploration is a close reading of Jared Diamond's Guns, Germs, and Steel. Diamond explains that Western Europeans came to occupy and dominate large areas of the globe because of natural resources present in certain regions of the Old World since the end of the last Ice Age. For example, Diamond studies ancient patterns of plant diffusion or the place of mountain ranges and deserts in the development of technologies. Seminar participants will also study historical sources from specific times and places - namely North America from European contact to 1850 - and compare them to Diamond's general environmental explanations and models. Placing Diamond's broad explanations within specific historical contexts is revealing. A range of alternative methods, perspectives, primary sources from North America, and case studies (especially in environmental history) help develop a critical understanding of the complexities of the fates of societies. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287G. Genes, Genomes and Society. 3 Units.
2013 marks the 60th anniversary of the discovery of the double helix of DNA and the 10th anniversary of the sequencing of the first human genome. Advances in genetics (the study of individual genes), and genomics (the study of an entire genome) have fundamentally altered our understanding of biology. In this seminar, we will focus on topics covered by the mainstream press. We will explore the science behind the news and discuss the philosophical, ethical and societal concerns raised by these scientific advances. Topics will include: the dangers and benefits of genetically modified crops; genetics and the conservation of endangered species; learning about human biology and disease from yeast, flies, worms and fish; the use and potential misuse of genetic fingerprinting by government agencies; genetic testing; personalized medicine; and issues of genetic privacy. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287H. Plants in Medicine. 3 Units.
Plants have always been the basis of medicinal treatments, and as they continue to be essential to modern forms of medicine, alternative and traditional alike. In this course, we will consider the history of how humans have used particular plants for medicinal purposes, such as the cinchona tree (Cinchona officinalis) for quinine, willow bark (Salix) for aspirin, and the yew tree (Taxus baccata) for the cancer medication paclitaxel. By investigating how a plant is used medicinally through time, we will also come to understand the culture that used it and how they conceived of health in relationship to nature. We will read texts that show how a plant's medicinal uses can be tied to colonialism and global exploration. For example, the first botanical gardens were collections of medicinal plants cultivated for use and experimentation, often containing non-native plant-based cures discovered through colonial contact. While this is not a course in botany per se, we will be discussing basic plant biology, cultivation practices, and the contemporary science of using plants as the basis for pharmaceutical cures. Students should be active course participants in class discussion and on field trips. Writing instruction will focus on research-based argument, and students will complete a researched essay focusing on a medicinal plant of their choice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287J. Transportation in American Life. 3 Units.
We will explore the critical role of transportation in the development of our cities, regions, states, and nation. The course will consider the historic role of transportation, its current role, and what role it might play in the future. Transportation will be viewed in the context of national policies, overall political will, and our culture at large. Since colonial times, transportation, in its many forms, has been the subject of intense debate, governmental policies, as well as the subject of public and private investment. We will see how certain individuals and groups used ego, power, and wealth to use transportation for shaping the nation's commerce, travel patterns, and physical appearance. We'll also see the evolution of government and business in transportation decisions and funding. Finally, because of transportation's daily impact, we will look at current issues as part of every class. We will especially focus on the transportation issues of northeast Ohio, a microcosm of national transportation issues. Some of these issues include funding, decision-making, land use, "suburban sprawl," and economic development. We'll also look at transportation issues specific to the University Circle area such as the Health Line and the proposed "Opportunity Corridor." Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287K. Human Research Ethics: Scientific Truth vs. Cultural Belief. 3 Units.
Scientific breakthroughs in genetics, neuroscience, and behavioral psychology have allowed us to learn more about ourselves than ever before. But how much do we really want to know - and who gets to decide? Is DNA our destiny? Should the quest for scientific knowledge trump cultural belief? How does society balance risk to a few in the face of the needs of the many? Using a blend of historical documents and literary examples, we will examine the evolution of the ethical standards that govern how doctors experiment on their patients. We will also debate the hard choices that medical researchers make when the quest for scientific truth intersects with cultural belief. Finally, we will apply what we have learned to find solutions to real-world ethical problems in medical research. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287P. Women and Science: Changing Paradigms. 3 Units.
Is science objectively neutral in that true scientific knowledge would be independent of the discoverer? In this view, the scientific discoverer is more like a midwife that brings forth pre-existing knowledge to the world. Or - is scientific knowledge guided and shaped by the people who practice science, in which case it is influenced by the social context in which it occurs, making the scientist more like a sculptor who creates something new using the tools that are currently available. In this course we will examine this second question by looking specifically at the relationship of gender to science through several lenses. One approach we will use is make case studies of the lives of major women scientists and the way that their gender impacted their work, from the type of scientific research they pursued, the kind of support and encouragement that they obtained as they proceeded in their careers, to the rewards and recognition (or the lack of them) that their work received from their peers. Using a more conjectural line of inquiry, we will also consider the role that gender might have played in developing scientific theories and whether there can be such categories as "masculinist" and "feminist" science. We will conclude this part of our inquiry with an analysis of the current state of science and how well these approaches reflect the way science is pursued today. A third issue involves looking at the relationship of gender and science but from the opposite direction. In other words, we will consider how science has influenced our understanding of gender, rather than how gender has influenced science. Over time, scientific ideas about the physiological and intellectual differences between males and females have changed dramatically several times with major political and sociological ramifications. Consequently, we will examine the science of gender in its cultural and political context from antiquity through the twentieth century. In order to explore these interweaving threads, we will be taking an interdisciplinary approach that will draw on the history and philosophy of science (particularly Thomas Kuhn’s The Revolution of Scientific Ideas), as well as on anthropology and cultural theory. By the conclusion of the course we will have examined the scientific evidence that has supported assumptions about gender in various philosophical paradigms, including humanism, rationalism (i.e., Enlightenment philosophy), nineteenth century moralism, modernism, and postmodernism. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287Q. Gothic Science: Discovery and Dread in the 18th Century. 3 Units.
Discovery has always enticed us. From the ocean voyage to the space mission, from the discovery of electricity to gene-splicing, men and women have sought to explore the boundaries of knowledge. However, such explorations often come at a cost. New scientific discovery in the 18th century—from neurology to reproduction to electricity—caused as much fear as excitement. The Enlightenment focus on clarity and rationality harbors a dark double self that appears as monstrosity in early Gothic fiction. This course will explore the ways cultural anxieties are re- interpreted through fictional narratives and reflect on what this says about our own scientific explorations today. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287T. Conflicts and Controversies in American Science and Technology. 3 Units.
How do changes in science and technology affect American life? How do cultural ideas shape scientific practice? Is technological progress inevitable, or do we get to decide what changes we want and which ones we don’t? How do we make ethical choices about science and technology in a world with inherent power imbalances? This course provides an introduction to thinking through these questions by presenting works by historians, anthropologists, political scientists, philosophers, journalists, and others to explore a range of social issues in modern science and technology. After two weeks of introduction, the course is divided into four sections: (a) Biology, Biotech, and Biomedicine; (b) Science Policy and the Politics of Science; (c) Problems in Social Science; and (d) Computers and Other Thinking Machines. While the course’s content is arranged around these topics, its main purposes are to develop critical thinking skills around ubiquitous and contentious subjects of science, technology, power, culture, and values as well as to hone skills in reading, speaking, research, and essay writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287U. Energy - The Great Challenge Ahead. 3 Units.
Among the greatest challenges we face today is to find means of meeting our energy requirements without jeopardizing the environment or fostering geopolitical conflicts. This course investigates what we can do both individually and collectively to tackle this energy challenge. The questions we will consider include: To what extent is the world aware of the energy challenge and its environmental implications? What is already being done to meet this challenge? What role can technology play in addressing it? What research can we be doing now to help predict the future of our energy needs and potential environmental impacts? By investigating these questions, students will develop a fuller and more precise understanding of the energy challenge, as well as generate possible solutions. As an important and indeed unique aspect of this course that will greatly enhance their learning experience, students will compare strategies implemented in the State of Ohio and an international location to meet the energy and the environment challenge. To this end the course will require enrolled students to join the instructor in an international location for five or more days over a University break to visit energy conversion and storage installations involving solar thermal, solar photovoltaic, wind farms, geothermal and hydroelectric and acquire profound knowledge of technological and economic factors involved in their operation and maintenance. Students may not receive credit for both USNA 287U and USNA 288L. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288B. The Green Energy Transformation in Germany. 3 Units.
This seminar introduces students to the development and successes of green technologies in Germany. We will examine the proactive development of renewable energy and energy conservation technologies, commonly referred to as Energiewende, that was started by the German Green movement and promoted by Germany’s innovative renewable energy policies. We will consider such questions as: What are the implications of this German success story, both for the US and the rest of the world? What lessons can be applied to other situations? What factors might limit the utility of those lessons? In the process of our investigation, we will examine such important issues as globalization, resource finiteness, and sustainability challenges, including economic crises, climate change, energy insecurity, and global competition. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288L. Future Energy: @home&abroad. 3 Units.
Among the greatest societal challenges we face today is to find means of meeting our energy requirements without jeopardizing the environment or fostering geopolitical conflicts. This course investigates what we can do both individually and collectively to tackle this challenge. The questions we will consider include: To what extent is the world aware of the energy challenge and its environmental implications? What is already being done to meet this challenge? What role can technology play in addressing it? What research can we be doing now to help predict the future of our energy needs and potential environmental impacts? By investigating these questions, students will develop a fuller and more precise understanding of the energy challenge, as well as generate possible solutions. As an important and indeed unique aspect of this course that will greatly enhance their learning experience, students will compare strategies implemented in the State of Ohio and an international location to meet the energy and the environment challenge. To this end the course will require enrolled students to join the instructor in an international location for five or more days over a University break to visit energy conversion and storage installations involving solar thermal, solar photovoltaic, wind farms, geothermal and hydroelectric and acquire profound knowledge of technological and economic factors involved in their operation and maintenance. Students may not receive credit for both USNA 287U and USNA 288L. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USSO Courses

USSO 201. Society and Technology: How Do They Impact One Another?. 3 Units.
This course focuses on a systematic analysis of the relationships between society, and the specific institutional elements of technology and technological innovation. It describes the social aspects of computers and related technologies and explores the ways in which these technologies influence and impact organizations and individuals. The course explores the design, use and cultural significance of technologies and uses a historical focus to assess the integration of technology into all aspects of our society. The restructuring of traditional human interaction by information technology will provide a contemporary focus for the course. Offered in a seminar format, the course will provide opportunities for scholarly discussion, systematic inquiry and written communication. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 203. Law in Literature. 3 Units.
An interdisciplinary venture. This seminar will focus on law in literature by examining representations of the legal process in poems, plays, short stories, and novels. It will provide a taste of the vastness and variety of human life--and will broaden and deepen students' understanding of the role law plays in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 205. The Human Struggle Through the Lens of Sport. 3 Units.
This seminar explores, through the medium of sport literature, the interaction of sport, society, and self. Students will examine the social and psychological effects on participants, consumer, and society of sport through the study of fiction, research studies, essays, and poetry having a sport motif. Topics include racism and sexism (valuing diversity), love (cooperating), death (losing), transformation (aging), and achievement (winning). This class is limited to students participating in SAGES. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 209. Face First. 3 Units.
Human beings greet the world face first. In fact, the ability to process facial features seems to be innate. A baby easily recognizes its mother's face yet the most powerful computers have difficulty using facial features to identify people. This is because all human faces are similar while fine details make each face unique. This course will begin by studying the human face as an anatomic construction of hard and soft tissue skeletal components. We will discuss how we use anatomic facial features to recognize individuals. One homework exercise will be to construct faces using an FBI identikit. Each student will create an FBI composite sketch of their own face. Seminar time will then be used to view each sketch and try to match the sketch with the seminar participant. Discussion will focus on how facial anatomy is similar or different. Following this introduction, the seminar will shift focus from anatomy to sociology. We will discuss facial attractiveness and beauty. Seminar topics will also include manipulation of facial appearance i.e., cosmetics, body piercing, veils, and plastic surgery. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 222. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery within the context of the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas; tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society's perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and viewing several films, the transformation of the original story into a myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 229. A Study of Power: Criteria Essential to Its Rise and Fall. 3 Units.
This SAGES seminar will coordinate examinations of major historical events and their influence on the future. Particular emphasis will focus on the development and/or demise of powerful countries and people, and political and religious infrastructures. Sample topics include: the rise and fall of the Roman empire, the Barbarian empires, the British empire, the National Socialists, the Soviet empire, etc. Development and practice of religious behavior from praying to pagan Gods and spiritual Gods may also be analyzed. The idea is to demonstrate the similarities and differences in each of these broad categories as they progressed. An examination of the impact of greater world "enlightenment" as civilization expanded over time is also discussed. The evolvement and eventual demise or change and the continuing impact on contemporary civilization shall be explored. Conclusions shall be used to suggest a model for the future. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 231. Evolution as Metaphor and Model: Why Don't We Live Forever?. 3 Units.
Evolution will be used to examine biological, historical, and social issues associated with health, illness and aging. In this overview course, evolution is a paradigm that is used to understand how systems change over time. The readings and discussions will identify universal processes and patterns in order to understand the effect of disease on history and explain how and why humans remain vulnerable to aging. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 234. Questions of Identity. 3 Units.
Who we are informs the ways in which we act in the world. How we respond to society in the individual, local, and global community is impacted by the way we see ourselves, the way others see us, and the way we see others. Who am I? How do I look at myself in relationship to others? How does the way in which society views me affect the way I think of myself? How have writers, historians, and philosophers dealt with the challenges of self and group identity? We will explore these issues through readings from the Civil Rights Era, the Holocaust, and the period of decolonization in Africa. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 238. The First Amendment. 3 Units.
The First Amendment to the United States Constitution states that "Congress shall make no law ... abridging the freedom of speech." In this seminar we will explore what this right has meant in America and how it has been limited throughout American history. We will discuss the importance of free speech in a democratic society and how the government balances the freedom of speech with other government interests. This course is also designed to give you a glimpse of law school and what being a lawyer is like. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 243. The Art of Fact. 3 Units.
As evidenced by the tragedy that unfolded in New Orleans in the wake of Hurricane Katrina, we ignore the consequences of endemic poverty at our peril. How do you evacuate a city filled with thousands of people too poor to own cars? Where do you house them after they’ve been rescued from their drowned neighborhoods? Although Cleveland won’t likely be erased by flood, it’s one of the poorest big cities in the nation making it vulnerable to disaster in times of crisis and an incubator for a host of thorny social problems. Often, it’s up to journalists to bring attention to these issues, give voice to the voiceless and force policymakers to come up with solutions to seemingly intractable problems. In this seminar, we’ll read and dissect the works of journalists who’ve written stories about complex social problems and have done so using many of the conventions employed by writers of fiction. Writer Ben Yagoda described this literary journalism as “making facts dance.” We’ll spend our time researching numerous social issues and learn to write about them in a clear and compelling voice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 255. Hinduism. 3 Units.
This course will provide an introduction to Hindu thought and culture. We will read a wide range of texts and secondary sources. Two readings, the Ramayana and Samskara, will focus on issues of ethics and proper dharma. We will also be watching Deepa Mehta’s Fire. There will be a visit to the Shiva-Vishnu Temple in Parma. Heavy emphasis on research and writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 260. Spin, P.R., and America Today. 3 Units.
We live today surrounded by spin--corporations don’t fire, they downsize; government pronouncements are assumed to be cynically slanted and misleading; even scholarly medical articles are written by public relations (p.r.) flacks. The guiding principle isn’t truth or reality but the right message and staying on it. How and why has p.r. become such a seemingly potent force in our time? What does this say about America and its values--about even the meaning of truth? In this seminar we will explore the role of public relations and image-making, in American society today. Our objectives are (1) Examine the users of p.r. today in business, politics and popular culture to shape images and define reality; (2) explore the tools used to construct and sell those messages and perceptions and (3) Analyze the values underlying these activities--to the end of deepening our understanding society today. This seminar explores these issues through reading, both academic and popular writing, discussion, and research. The writing assignments will be both academic and various forms of media and public relations formats. We will use class time to discuss and review student writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 266. Framing Our Legal System: Law in the Movies. 3 Units.
This course explores important themes in the study of law, lawyers, and legal institutions by regarding their representations in movies. We will cover such issues as race/class/gender and the law, legal ethics, legal education, the adversarial system, and the image and status of the lawyer in American culture. We will also look at the ways in which law and the legal profession affect popular culture and, conversely, the ways in which popular views of legal problems and lawyers affect law. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 269. Create-A-College. 3 Units.
In seminar format, students will develop plans for a new institution of higher learning, shaping and communicating in several different formats its mission, goals, academic focus, and physical and financial needs. Supporting the course’s research, writing, and presentation expectations will be documents from existing colleges, information on the policy and social environment for such a venture, and requirements imposed by external entities such as governmental and accrediting agencies. Course will include interactions among two sets of student teams and several intermediary presentations, culminating in a group presentation of plans for the new college to a panel of experts including current or former members of the University’s Board of Trustees and the Ohio Board of Regents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 270. The Geography of Wealth. 3 Units.
While many of us are familiar with thinking about wealth in social, political and economic terms, wealth can also be understood as a function of geography. This seminar will look at American history and culture to seek a deeper understanding of how place and wealth interact; some of the government policies that affect those interactions; and some of the grand experiments in philanthropy, law, and social policy that have tried to reverse the perceived evils of “concentrated poverty.” The seminar will not require an advanced mathematical or statistical background. However, we will analyze how statistics can illuminate (and disguise) issues and problems. We will look at the business corporation as both an aggregator of wealth and as a wealth allocation system. Of necessity we will wander into matters of race, employment, power, class, culture, history, and government. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 271. Schoolhouse Rocked: Education Reform. 3 Units.
Today, the term "education reform" may bring to mind standardized tests and No Child Left Behind. Many believe that our schools must become more rigorous, with stricter rules and definable goals. "Reform," however, used to be defined differently. John Dewey, Maria Montessori, and Paulo-Freire, for example, struggled to make schools freer and more humane. They hoped not to make the classroom less challenging, but more child-centered. Some disciples of such reformers, discouraged by schools' resistance to change, eventually turned to homeschooling--pulling kids out of school and educating them with real-life learning experiences. In this seminar, we will explore progressive educational theory and connect it with contemporary alternative schools and homeschooling. Visits to nearby Montessori and Waldorf schools and discussions with homeschoolers will make real-life connections to seminar reading and classwork. Challenging assumptions about how well our schools work and raising questions such as, "How do we learn?" and "What is good teaching?" will provoke thought, conversation, and interesting writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 274. Passion, Insult, and Virtue in Ancient Athens. 3 Units.
Students explore the social fabric of Athens at its height--the various social and economic institutions that shaped households and the city--state in the fifth and fourth centuries BCE. Primary source material will include courtroom speeches, two comedies of Aristophanes, and Aristotle's Ethics. Topics: lust, love, marriage, prostitution, slavery, elite drinking parties, street life, hubristic violence, competition, feuding murder, the legal system, diverse concepts of virtue, and how ordinary people were expected to treat one another in good times and bad. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 275. Psychology of Creativity. 3 Units.
The purpose of this course is to explore how individuals become creative. What are the most important qualities, emotional and cognitive, that are related to creativity? Is there a creative personality? What is the difference between artistic and scientific creativity? How does creativity relate to mental illness? How can we foster creativity in people? The course will study creativity in children and adults and will include research studies as well as descriptions of creativity from creative individuals. We will also discuss how different cultures view and effect creativity and the ethical issues involved. This course is a seminar and will use a discussion format. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 280. Democracy?. 3 Units.
"Democracy?" poses democracy as a question, in two forms. First, what do we mean by democracy? Second, where should democracy be practiced? Although conventional understandings link democracy to political systems and issues of governance, the course will consider democracy in other institutions and locations. Course questions include: What is democracy? Why do we value democracy? Does democracy in the state require democracy in the economy? What would that look like? What are the potential conflicts between economic and political democracy with full citizen involvement? Is direct democracy democratic? Does democracy in the state require democracy in the family? In universities? In the workplace? In prisons? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 284. The Kaleidoscope of Birth. 3 Units.
The course will explore topics in science, technology and culture across time as they relate to the social construction of birth. Students and faculty will critically examine the seminar topics through an interdisciplinary approach. The learners will develop their own understanding of how science and technology related to birth have and continue to change. What happens when newer technologies supersede the old? What happens when older ideas are revived? Students will be introduced to the influence of culture and technology. Methods of oral and written communication will be enhanced via assignments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285A. Ethnicity and Local History. 3 Units.
This course will explore the many different kinds of ethnic communities to which we belong. Why have local ethnic groups formed arts and cultural organizations, sports clubs, charities, and other groups which highlight their difference? How have these local groups operated within larger, national ethnic groups and how have they helped us negotiate our identities as citizens, members of religious communities, and/or members of other nations? To what extent have these groups been successful in encouraging future generations to identify with the ethnic group? Our starting point and focus will be an examination of theories of civil society, ethnic identity formation, and nationalism. We will then turn to an examination of the ethnic communities in the Greater Cleveland area. This study of our own local context will then be followed by a consideration of ethnic organizations in other parts of the world. As we consider how ethnic communities have developed and changed throughout history, we will also examine our connections to these communities and, it is hoped, gain a better appreciation for the diversity which surrounds us. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285D. Advertising and the American Dream. 3 Units.
This SAGES seminar will explore advertising in America, its social and cultural roots, and its impact (or lack thereof) on our values, tastes, and behavior as consumers and citizens. It is hard to find a space in the contemporary world that is not plastered with ads—from the Coke cups next to the judges on “American Idol” to stencils on the sidewalks we walk on. This blizzard of advertising images may, in fact, define our age. We will examine the forces that created this giant American industry and ask: Why do we have advertising? How is it created? What social functions does it serve? How has it changed? Where is it going? Central to this seminar is discussion, research, and writing to analyze and critique this in-our-face, but little understood, social institution. Some of our discussions will flow from advertising industry news (e.g., the Super Bowl ads), a contemporary or early 20th century ad campaign, or the backstage insights of a guest from one of Cleveland’s major ad agencies.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285I. Spectacle in American Culture. 3 Units.
This seminar will examine the topic of spectacle both chronologically and typologically to better understand the power of remarkable visual experiences to awe, entertain, persuade, and create meaning from the colonial period to the present day. In the 17th century, the religious beliefs of the New England community and its need to maintain social cohesiveness gave rise to the spectacle of witch trials and public punishments. As Americans moved westward, the natural world became the focus of the spectacular. In the nineteenth century, the campaigns and debates of presidential candidates became political theater. The latter half of the century gave rise to Consumption as Spectacle as exemplified in the may expositions and World’s Fairs. Today, spectacle has reached all facets of our lives. Americans are willing to expose the most intimate details of their personal relationships on television shows like Jerry Springer and The Real World. Although frequently used to maintain power, spectacle also has been employed as a tactic of resistance and as an instrument for creating alternative meaning by subcultures. More recently, spectacle has served as an instrument of terror. Through lectures, discussion, multimedia presentations, and writing assignments, we will have an opportunity to reflect on the many forms and uses of spectacle in American history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285K. The Economics of Global Poverty. 3 Units.
Developing countries make up at least three-fourths of the world population. This course focuses on international aspects of economics of the developing world. Questions we will ask include: why are the poorest countries failing to thrive, what can be done about it, and can the rich afford to help the poor? The term “developing country” means a country that exhibits low per capita income, high poverty level, little industrialization, or low life expectancy. However, these problems also affect developed countries. Why, then, do we study poor countries’ economies separately from those of industrialized nations? The answer lies not in the types of problems but in the severity and causes of these problems. It is these issues, the causes and consequences of global poverty, and solutions to help the world’s poorest, that concern us here. Raising people out of poverty requires economic growth, a more even income distribution, investment in education, health care, and infrastructure, social safety nets, honest political leaders, reliable social and financial institutions, and international aid from rich countries.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285J. The Limits of Science. 3 Units.
Can science provide answers to the deeper puzzles of human existence, or do some questions lie beyond the scope of the scientific world view? Specifically, can science explain human consciousness, free will, and morality; and can it reveal the origins of religion? Students cannot, nor will they be expected to, provide a definitive answer to these questions. Instead, this seminar will provide students with an opportunity to engage in a conversation with each other against a backdrop of some of the most interesting and provocative research in cognitive science. In addition to learning about relevant psychological and neuroscientific research, students will engage with philosophical issues and arguments. This course aims to stretch student's beliefs about what they know now, and what they think can be known. The seminar will aim to cultivate productive and rhetorical skills, especially analytical thought, oral expressiveness, and writing skills, all of which will be useful in future pursuits. It will help students to develop a more nuanced view of human nature and the ability of science to transform our view of it.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285N. Globalization and American Culture. 3 Units.
This course investigates the role of the United States in globalization. The first third examines the claim that globalization entails cultural “Americanization;” the middle third covers the resistance of local cultures, and the last part explores the ways in which American invented technologies do, in fact, spread culturally specific ways of working and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285S. Correspondence. 3 Units.
Correspondence will look at the practice of writing and reading letters, and explore the use of letters as biographical, historical, and forensic evidence. Students will read love letters, “Letters to the Editor,” letters from the battlefield, and correspondence between scientists and theologians. We will gain access to the experience of tourism through post cards, and the world of the modern corporation through business letters, emails and text messages. We will read examples of fiction where the letter acts as a plot device, as in the epistolary novels of the 18th century. We will think about the function of the letter as an instrument of persuasion, as an opportunity to develop ideas in a private and informal manner, and as a forum for expressing emotion. In addition, we will study the communication systems and technologies, such as the post office, the telegraph, and the internet, that have facilitated, and changed the nature of, correspondence throughout history. Students will be asked to write letters based on their personal experiences and their political opinions, and write analytical essays based on topics related to the practice and history of correspondence. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285T. Why We Believe Weird Things. 3 Units.
How, in such a skeptical age, can people maintain questionable beliefs regarding urban legends, alternative medicine, superstitions, and paranormal phenomena? How do cults manage to attract and maintain large memberships? How can so many seemingly normal people come to the conclusion that they have been abducted by aliens? We will explore the idea that these behaviors are not examples of pathological thought processes, but rather natural consequences of the biases that characterize everyday reasoning. Emphasis will be placed on critical examination of questionable phenomena with a goal of understanding why people might want to hold such beliefs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285V. Travel Literature in the Age of Discovery. 3 Units.
The discovery of the Americas in the 15th century challenged European constructions of the known world and tested assumptions about nature, culture, and the workings of intellectual inquiry. Although before 1492 Europeans traveled, they usually read new landscapes in light of familiar religious paradigms. The discoveries forced Europeans to draw the world anew, literally and metaphorically. Students will read works of travel fiction and real-life travelers’ tales, and will address the following questions: how did travel literature reflect successive discoveries? What new maps (geographical or metaphorical) did this literature help draw? How did the discoveries bear on literary genres? After a brief foray into medieval literature, students will read The Tempest, Oronoko, excerpts from The Persian Letters, excerpts from Gulliver's Travels, Robinson Crusoe, Candide, and A Sentimental Journey. Additionally, students will read brief accounts of actual travels. Students will write three papers and prepare presentations on topics such as pilgrimage routes, map making, the search for longitude, and America in the visual arts. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285Y. Quest for Perfection: Law as a Vehicle for Social Improvement. 3 Units.
Americans often seek to use U.S. law to create “fairness” and “civility”--in a world that can sometimes be brutal and fundamentally unjust. Increasingly, we rely on courts and statutes to “fix” identified social problems and to achieve a more just society. This course will examine our reliance on law to improve human behavior and to achieve social goals. Can statutes and lawyers lead the way to a better world? What are the limits (if any) of our ability to improve society by passing new laws and mandates? Are there unforeseen, negative consequences that arise from our legal efforts to improve public and personal behavior? This course will examine those questions in the context of selected social issues. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286E. Global Tourism. 3 Units.
Tourism can be viewed as a metaphor for contemporary existence in an increasingly globalizing world where attachments and ties to a concrete place are often temporary. Besides capturing the essence of present-day mobility, tourism is a phenomenon that can be researched both politically and economically. Indeed, 10 percent of global GNP comes from tourism and many poor countries rely on the tourism industry to sustain national economic development. In this class, we will touch on the economic and political significance of tourism, but will spend most of our time thinking of what happens in the tourist encounter, what tourists expect, what drives them, and who loses as well as benefits in the encounter. Some of the specific themes include: the nature of tourist destinations, quest for authentic sites, entertainment tourism (Disneyland, Dracula-Park), tourism to Auschwitz, culinary tourism, sex tourism, and eco-tourism. By reading theoretical works, travel blogs, and literature, we will gain insight to the motivations of tourists, the inhabitants of the places being visited, and international organizations as well as governments who oversee this industry. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286F. Environment and Civic Culture in the Developing World. 3 Units.
Can the fight against environmental degradation lead to an improved civic culture and political reform in developing nations? Developing nations typically sacrifice environmental protection in favor of economic development. Only when the costs of environmental degradation become obvious do nations consider a sustainable development regime that includes environmental protection. This seminar addresses whether implementing a sustainable development model requires a new civic culture that encourages political reform. In doing so, students will examine and write about literature on economic development, environmental degradation, and several international initiatives that encourage reforms to aid sustainable development. The seminar will use the People's Republic of China as a case study, but will also draw on evidence from other developing countries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 286L. Society through Online Videos: The Broadcast of the Self. 3 Units.

In this course we will discover and explore the interrelationships of self, technology, and society in the 21st century through digital video on the internet. We will watch online videos and read about social theory as part of a rigorous examination of media and society. This course will examine the intended and unintended consequences of mass information sharing and communication via online video. Students will work with the seminar leader and build upon existing academic knowledge to extend their understanding of the structure and meanings inherent in our video-active lives. In addition to completing regular writing assignments, students will learn about digital video production and produce a short digital video essay. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286J. Women’s Education at CWRU: The Flora Stone Mather Oral History Project. 3 Units.

This seminar will offer a discussion-based exploration of the history of women's education in America. Much of the discussion will focus on the emergence of coordinate colleges, including the College for Women (later renamed Flora Stone Mather College) at Western Reserve University. The seminar will also give students an opportunity to contribute to the historical literature by conducting interviews with Flora Stone Mather alumnae. Students will be instructed in the basic principles and techniques of oral history and engage in the creation of primary source materials—tapes and transcriptions—essential for historical documentation. They will then reflect on the relationship between the stories they have collected and the present-day educational experiences of women at Case Western Reserve University. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286L. Exploring Non-Profit Organizations. 3 Units.

This seminar is structured to expose students to the opportunities and challenges of working in and running non-profit organizations. Students will explore the importance and significant roles non-profit organizations play in our society. The class will learn how non-profits are organized and regulated and the importance of the organization’s mission is to determining the impact of the non-profit organization in the community. Additionally, the students will learn how non-profits are funded and how these organizations maintain their financial stability and sustainability in the community. These goals will be accomplished through group analysis of non-profit organizational principles, and investigation of existing non-profit organizations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286M. Hip-Hop Narrative in Film. 3 Units.

This seminar explores films of the Hip-Hop Generation and, by presenting certain films in chronological order, draws out the common threads. Hip-Hop culture is a conversation, an argument between the have-nots and the rest of us. The goals and objectives of that conversation have evolved and changed in timbre and urgency. Tracking that dialog through the late 60s, the post-civil rights era, the emergence of the b-boy, Reaganomics, and the rise of the new Black middle class helps us to get a better look at where it is and where it's going. By isolating the stories told by filmmakers within a certain period and then analyzing their place in the larger Hip-Hop narrative, the instructor and the students can infer truths about the politics and zeitgeist of the times in which the film works were conceived. This course will consist of lots of film, yes, but also lots of reading and writing. Upon successful completion, the student should be able to recognize and define the Hip-Hop narrative in popular cinema, focus critical thinking skills, pull the narrative from certain films and discuss it, note and discuss the visual aesthetic and how it impacts the story, and discuss the marketing, packaging, and cultural impact of the Hip-Hop narrative. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286P. Immigrant Entrepreneurs—Can They Drive Cleveland’s Economy Once Again?. 3 Units.

This seminar will focus on the impact of immigrant entrepreneurs in Cleveland—past, present and future. The class will take a look back at the historic contributions immigrant entrepreneurs played in creating economic prosperity in Cleveland during the 20th century. While immigrant entrepreneurs once played a central role in driving Cleveland’s economic success, in recent years the city has attracted much less foreign talent than other faster growing U.S. metropolitan areas. Cleveland’s population is at its lowest level since 1903 and continues to shrink. Chicago, Philadelphia and Louisville, among other cities, have embarked on efforts to attract foreign talent to not only address the “brain drain” of young people leaving their cities but also to spur economic development. In a March 29, 2009 editorial, The Plain Dealer argued for a more proactive approach in Cleveland to attract foreign talent: “If Cleveland is to regain (its) lofty status—especially in a global economy that rewards intelligence, creativity and innovation—it needs to re-establish itself as a magnet for new Americans. We need their fresh ideas, entrepreneurial zeal and optimism. We need them to help reverse decades of migration away from the region’s urban core.” The culmination of the seminar will examine the question of whether Cleveland should proactively recruit foreign talent and look closely at the public policy, regulatory and political challenges that must be overcome in order to effectively do so. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 286Q. History of Late 20th Century Popular Culture. 3 Units.
This course focuses on American popular culture of the late twentieth century (c. 1970 to 2001). Students will analyze this period using a variety of historical texts and primary sources (everything from more "traditional" sources such as printed materials to films, television episodes and clips, music and sound lyrics, fanzines [*zines*], graphic novels, and music videos). Secondary sources include history essays and monographs, as well as articles by scholars employing critical theory. Students will explore whether "products" of popular culture perpetuate power structures and help to shape the discourse of late twentieth century American culture. Moreover, they will examine how individuals contribute to and challenge the discourses as consumers and creators of pop culture. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286U. Ideal Communities, Utopian Visions, and Totalitarian Nightmares. 3 Units.
This course will study communal attempts to form ideal societies and will offer a transcultural, transhistorical view of how various authors and filmmakers have imagined the best and worst possibilities of human society. Its central questions are: How can society be improved? What role does education play in improving society? How do you define freedom? How can we combine freedom with social order? How can social problems be critiqued through representations of ideal or dysfunctional societies? The course will be interdisciplinary by combining historical study with analysis of literature, film, art, and music. In studying and discussing utopian communities, students will examine the problems that each community attempted to solve, their philosophical approach to solving these problems, the success or failure of their solutions, and the similarities and differences among these communities. In studying utopian and dystopian literature and film, we will analyze the problems and solutions that each text or film examines and proposes, and will look at each text or film in its social and historical context. We will also explore how authors and filmmakers have used their utopian and dystopian visions to respond to the positive or negative trends in their own societies. In addition, we will discuss how each text or film coincides with or challenges our perceptions of the strengths and problems in our society and how we might solve those problems. This course will encourage students to think about the kind of world they would like to help bring about, as well as the various social problems that may darken the future of the human race. Students will write in class regularly about these issues as well as the assigned readings that raise these issues, and will write essays about ideal communities, utopian texts, and dystopian texts. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286Y. The Holocaust and Local History. 3 Units.
The Holocaust and Local History will focus on how the events that make up the Holocaust affected communities in both Eastern Europe, where the most horrific crimes of the Holocaust occurred, and in the United States, where the Jewish community responded to the events with both astonishment and action. A focus on local histories will illustrate the legacy of the Holocaust and help students understand how history directly affects their own lives and the lives of those around them. The goal is to uncover the role that this complex history continues to play in our daily lives, whether in the small towns of Eastern Europe or the suburbs of greater Cleveland. Topics will include the course of the Holocaust in towns in Eastern Europe, the effects of the Holocaust in American communities like Cleveland, and the commemoration of the Holocaust and memory of local Jewish communities in Eastern Europe. Students will examine these topics with the help of primary and secondary sources, hear from local survivors of the Holocaust, and learn more about how the Holocaust is represented in local museums. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286X. The Future of News. 3 Units.
The saying goes, "Strong Press, Strong Democracy." But what of strong democracy in the Internet Age when the traditional press seems weak? That's this seminar's big question. Can the "old" media, struggling to avoid financial collapse, still deliver the news necessary to be democracy's watchdog, as in the past? Can the new internet media--blogs, YouTube, viral videos, "hyperlocalism" experiments, pro publica investigations, crowd sourcing, instant news, Facebook, Gawker, True/Slant, Drudge and the proliferation of the other news and entertainment sources--take its place or complement traditional journalism? How do these new entrants change the nature of news and the role of the media in our society? These are uncharted developments, but they go to the heart of the continued success of America's democratic experiment. Our goal is to grasp more clearly the connections between media, news, citizenship and democracy in this new age. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286V. Management of Chronic Illness in a Cultural Context. 3 Units.
This course will explore the cross cultural, self-care approaches to health problems. It covers substance-based (e.g., herbs, acupuncture), mind-body (e.g., yoga, qigong), spiritual (e.g., prayer) and social (e.g., communal, family) approaches that have been used to manage chronic diseases and promote wellness in various cultural settings. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287B. Migration in Human History. 3 Units.
The movements of individuals and groups, along with the ideas, technologies, and diseases that accompanied them, have played an integral role in shaping human history. Migration has continually created, challenged and shaped societies from the most ancient periods through to the present. It has a transformative effect on communities at the points of origin, along migration routes, and at temporary and final destinations. This seminar will introduce students to several different ways of thinking about migration throughout history, from the contacts between nomadic and settled societies, to colonial settlement and diasporas and migration from rural towns and villages to industrial cities, as well as the ongoing mobility at the highest and lowest levels of modern society. Indeed, many contemporary conflicts of class and culture can be traced back to migration, in the interactions between those seen as migrants and those who consider themselves natives. This seminar will also encourage students to consider the importance of different forms of migration in their own lives, in the histories of their families, and in the city around them. Cleveland is a city founded by migrants from Connecticut (hence the ‘Western Reserve’ in the name of the university), populated by both transatlantic and internal American migration, and shaped by the local migrations that affected ethnic neighborhoods, suburbs, and smaller towns throughout the region. Compared to historical migrations of thousands and millions of people, such movements may seem minor, but they can be studied and understood in similar terms. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287C. Murder in the Jazz Age. 3 Units.
Having lived through the devastation and consequences of World War I, you might think that Americans would have been appalled by the violent murders that marred the 1920s. To be sure, they were. Americans were also drawn to the infamous murders as though understanding these crimes would enable them to explain the changes in society, such as changes to gender rules and urbanization, brought about and accelerated by the war. In this class, we will examine the major crimes of the decade in the hopes of gaining the insight that the people at the time sought. The course readings include secondary sources that provide an analysis of the decade and primary sources from the murder cases themselves. In addition, students will become familiar with the historical context and scientific advancements that gave birth to modern forensics. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287E. Clash of the Titans: Economic, Industrial and Social Trends for the 21st Century. 3 Units.
Since the beginning of recorded human civilization, locally dominant societies have risen, prospered, decayed and finally ended, with new ones taking their place. Starting in the 15th century, however, Europe established global dominance and maintained it for four centuries, from the age of New World exploration through the Industrial Revolution of the 19th century. Then came the rise of the United States, which in the late 20th century became the world's only superpower, economically, industrially, militarily and, increasingly, culturally. In the late 20th and early 21st centuries, we are witnessing the "flattening" of the world due to the technological revolution, a phenomenon brought about by the instant and worldwide generation of and access to information. Two major consequences of this evolution are: a) Individuals are more empowered than at any time in history and the traditional societal structure is under constant challenge; b) Companies have changed their business structures and practices and have begun to operate on a truly global scale. The main goal of the course is to help students learn the lessons of history and use them to develop an educated argument as to whether the US will continue in its prominent leadership role, or whether one or both of the emerging Asian economic powerhouses, China and India, will supplant it and become dominant. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/ USSO; OR Requisites not met permission.

USSO 287J. Education in sub-Saharan Africa. 3 Units.
The level of education in sub-Saharan Africa is much lower than in the United States. In some sub-Saharan countries, less than 20% of the adults are literate, less than 10% have a secondary school education, and less than 1% have a college education. The low level of education keeps the region in poverty--most households in sub-Saharan Africa have no electricity or running water. This seminar will address the barriers that hinder education in sub-Saharan Africa, and explore ways to overcome these barriers. The barriers have a broad range of origins, including economic (not enough money for teacher salaries, books, and school maintenance), societal (education not seen as important, especially for girls), technological (lack of electricity and transportation), institutional (widespread corruption in government), and medical (AIDS, malaria and diseases from unclean water cause student absences and orphan students). Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287O. Utopia and Social Change in American Fiction. 3 Units.
In this course we will read American Utopian fiction alongside selections from other academic disciplines in order to consider the issues, problems, and conflicts for creating meaningful social change. We will consider questions such as: What has it meant/does it mean to imagine a perfect American society? Who is excluded from these visions and on what grounds? How has the radically different social order represented in utopian fiction been used to critique American society's injustices? In our readings we will think through the ways in which historical perceptions of equality, hope, and political action have been portrayed in imagining ideal communities. We will also examine how academic theories have influenced and reacted to American utopian literature. Our coursework may include essay responses, service learning, and primary research (interviews and surveys), and will culminate in a project in which you will present your vision of a utopian future in a creative form and interpret and explain this “future” through a research paper analyzing the decisions that went into its creation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287P. Technology and Social Change. 3 Units.
This class examines the reciprocal relationship between material culture (technology) and non-material culture (society and social structure) as they produce social change. The class is organized by major areas in the development of technology as well as chronologically in terms of major epochs of technological and societal development. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287Q. Social Constructs Associated with Marginalization: Making a Difference. 3 Units.
The purpose of this course is to increase the students' awareness of selected social constructs within the global society (i.e., vulnerability) that have the potential to generate circumstances that place some individuals or groups at risk for marginalization and diminished well-being. The course will be conducted within a seminar format and will provide opportunities for scholarly inquiry and debate regarding the nature of the constructs posited. Students will critique each other’s social constructs with intent to generate innovative strategies to reduce individual and global marginalization. Each student will prepare a formal written report of their findings related to their construct of interest. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287R. The Business of Sports-Content, Television, Social Media, Consumer Products, Advertising & Marketing. 3 Units.
The sports industry is experiencing rapid growth and is expected to become one of the nation's top 25 industries by 2030. This seminar will explore five elements of the business model that is driving this growth: content, television, social media, advertising, and consumer products. In addition, it will examine the marketing of these five elements. Students will be graded on class participation, essays, and a final paper. They will be asked to read weekly articles on each aspect of the sports industry and to participate in social media sites in order to understand how powerful this platform is to the sports business. In addition, they will work together in groups to create their own sports marketing websites and present these sites for evaluation by the entire class. The results of the evaluation will contribute to their grade for this part of the course. Guest lecturers for the seminar will include nationally recognized experts and representatives of the sports industry, many of whom visit northeast Ohio for sporting events. Students in the course will acquire a unique perspective on a business that is projected to become one of the world's leading growth industries in the 21st century. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287T. Gender, Visibility and Performance: The Courtesan. 3 Units.
Throughout history, the figure of the courtesan has embodied seduction, performance, and mystery; occupying the private spaces of the real and the imaginary across cultures. The impact of the courtesan on society can be seen in travelogues, poetry, and historical treatises, as well as in texts written specifically about courtesans themselves. Those cultures which had a courtesan class frequently experienced varying degrees of social discomfort. Within the culture, there was tension between those who patronized courtesans and those who considered them a social menace. From without, cultures which had courtesans were believed to be either excessively decadent or highly civilized, depending on the cultural standpoint of the observer. In this seminar, we will study real courtesans as well as examine the figure of the courtesan within the context of literature, religion, music history, and gender theory. The seminar will begin with an overview of the origins of the courtesan, focused on the roles of women and slave musicians in the court and temple in Egypt, India, Greece, and Mesopotamia starting in 3,000 BCE. Then, we will explore factors leading to the development of a courtesan class and compare the roles of courtesans and their place in their culture in Europe, India, Asia, and the Middle East. Readings and class discussion will encompass issues relating to the impact of gender on performance, literary genres, education, and social and legal status, as well as continuing questions related to translation of primary sources, colonialism, and religious movements. In addition to the readings, we will also study images of the courtesan from antiquity to the present, listen to music by and about courtesans, sample some of their writing, and watch films about "real" courtesans. The primary goal is not only to look at the impact of courtesans in history, but also to engage issues related to gender and performance from a variety of different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287V. The Public and the Past: History in the Marketplace. 3 Units.
How does one or should one "sell" the past? Our primary encounters with the past are not in the university classroom, but via popular media, museums, theme parks, and historic sites; entities whose survival is increasingly dependent upon market economics. This dependency often demands attention to audience size and the need to avoid controversies that could alienate private and public funders. Complicating this is the issue of heritage--the somewhat mythic pasts which individuals, groups, and nations claim as their right, even when research challenges the underlying myths. What then are the consequences, in terms of ethics and accuracy, or in terms of civic value, when one turns history into a heritage-based commodity? More specifically, how does this affect professional historians? Can they work in history outside of academe without sacrificing integrity and standards? The seminar will debate these critical questions and also take an in-depth look at the growing field (positions, products and potential) of public/applied history. Readings, documentaries, interviews, and on-site visits to public history institutions will provide the basis for our discussions and the written assignments in this seminar as well as serve as an introductory "course" for students interested in a career in public or applied history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287X. The War.... 3 Units.
Why do people go to war? Why are they willing to give up everything and send their children off to fight? What makes people cheer when war is declared? This class will address these questions by focusing on 1914 and the start of the First World War. It will be a course focused on understanding the politics, motivations, and imaginings surrounding the origins of World War I. The course readings include secondary sources that provide an analysis of 1914 and primary sources that provide the various perspectives of those living through the events. In addition to furthering their writing skills, students will become familiar with library research methods. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287Z. Concubines, Soldiers and Field Hands: World Slavery from Antiquity to the Present. 3 Units.
For many Americans, the most familiar type of slavery is plantation slavery of the Americas and the horrific consequences to the indigenous peoples and transplanted peoples from Africa. The longevity of the institution of slavery, and acceptance of the practice by many different cultures and belief systems, however, reaches from antiquity to the present day. In addition to providing physical labor and domestic services, slaves have been used as entertainers, civil servants, led armies and served in temples. Slavery is a complex legal, religious, moral and social institution, and the relationship between slave, state and owner/slaver is equally complicated; so much so that understanding the bond between them, and what the actual boundary was between "free" and "un-free", is still difficult to determine in some cultures. In this seminar, we will use a chronological framework to examine the institution of slavery, uses for slaves, methodologies and sources for studying slavery and the slave trade in world history. Beginning with slavery in the Ancient Near East, Egypt, Greece and Rome, the class will include slavery and the feudal system in medieval Europe, indentured servitude and concubinage, slaves in the early Islamic courts, the Ottoman slave trade, the African slave trade and slavery in the Americas, and the current problem of human trafficking. Within each section, students will read primary texts and recent scholarship examining the social, economic and religious rationales behind slavery. We will also study different methodologies and the impact of gender, race and social class on the study of world slavery. As many slave cultures had different definitions for what it meant to be a slave, we will address questions related to translation, interpretation and perception when dealing with primary sources. The primary goal of the course is to provide a broader context for the institution of slavery in world history as a means not only to understand the impact of slavery has had on American culture, but on other cultures as well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288B. Doing Good: How Nonprofits Change Lives. 3 Units.
The American economy is made up of three sectors: government, business, and nonprofit. It's pretty obvious what government and business do, but the activity of nonprofits, while it is everywhere, is much more subtle. A nonprofit is most likely where you were born, went to school, attend church, or adopted your family dog. If you became an Eagle Scout, watched "Sesame Street," attended a benefit concert, or participated in a walk for a cause, you were engaged with a nonprofit. Perhaps you haven't given much thought to the way the organization was structured, where it gets its money, or what kind of an impact it's really having. In this seminar, students will learn what nonprofits are, how they operate, how they influence everyday lives, and their role in advancing social change and a civil society. We will consider the economic impact of nonprofits as well as their role in protecting culture, environment, values, and heritage. We will also look at the key challenges facing nonprofits today and how they are addressing them. Writing assignments will include a grant proposal for a new or existing nonprofit. The seminar will feature guest speakers and class visits to nonprofits in the Cleveland area. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 288C. Green Transformation and Globalization. 3 Units.
This seminar introduces students to the recent major green transformation in China and elsewhere in the world, focusing on the way the green changes took place in relation to globalization, environment and climate protection, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. The seminar will also assess the impacts of various aspects of green transformation and globalization on today’s and future world and vice versa. This seminar promotes broad knowledge of and increased appreciation of the importance of diversity in China’s cultural past, social frameworks, economic conditions, and natural environment. In a close connection to the primary readings, which include several recent relevant works, the students will be exposed to a variety of related primary and secondary materials (such as texts, photos, film clips, music, songs, and websites). In addition to receiving informative yet concise instruction, the student will also be involved in practice in critical reading and thinking, in writing and orally presenting research papers. In these activities, the students will be introduced to basic methods and concepts critical to the understanding of important economic, social, and cultural developments and changes as products of movements rather than isolated incidents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288D. Why we ride: Motorcycles in America. 3 Units.
The purpose of this course is to explore motorcycle culture as an outcome, microcosm, and sometimes foil for broader American culture from the end of World War II to the present. We will examine historical accounts and current media to understand the variety of perspectives on this elastic and evolving subculture. Many within the motorcycle press and industry believe that motorcycling is in the midst of a major cultural shift, which may reflect changes in generational values as well as economic realities, and which makes this a uniquely fascinating time to study this significant American subculture. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288J. Museums and Community. 3 Units.
This course will use Cleveland-area museums as a laboratory to think critically about the role of museums within society. It will combine literature review, museum visits, and discussions led by museum professional. The goal is that students consider what role, if any, they believe museums should play in society in general, and in their local community in particular. Since experiential learning is key to understanding museums, museum visits will be foundational elements of the course. Students will first explore a local museum with the instructor and collaborate on a case study. They will then work individually on case studies of two local institutions that they have not previously visited. Finally, drawing on the readings and class discussions, each student will expand one of the case studies into a plan to make that institution fall more in line with their personal vision of museums in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288T. Coffee and Civilization. 3 Units.
Whether you enjoy an occasional cup or sip throughout the day from a bottomless mug, did you know that since its introduction in the Western world coffee has been intimately tied to sociability and intellectual life? In this seminar, we will explore coffee’s civilizing history, from eighteenth-century coffee houses buzzing with political dissent, to 1920s establishments crowded with avant-garde artists and our modern bookstore cafés. We will also explore the human and ecological costs of our taste for coffee by investigating the enduring connections between coffee, slavery, North-South geo-political relations, and notions of fair trade. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288Y. The Secret History of Corporate America. 3 Units.
The corporation is the most powerful economic institution of our time. How did it come to reign, and how does its power affect us economically, politically, and socially? This course will chart the history and impact of corporate capitalism. Topics will include the corporation’s impact on democracy, consumer culture, the environment, and even the university itself. If you have ever wondered why products are purposely designed to wear out (planned obsolescence), why unions are so powerless in America, why the military is as powerful as it is, why it takes special technology from the Diebold corporation to run a simple election, why broadcasting companies are allowed to profit by using the public airwaves for free, why it looks like there are a million publishers of books when in truth giant companies dominate 80 percent of the book market, why the perfect lawn is a marketing ploy to get consumers to buy a lot of chemical inputs, why universities, which are supposed to be bastions of independent thought, are now dominated by an army of administrators who run around talking about return on investment instead of figuring out how to create a culture where students can learn, then this is the course for you. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289C. Ethics For The Real World: Developing a Code of Ethics to Guide Decisions in Work and Life. 3 Units.
This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? In this course, we look to religion, spiritual teaching and cultural upbringing to understand sources of personal values and standards of behavior that might help structure one’s life in the midst of difficult contexts. One way we consider this is through practical exercises including development of your own personal code of ethics, an iterative process designed to help you articulate the principles of your own moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289J. Treasure or Trash: Examining Theatrical Credibility. 3 Units.
This seminar is a fundamental study of theatre from the standpoint of developing the critical acumen of a potential audience. It covers each ingredient of the theatrical experience—audience, playwriting, acting, directing, theatre architecture, design and technology—and attempts to help students define a reasonable set of standards to judge that part of the experience as an audience member and to clearly communicate their feelings and thoughts regarding that experience. In addition to class discussions, lectures, and readings, students are also required to attend four live performances—two theater productions offered by Case Western Reserve University’s Department of Theater and two productions at the Cleveland Play House. The students will write critical essays about their experience as an audience member in relation to a particular aspect of the performance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289K. Struggles for Justice in Complex Globalizing Environments: Cleveland and Madagascar. 3 Units.
Increasing complexity is a hallmark of contemporary human life. In environments across the globe, elaborate and varied material conditions are linked to fast-paced, globalizing changes in economic, social and cultural arrangements. This course is concerned with struggles for justice in such spaces and places of globalization. How are people now formulating their interests, having them heard and getting them satisfied? What are the shapes assumed by contemporary struggles for justice? We will approach such questions of "the social" by first considering theories and models of complexity and globalization. Students will consider how material, economic and socio-cultural forms are integrated, how these arrangements are tied to global processes, how they change, and how political processes fit in. These theoretical concerns will then be fleshed out through extended case studies of social life in the rainforests of southeastern Madagascar and the urban neighborhoods of Cleveland, Ohio. In Madagascar, we will look at the attempts by indigenous Tanala (People of the Forest) to keep their land and hold on to their way of life in the face of international conservation groups managing a national park. In Cleveland, the focus will be on poor African-American communities living on the city's east side who try to gain a voice in city planning issues. The instructor has carried-out long term field and historical research in both locations, and insights and examples culled from his work will be employed throughout the term. The course will also take an interdisciplinary approach, employing theories and methods from the fields of anthropology, sociology, geography, ecology, and urban studies. Readings, extended class discussion, focused writing projects and research presentations will help prepare students for a required research paper on a specific society living with issues of complexity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289M. The Detective Novel. 3 Units.
Who dunnit? Why do we keep asking this question? You dunnit. Readers have an investment in finding answers to puzzles and to threatening narrative situations. In this course on one of the world's most popular literary genres, you will not only learn of its origins, but about theories of why you keep reading these stories. The texts begin with the Memoirs of Eugene-Francois Vidocq and stories of Edgar Allan Poe, and run though contemporary novelists such as Sara Paretsky and Natsuo Kirino. Why is this genre appeal so popular in so many cultures? There will be a strong comparativist slant to the course; students will be encouraged to explore the cultural context of Natsuo Kirino's and Stieg Larsson's novels which, like many of the classics, provide fertile ground for comparison to film adaptations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Q. The Nazis Next Door: Everyday Germans and National Socialism 1919-1990. 3 Units.
From the beginning of the National Socialist Party in 1919 until German Unification in 1990, everyday Germans had to deal with the reality that, regardless of their own political beliefs, many neighbors and even relatives embraced the doctrines of National Socialism. This seminar explores this complex reality from the rise of National Socialism, through the crimes of the Third Reich, and the stumbling and mixed efforts of the postwar Germanies to cope with the presence of Nazis in German society. Ranging from the defeated and divided society of the Weimar Republic, through the Nazi triumph, crimes, and defeat, to the recivilization of Germans after the war, we will examine how Germans dealt with the fact that to some degree, there were always Nazis next door. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Z. China and the World: 19th and 20th Century Encounters. 3 Units.
Although frequently characterized as a country with a past that was marked by insularity and disdain for all things foreign, until the West "opened [it] up," China's engagement with the world has been long and deep. China—Chinese emperors, Chinese governments, and Chinese people across the social spectrum—have energetically engaged with the broader world, permitting, encouraging, and seeking the circulation of foreign ideas and goods. This course is about how China has taken measure of the world and the goods and ideas that have flowed into and out of China during the past several centuries, from roughly the sixteenth through the twentieth centuries. Students will examine one topic in depth as an historical case study during the semester-long course. Possible topics from which the case study will be drawn include the Opium Wars, meanings of revolution, gender and sexuality, religion and political ideology, the environment, nationalism, history of science and technology, etc. Focus on a single thematic topic serves as a microcosm of social, political, and economic exchanges that highlight the complex ways in which understandings of China and the world have shifted over time. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290G. A History of Workers in the US. 3 Units.
This course examines the lives of the ethnically and racially diverse women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have joined social movements in an effort to improve some aspect of their lives. We therefore will assess workers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWII, and the Civil Rights movement in the wake of WWII. As we study these social movements through the lens of labor history, we will focus on making sense of periods of conflict and cooperation between European American, African American, and Mexican American workers. Throughout the course we will also discuss the politics of time-managed work, the role of unions within a competitive market economy, the influence of public policy and government institutions, and the relationship between industrial economies and blue-collar communities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290M. The Effects of Race, Class and Education: A Dialogue on Current Issues. 3 Units.
Recent decades have seen a growing income and opportunity disparity in America. In our seminar, we will examine a variety of overlapping issues related to this crisis, with special attention to the impact of race, class and educational levels in determining how people fare in society. The larger set of issues includes poverty, income inequality, job loss and its effect on the industrial city, the concept of a “living wage,” affordable housing, education, and sentencing and incarceration. Readings, class discussions, and student papers will all explore these topics. In urban communities such as Cleveland and Northeast Ohio, the income and opportunity divide is especially visible and persistent. Recognizing this, we have incorporated a novel approach to experiential learning in our seminar. Case Western Reserve students will interact with a similarly sized group of students incarcerated at Lorain Correctional Institution, a state prison located in nearby Grafton, Ohio. The two groups will conduct workshops together and will hold joint discussions via teleconference throughout the semester. The incarcerated students will be studying the same material on the same schedule and will be sharing their views with students in the seminar. We believe there are several benefits to this dialogue. We have two Northeast Ohio institutions - our university and the prison - which are neighbors but whose residents are largely from opposite sides of the divide. It will be useful to consider the income and opportunity divide from both perspectives and to share ideas and experiences related to the overall problem of inequality. A bilateral discussion and interaction will not only enhance the students’ educational experience, but also, we hope, will foster greater understanding. Procedures will be in place to ensure strict confidentiality and anonymity in any and all exchanges of views between CWRU students and students at the prison. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSY Courses
USSY 201. Mathematical Life and Death in the Ancient Greek World. 3 Units.
A seminar on the earliest mathematical proofs. The Greek Thales studied with Egyptian priests and gave the first geometric proof. Pythagoras went to Egypt, on Thales’s advice, then founded a mathematical religious colony in Italy. Plato took much philosophy and mathematics from the Pythagoreans. Aristotle took only mathematics. Their arguments over mathematical science echoed in the world-city of Alexandria, where even slaves were encouraged to be scholars. There Euclid wrote the standard mathematics text for the next 2,000 years. The great Archimedes synthesized Platonic and Aristotelian conceptions. His mathematics inspired Galileo’s and Newton’s physics. His war machines inspired a Roman soldier to kill him on sight. A woman, Hypatia, later became the leading mathematician and Platonist philosopher of Alexandria and was torn to pieces by a mob for her pagan ideas. What did mathematics mean to these people? What can we learn about religious freedom, or about the science of war? Why do we all accept mathematics form 200 BC whole only specialist scholars remember the physics, biology, or religion of ancient Greece? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 209. Art and Math. 3 Units.
Students in this University Seminar will explore relationships between art and mathematics. Topics include: pattern, symmetry and beauty in natural forms; symmetry and proportion in art, architecture, ornament and design; perspective and optics; number, iteration, and infinity; mathematical and computer techniques and themes in art, architecture and design. Note: This class is limited to students participating in SAGES. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 211. Beethoven and the Age of Revolution. 3 Units.
Beethoven's music is symbolic of the age and spirit of change which reached its zenith with the French Revolution. Fueled by political, social, and emotional reactions, his oeuvre was remarkable in every way. From the early works, imitative of Haydn and Mozart, through his truly unique later compositions, Beethoven was revolutionary in his person and in his music. The course will center around specific Beethoven masterworks which are being presented by University Circle Institutions, and student attendance at these concerts will be required. Class sessions will involve discussions concerning the historical and cultural setting, influences, and analytic investigation into these masterworks. Readings will be taken from Joseph Kaman and Alan Tyson (The New Grove Beethoven), Frida Knight (Beethoven and the Age of Revolution), and George Marek (Beethoven: Biography of a Genius). This course is directed towards the general university student, and no specialized knowledge of music is necessary, although certain rudimentary aspects of musical discourse will be covered. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 227. Travel Writing on Screen. 3 Units.
Through the image of the traveler in a wide range of films, we will examine such issues as border crossing, culture shock, and the nature of memory. Topics include: The Grand Tour, pilgrimage, exile, and imaginary journeys. A group presentation, 5 short-reaction papers, and a take-home final essay are required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 229. Art Mirrors Art. 3 Units.
At the beginning of the Renaissance, about the year 1400, an important new theme arose in painting, sculpture and printmaking—the theme of art about art. At a time when the status of artists in society was rising, new subjects began to appear in western European art that depicted both the artist and the process of making art. Self portraits of artists, depictions of Saint Luke painting the Virgin Mary, images of women as artists and muses, classical and mythological stories of art making (Pygmalion and Galatea, Apelles painting the mistress of Alexander the Great), depictions of painting and sculpture studios and of art academies and instruction, scenes of art galleries and collections, still lifes about art, all reflected this new cultural interest in art as a topic in itself. This seminar will look at individual works of art and subject types to understand what they tell us about the role of the arts and the changing status of the artist in the Renaissance and early modern period, up to the eve of the French Revolution, about 1789. The works we study will thus be understood as symbolic indicators of social status and ideas about what art meant to European society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 233. Constructing the Self. 3 Units.
The purpose of this seminar is to explore how individuals construct and present the self. The class will explore what we know of the self from historical, sociological, psychological, and philosophical perspectives. We will examine how the meaning of the self has changed over time. We will also explore where the self comes from, and the role of parents, peers and society in making a person who they are. Finally, we will explore how the self is defined for others, whether through an online presence, fashion choices, or the names that people prefer for themselves. Specific topics will include Freud’s view of the self as unavailable to consciousness, the importance and fallacy of high self-esteem, individualist and collective societies, and the ethics of self-presentation. Students should expect to develop their critical thinking as well as writing and oral presentation skills through this class. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 241. The Birth of the Modern: 1905-1925. 3 Units.
"The Birth of the Modern: 1905-1925" will attempt to answer the question "What is the modern?" by exploring some of the breakthrough works of literature, music, art, and scientific theory in the first decades of the twentieth century. We will study what characterizes the new modes of thinking or "language" of modernity, developed in experimental work across the arts, the sciences, and the social sciences. We will be examining some of the major manifestos and statements about the nature of Modernism in order to see how they illuminate, for example, a novel by James Joyce or a painting by Picasso, a composition by Stravinsky, a scientific theory of Einstein’s, or a psychological theory of Freud’s. At the conclusion of the seminar, students will present their findings and write a research paper about "the modern" as it relates to a field of particular interest to them. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 246. How to Make a Leader. 3 Units.
Leaders are both born and made. Some seem to naturally know what to do and some need to study and practice to gain the necessary skills. Both groups can be successful and it usually requires a combination of natural ability and effort to become the very best. Leaders often point to role models as being important to the development of "natural" or acquired ability. This course is appropriate for both those who are intellectually curious about leadership. The course will be divided into three sections. The first part will involve reading and discussions to explore and identify what leaders are like and what they do. During the second part you will observe leaders in action and talk to them about what they think makes them successful. Some examples of what you may observe will include a surgeon in the operating room (theater), a coach with his/her players, an executive in the board room, a concert master with his/her musicians and a judge in a courtroom. The third part of the course will involve readings and discussions during which you will develop a personal approach to the level of leadership to which you aspire. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.

USSY 249. Paris: From Revolution to Globalization. 3 Units.
This course explores the history of Paris as it became the center of French national life, international culture and politics in the 19th century and a global city in the late 20th. The course acquaints students with the history of Paris as a dynamic environment deeply influenced by industrializing forces during this period. We will study contemporary writings, art and popular culture economic developments, political and military events, and architectural and engineering projects that have profoundly shaped the city and popular responses to it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/ concurrent enrollment in FSSY/ USSY; OR Requisites not met permission.
USSY 250. Medical Narratives. 3 Units.
This course examines the relationship between medicine and narrative by exploring the representational structures and narrative conventions that have been used to understand and communicate the experience of illness, to tell stories about the human body, and to diagnose and treat disease. The course focuses on literary texts (including novels, plays, short stories and memoirs) written by doctors, patients, nurses and creative writers, as well as on medical case histories from different cultures and historical periods. It examines such topics as the uses of narrative in medical practice; the uses of metaphor in conceptualizing and representing disease; the ethical dilemmas posed by medical research and practice; the therapeutic value of narrative; the structural similarities (and historical links) between detective fiction and medical case histories; the imaginative function of illness in literature; the cultural myths and iconography of disease in different historical periods; the representation of physical and mental illness and the human body in language and art, and cultural responses to major health crises such as bubonic plague, syphilis, and AIDS. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 267. Medieval Love Songs: Poetry, Music, Spirituality. 3 Units.
In the high and late Middle Ages (c1100-c1450), love songs accounted for much of the poetry and music composed at the secular courts and urban centers of Europe. At the same time, spiritual love songs were an important element of medieval Christian theology and worship. What may surprise a modern audience is that the worldly love songs were often intensely spiritual, while the religious ones were often highly sensual and erotic. This seminar investigates the convergence of worldly and spiritual elements in the poetry and music of medieval love songs. Students will learn basic tools for analyzing medieval poetry and music, and through such analysis, coupled with discussion of readings from the scholarly literature, they will explore the provocative interactions between literal and allegorical, sacred and profane, and ascetic and erotic elements in medieval culture. Primary texts will be drawn from Bernard of Clairvaux’s commentaries on the Song of Songs, the courtly lyrics and melodies of the troubadours and trouvères, and the lyric poetry of Dante, Petrach, and Boccaccio. No prior musical training required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 275. Colors, Capes, and Characters: American Comics Symbolism. 3 Units.
The history of the comic book is a vital site for critical questions about intersections of art and popular culture in America. In this course we will not simply read "funny books," but will examine a genre that is as unique as its many colorful protagonists: from Popeye to Superman, Wonder Woman to the X-men, comics have given us larger-than-life characters who are often caricatures of dominant (and sometimes subversive) American ideologies. We will learn not only the history of this unique genre, but will interrogate what it means to truly read comics artistically, politically, culturally, and symbolically. At heart, reading comics in an exercise in interpretation: given visual symbols, what meanings can we take from them? What can comics tell us? And how can we write about them in intelligent, critical ways? In this course we will learn to approach comics through critical thinking strategies; that is, questioning what they are, what they say, and where they come from. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 279. Navigating Contemporary Art. 3 Units.
Art has always had a shifting, complicated relationship to the general public. In today’s world, contemporary art is sometimes regarded as a detached, self-reflexive, and elite mystery reserved for in-the-know connoisseurs and aspiring scene-makers. Yet there are many points of entry for meaningful dialogue about the art, the artists, and the audience that comprise the world of contemporary art. This seminar will explore the critical and cultural contexts that can help foster this conversation. It will include visits to local museums, galleries, and artists’ studios, and culminate in a tour of the Progressive Art Collection. The goal of the seminar is to inspire a genuine interest in contemporary art and provide students with the tools required to think, speak, and write more clearly about it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 280. Passport to Eastern Europe. 3 Units.
Images and texts shape rather than merely reflect the world and its geopolitical structures. Novels, films, and myths make significant contributions to the varied ways that people make sense of continents, nations, and other (often too conveniently used) geopolitical categories such as the East and West. After considering the ways in which the European continent has been imagined over the centuries, we will explore texts and films that have contributed to the invention of East Central Europe and the Balkans and continue to shape our understanding of the eastern parts of Europe. The class will include analyses of current news coverage of this area to unpack representations disseminated by the media and to reflect on the forces that aim to shape our understanding of geopolitical entities. Ultimately, the course hopes to address geopolitical assumptions, evaluate cultural contexts, and help you think critically about the constructed nature of geopolitical categories. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 284. The Art of Madness. 3 Units.
Taking a historical approach, this course will examine the relationship between the evolution of social and medical attitudes toward mental illness and fictional representations of madness in literature. Beginning with the early modern period, students will compare period sociological and medical narratives on mental illness to fiction works with representations of madness. In so doing, students will consider how the interactive dynamics of art and science contribute to cultural and social thought. Specific areas of inquiry will include: the development of psychology and its effect on societal perceptions of mental illness; cultural developments that occurred in response to changing perceptions of mental illness over the centuries; and the use of representational structures and narrative conventions in understanding and communicating the experience of mental illness. Other interrogations will include the imaginative function of mental illness in literature (e.g., melancholy’s role in creativity); the cultural myths in iconography of mental illness in different historical periods; and ethical dilemmas regarding mental illness as reflected in both medical and literary narratives. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 285D. The World of African Literature. 3 Units.
In this seminar, we will look at how a diverse number of African writers have responded, in both form and content, to three periods in Africa's literary history; the 1960s, or the decolonization period, which produced nationalist literature; the 1970s and 1980s, or the neocolonial period, which produced revolutionary novels; and the 1990s through the present, a period producing literature that contends with globalization. In an attempt to answer the riddle of what makes an African novel African, we shall grapple with fundamental questions concerning the origin of the novel; how it came to Africa; African literary traditions; and the language of the African novel. We will also use African literature to explore universal questions about politics and literature: What is a protest novel? What is the role of the writer and of art in society? The goal of the seminar is to increase your appreciation of African literature and literature in general, and at the same time sharpen your analytical, critical, oral and written skills. You will be expected to lead discussions, engage in peer critiques and, through scholarly essays, engage African literature. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285I. Representing the Immigrant. 3 Units.
For many the world over AMERICA is a dream, a powerful myth, whether imagined through TV and movies, metaphors such as The Gold Mountain, or as symbolized by the Statue of Liberty. Following those visions may lead to success or disenchantment or both. Through fiction, memoir, films, and photographs we will explore the experience of immigrants: the tensions, generational conflicts, and difficulties with communication and culture their families undergo. We will examine expressions of those varied and complex experiences, especially how language represents them. We will also look at the significance of language itself--think about what and how words mean, and the difficulties of linguistic and cultural translation. Students will share their reactions to what we read and see in class discussion and also in writing informally, even (if they wish) personally. Formal requirements: two shorter analytical papers and a longer paper using sources and possibly interviews, also to be presented in oral reports. There will be conferences on papers and revision. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285N. The American Dream: Real and Imagined. 3 Units.
What is meant when we or our leaders talk about "the American dream"? Is it a political cliché, a myth, or something fundamental to our national ethos? In this seminar students will explore what is meant by "the American dream." We will pose the questions: how it has been defined and written about, how it has changed over time; and to what extent the dream is real and/or imagined? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285T. Art, Music and Culture. 3 Units.
This course uses the intersections of art and music as a way to understand how the arts reflect, interact with, and influence the cultures in which they develop. After an introduction to research and writing in the arts (week 1), the course continues with a survey of certain historical periods and masterpieces of European and American art and music from 1700 to the present (weeks 2-6). It then takes up a few important themes in the interaction of music and the visual: 1) the concert hall as the intersection of architecture and acoustics (week 7); 2) the art museum and its music (week 8); 3) music and film (week 9); 4) the Broadway musical (week 10), and 5) rock music and its artifacts (week 11). A full week (12) of instruction on writing and oral presentation then prepares students for a seminar paper and seminar report, the creation and refining of which constitutes the final phase (weeks 12-15) of the course. Requirements and activities include, in addition to the seminar paper and report, a series of activities including three optional and three required events centered on the Cleveland Museum of Art and its concerts, the Cleveland Orchestra at Severance Hall, and the Rock and Roll Hall of Fame Museum. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285U. Popular Music and Film. 3 Units.
This course takes an interdisciplinary approach to studying music in American film. Students will learn to analyze film and music with greater sophistication, to contextualize them in time and place, and to interpret their meanings. The films predominantly feature jazz and popular music. We will discuss several aspects of a film: filmmaking techniques, visual composition, the film's available interpretations, audience reception, and so on. We will also discuss musical composition and performance, artists' self-representation, the link between music and commerce, and so on. Course sources include films and critical literature. The primary focus of the class will be on the ways music and film intersect as entertainment and art. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285V. Castaways and Cannibals: Stories of Empire. 3 Units.
Through a study of texts that exploit "new world" images like the castaway, the cannibal, the wild man, and the exotic woman, this course explores the ideologies that propelled nineteenth-century imperialism, particularly regarding the British in Australia and South Africa. The class will consider how British settlers made "homes" in hostile and unfamiliar climates, how they addressed the problem of unfriendly and unequal contact with indigenous peoples, and how contemporary novelists reevaluate the historical past. The course will work under the premise that contemporary geopolitical realities have been shaped by the imaginative work of British colonialists who, under the principle of terra nullius or "no man's land," claimed the land and the resources of these southern territories and dismissed the very existence of the indigenous peoples that populated them. The scope of the course will be broadly historical, exploring works that participated in British imperialism, as well as those that take a modern perspective. Course materials will be drawn from a variety of genres, including fiction, poetry, film, ethnography, natural history, history, and criticism. Ultimately, students will consider how narratives participate in the shaping of reality and of real-world relations of power. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 285X. Living in the Digital Age. 3 Units.
Digital technologies have changed the world we live in. This brave new world is populated by new-media, video, games, and social networks. To survive this world we need a vocabulary of criticism and authorship, a “New Media Literacy” that we can use to effectively and efficiently embrace our roles as both artist and critic. This course explores a wide variety of New Media themes in both contemporary and historical contexts. Students in the course will analyze their ever-evolving relationship to New Media as both viewers and creators. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285Y. Musical Acts: The Performer in Western Culture. 3 Units.
Much of music history emphasizes the text/composition and its author/composer. Yet music is unique among the arts in that a musician must bring the work to life; arguably, a piece of music can only be said to exist in real time, in performance. This course will examine musical performance as it has evolved over the centuries and consider how thinking about performance and performers continues to change. Although an understanding of the rudiments of music will be helpful, students will not need advanced training in music for this course to be of interest. Readings will include historical accounts and reviews as well as articles about performance and musical aesthetics. Further sources will be recorded audio, video and live performances, as well as interactions with performers (and teachers of performers) from the Cleveland Institute of Music and the university’s departments of music, theater and dance. The interests and needs of the students will help set the tempo and line of our class discussions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285Z. The Ubiquitous Frankenstein. 3 Units.
This seminar will explore the birth, evolution, devolution, and undead nature of the Frankenstein myth in popular culture. Using Mary Shelley's novel, her source texts, 19th- and 20th-century critical accounts, and 19th- and 20th-century popular cultural manifestations, the seminar participants will discover how “Frankenstein” found its way into the Western mind and continues to provoke responses both in those familiar and in those completely unfamiliar with the novel. The course will touch on issues of literary influence, science/technology, religion, ethics, education, literary merit, popular culture relevance, and adaptation as art form. Central questions for the seminar include: (1) Does the Frankenstein myth as we perceive it today have anything to do with Mary Shelley’s original novel? (2) What were the moral and ethical implications of Shelley’s novel for her time and for the generations afterward? (3) Is an “accurate” film adaptation of a literary work possible or needed? (4) Is being ubiquitous a blessing or a blight for a literary work? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286C. How Photos Shape What We See. 3 Units.
Because of both its special ability to convince and its ubiquity, photography has had a major impact on the way we view the world, and particularly in our view of “the other.” Just like other major forms of discourse, photography should be approached with a thoughtful and critical attitude. Some of the techniques of critical looking are different from the techniques of critical reading, but the fundamental tasks are very similar. The aim of this seminar is to help students develop an awareness of why and how photographs are such effective media of communication, and to help them develop an ability to read photographs critically. This is, of course, set within a general context of developing critical reading and writing skills. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286J. Creativity and Constraint. 3 Units.
The purpose of this course is to explore creative problem-solving as it relates to different disciplines and types of problems and to encourage a passion for finding best solutions, not merely obvious ones. We will use and evaluate case studies of real-world projects and complex decisions, readings about creativity, firsthand accounts from creative professionals, and in-class exercises to hone strategic thinking skills. The seminar is specifically concerned with how constraints—ranging from budgets and schedules to the laws of physics—can encourage, rather than inhibit, creative solutions. But we will also consider general questions about the process and psychology of problem-solving. Areas of investigation will include steps in establishing problem scope and defining and recognizing successful solutions; the dynamics of group versus individual problem-solving; and strategies for communicating complex ideas to teammates and leading the creative process. Students will be expected to participate actively in shaping class discussions and activities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286S. Shakesploitation of an Icon: Four Hundred Years of Shakespeare Marketing. 3 Units.
Following the interregnum in England, William Shakespeare began a long, sustained trajectory as a cultural icon, first in England, but eventually among all English-speaking cultures. In the process, Shakespeare’s works have been reinterpreted, adapted, re-contexted, commoditized, and re-purposed for the sake of art, educational relevance, and entertainment. In the process, Shakespeare has often become the tool of unabashed commercialism, a practice which has come to be known as “Shakesploitation.” But why is Shakespeare’s work so frequently purloined? Why are out of context references to him so ubiquitous? Why do people tend to equate the name of Shakespeare with qualities of genius? Why have his works been continually adapted (often shamelessly) not only for the stage, but into other genres, including operas, paintings, novels and films? How do we account for the proliferation of Shakespeare-based self-help books such as Shakespeare on Leadership? Why is the infant stimulation video Baby Shakespeare a best-seller? This course will explore these questions not only by reading a selection of Shakespeare’s most enduring works, but also by examining criticism, adaptations, and marketing strategies that have been applied to Shakespeare’s image and works over the last four centuries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 286U. Puzzled. 3 Units.

“Puzzled” will look at the practice of puzzle making and puzzle-solving and explore the meaning of puzzles for different cultures throughout history. We will read works from the disciplines of math, history, anthropology, philosophy, and literature. We will explore why certain types of puzzles became popular and how puzzles have transferred from one culture to another. We will examine the role of code writing and code-breaking in the military and in the world of business. We will read examples of fiction and watch films that adopt the form of the puzzle as a narrative device. We will think about the function of puzzles as instruments to exercise the faculties of reason and logic and as a means of leisure or pleasant distraction. Students will be asked to both solve and create puzzles over the course of the semester. They will write analytical essays on topics related to the practice and history of puzzle making and puzzle solving, and they will pursue a research topic that revolves around an issue or problem that has “puzzled” them. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 286V. Food Craze: (No) Reservations. 3 Units.

The great number of food-related TV-shows indicate an unprecedented interest in questions about and fascination with food; in fact, these TV shows allure viewers with the appeal of a myth: eating involves discovery (Anthony Bourdain’s No Reservations, On the Road Again with Mario Batali, Planet Food), thrill (Bizarre Foods), or “supernatural” competition (Man vs. Food, Top Chef). These television shows and food-related writings that accompany them in earnest “worship” food and often promote ideas of multiculturalism by which exciting and novel locales, foods, and meal preparatory techniques are discovered. The objective of this course is to “indulge” in these shows and food writings and scrutinize them: What explains such fascination with the viewing of and reading about food? In what ways can food-exploration trips expand on ideas and critiques of multiculturalism and globalization? What explains the centrality and “mythical” nature of food in the twenty-first century? To begin these conversations, we will touch on a plethora of food writing works including works motivated by environmental and health concerns such as Michael Pollan’s essays. Then we look at the world of cookbooks (including the cookbooks of Julia Child and Rachel Ray), food blogs and TV-shows, and essays by Bill Buford and Calvin Trillin among many others. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287F. Telling True Stories: Literary Journalism in America. 3 Units.

Literary journalism is a genre of nonfiction writing that employs all of the reportorial and truth-telling covenants of traditional journalism, while employing rhetorical and storytelling techniques more commonly associated with fiction. In short, it is journalism as literature. This course will introduce you to major themes in American literary journalism, the genre’s representative writers, and the enduring questions of the field. For example, we will ask how these stories work as narratives, as scientific explanations, as political tools, and as entertainment. How do these categories overlap? How do they motivate us to act? Where are these stories published and who is the readership? How do historical and cultural contexts influence and appear in the works? What is the relationship between (literary) journalism and democracy? What is the relationship between form and content? Is there a difference between physical truth and emotional truth? In the process of answering these questions, this course will emphasize close reading, interdisciplinary thinking, and the writing process. Through reading assignments, class discussions and presentations, and paper writing we will have the opportunity to examine, analyze, and develop our own interpretations about these multifaceted writings and the diverse cultural experiences and meanings they chronicle. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287G. Shadowplay/East and West. 3 Units.

Shadows flicker across the screen, drawing us back to the precursors of the cinema and forward to digital effects. To borrow Gorki’s phrase, the cinema is truly a “train of shadows.” This course focuses on interactions between shadow theatre, dance, visual arts, the cinema, and traditional forms of play. While the main focus is on traditional artistic forms, we also explore modern variants, including the use of shadows in contemporary photography. We will look at shadows in different (yet overlapping) contexts, and compare the effects of still and moving shadows. All of these contexts involve moments of narrative and silence. Through a series of short papers which will be integrated into a longer paper, each student will explore his/her approach to a central question: What does it mean to play with shadows? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 287H. Cityscapes in 20th-Century and Contemporary Visual Culture. 3 Units.
This seminar will explore the dynamic meanings of modern and contemporary urban environments through visual representation. What does a city look like? As great complex entities of constant change, we will see that cities have been portrayed in a myriad of ways. What social ideals have engaged the vision of architects, urban planners, and landscape designers in the making of the metropolis since the late 19th century? How have artists interpreted major cities as sites of modernity, technological advancement, civilization and cultural vanguard; or, in contrast as sites of failed experiment? How can forms of representation help us envision the entirety of urban spaces of diverse geographies, including typically un-aesthetic forms of fringe areas, the abandoned zones of prior use, and infrastructures? What recent developments in convergent media might be employed as catalyst for achieving an enhanced understanding of the interrelationship of urban structures, spaces, and human need? Our chief objective is to begin to comprehend the enormity of these questions. Thus, we will view and discuss selected examples of architecture, design, art, photography, film and video, in essence sampling the roles they have played in the process of conceiving and imagining the design and significance of cities. Our examination of visual material will be organized over the course of the semester according to three major overlapping themes: the utopian and visionary city, the visual culture of cities, and the emerging city. The methods by which we will seek to interpret the visual component of our studies in the three categories will be adapted from the perspectives of visual culture, urban studies, urban design and landscape urbanism, and architectural history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287M. Literature of 9/11. 3 Units.
Nearly 10 years after the September 11, 2001 terrorist attacks, politicians, economists, artists, and educators continue to use the umbrella term “post-9/11” to describe our general cultural sensibility. Yet, what does it mean, specifically, to live in a “post-9/11” America? How have the cataclysmic events of that day altered our political and intellectual points of view? In this course, we will explore these questions by considering how novelists, poets, and other writers have and continue to represent September 11th. We will analyze techniques used to narrate the story of 9/11, investigating how American cultural values—or critiques of such values—infuse the aesthetic choices that writers make. Our course will begin chronologically at “Ground Zero,” as we examine representations of the immediate urban trauma while exploring the tensions between memorial and commemoration, spectacle and commercial pursuits. We will then focus on works by both American and international authors addressing the days and months following the attacks. We will examine how America is depicted with respect to its foreign policy and domestic politics, paying particular attention to the space of the “home.” In addition to novels, short fiction, and poetry, we will read cultural criticism and some philosophy. Students will be given additional opportunities to explore film and other visual or new media representations of 9/11. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287O. What is Art for?. 3 Units.
Together we will study a crucial and distinctive aspect of the human mind: the uniquely human ability to engage in the production and reception of art. This course will explore human responses to artistic works in a wide range of media: literature, music, painting, and performance. Some of the larger questions we will be addressing in this course are the following: What is art for? Is art simply a kind of cognitive play that refines behavioural options over time? How is art related to (or dependent on) simulation, empathy and aspects of social cognition? What precisely can science contribute to explaining the aesthetic response and the artistic impulse? What, given the inherent constraints on human creativity imposed by human cognitive abilities, are the unique artistic conventions that contribute to experiencing a work of art as a work of art? What are the conceptual, intentional, emotional dimensions of art, manifested as they are in artistic creativity, talent and appreciation? Like most big questions, these are addressed in different ways by the disciplines of psychology, neuroscience, evolutionary biology, philosophy, and aesthetics. By exploring some collisions among these multiple perspectives we will learn more than through any single perspective. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287N. Fantasy and Philosophy. 3 Units.
Fantasy novels and films can be philosophical catalysts. One can read philosophical arguments and debate ethical and epistemological issues. Or, one can become immersed in a work of art and imagination that presents a fiction expressing the same profound human issues. Such a work dramatizes philosophical debates and conflicts, and hurl readers and viewers into poignant, gripping, suspenseful, horrific, or beautiful stories that convey those very same struggles with truth and morality. Indeed, while many philosophical works are inaccessible to everyone but those with a specialized vocabulary (or prescient ability to discern tortured language), literary and cinematic works actually stimulate a different part of the brain. The ideas are conveyed and processed differently, and this is why works of fiction can have such poignant and lasting effects on the emotions, provoke us to meditate on the grave and constant in human sufferings, and revisit those works as we relive our own struggles with truth, morality, love, identity, conflict, violence, and death. In this course students will read short works of fiction and philosophy, and watch films that delve into philosophical issues. These include selections from The Seventh Seal, Dr. Strangelove, Lord of the Rings, Harry Potter and the Half-Blood Prince, Star Trek, Futurama, House, M.D., True Blood, Dexter, Woman in the Dunes, The Denial of Death, The Dharma of Dragons and Daemons, Death's Dream Kingdom, Thus Spake Zarathustra, Philosophy and the Mirror of Nature, Serial Killers and Philosophy, and The Bhagavad Gita. Students who have taken USSO 286W for credit may not take this course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287T. What is Art for? 3 Units.
This seminar will explore the dynamic meanings of modern and contemporary urban environments through visual representation. What does a city look like? As great complex entities of constant change, we will see that cities have been portrayed in a myriad of ways. What social ideals have engaged the vision of architects, urban planners, and landscape designers in the making of the metropolis since the late 19th century? How have artists interpreted major cities as sites of modernity, technological advancement, civilization and cultural vanguard; or, in contrast as sites of failed experiment? How can forms of representation help us envision the entirety of urban spaces of diverse geographies, including typically un-aesthetic forms of fringe areas, the abandoned zones of prior use, and infrastructures? What recent developments in convergent media might be employed as catalyst for achieving an enhanced understanding of the interrelationship of urban structures, spaces, and human need? Our chief objective is to begin to comprehend the enormity of these questions. Thus, we will view and discuss selected examples of architecture, design, art, photography, film and video, in essence sampling the roles they have played in the process of conceiving and imagining the design and significance of cities. Our examination of visual material will be organized over the course of the semester according to three major overlapping themes: the utopian and visionary city, the visual culture of cities, and the emerging city. The methods by which we will seek to interpret the visual component of our studies in the three categories will be adapted from the perspectives of visual culture, urban studies, urban design and landscape urbanism, and architectural history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 287T. King Arthur's Days and Knights. 3 Units.
Few legends have remained popular and vital as long as the story of King Arthur has. Beginning with brief references in sixth-century histories, Arthur has risen again and again in medieval adventure stories, Victorian lyrics, and contemporary cinema. Over thirty-five films, in fact, have depicted the adventures of the Round Table. How can we explain this phenomenon? To investigate this question, this seminar will trace the development of the legend from its oldest remaining written manifestations to the present day. A chronological approach will allow us to see how Arthur's story accumulated new elements over time, including the famous love affair between Lancelot and Guinevere and the equally famous quest for the Holy Grail—neither of which appeared in the earliest versions of the story. We will discuss topics such as what Arthur has represented at different periods in time and how his story changes when it is retold in different genres and media. We will also consider how writers have adapted Round Table stories to suit political and social agendas. Finally, to broaden our perspective we will spend a unit exploring legends from a variety of cultures and comparing their presentation of heroism. Texts will include Sir Gawain and the Green Knight, pieces of Sir Thomas Malory's The Death of Arthur, the indispensable Monty Python and the Holy Grail, and portions of its new incarnation, Spamalot. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287X. Paris in the Arts. 3 Units.
Since the late eighteenth century, Paris has been a favorite subject for visual artists and writers alike, as well as the birthplace of several seminal artistic movements, such as Impressionism, Cubism, and the New Wave. This course will use representations of Paris in the arts as lenses through which the identity and recent history of this major city will come into focus. Further, stories, photographs, and films that stage the city of Paris and its people will also allow us to explore the broader relationship between art, the city, and the plight of modern man. The course will include a wide range of artworks, from mid-nineteenth century photographs documenting the destruction of Medieval Paris and the advent of a rational capital, to stories chronicling the fate of hopeful newcomers, and films where the city is treated either as intimate landscape or impersonal grid. The course will be both discussion based and writing intensive: students will be encouraged to envision class participation and writing assignments as means to analyze collaboratively, as well as individually, the material at hand. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288E. Fantastic Voyages: The Journey in the Ancient and Medieval World. 3 Units.
When we make a record of a journey to an unfamiliar place (regardless of whether or not we really went there), we are framing difference. On the one hand, we create a record of what we see and experience, while on the other, we reveal our own cultural standpoint based on how we represent that experience. In this seminar, students will read a selection of narratives from antiquity to the late medieval era that purport to depict a "real" journey into the unknown, with the intent of examining how the representation of different cultures by the traveler, whether real or imaginary, shapes and defines cultural boundaries. Our focus will be on journeys within the cultures of the Mediterranean and Europe (including Britain), and will include texts from Greek, Roman, Middle Eastern, and Western travelers. Students will consider the texts in relation to their context and audience, evaluate the authority of the author's account using primary source material, and draw on subsequent scholarship. By undertaking a symbolic journey through the eyes of different travelers, students will learn not only to examine texts from several perspectives, but also to recognize the ways in which cultural differences and "otherness" are constructed. We will begin with the concept of the journey in the ancient world, particularly how different cultures traveled and how their mode of transport (horse, boat, foot) and mode of living (nomadic, sedentary) influenced their perception of the people they encountered. As we move from antiquity into the medieval era, we will trace how religious, political, and economic changes influenced representations of other cultures. In addition to written texts, we will study visual references, including illustrations based on the seminar's required texts as well as early maps. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288I. Diversions: Experimental Stories and New Media. 3 Units.
In this course, students will study works in which the authors and artists have experimented with traditional linear forms and created stories that are, for instance, labyrinthine, framed, collaged, geometrical, digressive, and even networked. While both print-based and digital texts offer spaces for diverse and deeply engaging written or visual performances, they also require further critical inquiry into the ways in which they create, reflect, or resist social and cultural values. Our focus in this course will be exploring how stories (and other texts) - in print, on screen, on canvas, in digital formats - that don't follow or that play with conventional rules of order encourage us to participate in making sense of our contemporary world. The goals of the course include: exploring the relationship between form and content in written and visual productions, developing a critical perspective from which to enjoy, assess, and respond creatively to traditional print and multimedia presentations, and making excellent use of research resources at CWRU and cultural resources at University Circle. In addition, students will work to develop their writing and presentation skills and to innovate novel models of research writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288J. Cultural Representations of Violence. 3 Units.
The twentieth century was arguably the most violent in human history. That legacy has carried into our own time: from 9/11 to school shootings to the recent conflict in Libya, violence surrounds us. But what exactly is violence? How is it that we all recognize it when we see it? How do we represent it to ourselves? Most importantly, how do we make sense of it? Can we make sense of it? This class will explore these questions by studying the uneasy role violence plays in literature, film, performance art, and other cultural productions. As we do so, we will consider two central and potentially conflicting ideas. On the one hand, violence tends to resist our abilities to represent it; any depiction seems somehow inadequate to the real thing. At the same time, representations of violence surround us constantly, and for any number of political, cultural, and social reasons. Thus, violence in modern and contemporary culture is paradoxical, both permeating and resisting our imaginations. Through class discussions, written responses, presentations, and independent research projects, we will explore these and other ideas, considering how art attempts to comprehend violence and how artistic representations of violence relate to (implicate?) their audience. Although our focus will be largely on art, and primarily literature, our approach will be necessarily interdisciplinary. Be prepared to weigh in on topics as diverse as politics, aesthetics, philosophy, gender and sexuality, war, trauma, and colonialism. Undoubtedly, violence can be a painful subject, but the goal of our seminar is to pursue a rigorous intellectual and imaginative inquiry into one of the most pressing topics of our time.

Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288K. Hiroshima: History, Memory, Representation. 3 Units.
On August 6, 1945, when the U.S. first used nuclear weapons against Japan, the name "Hiroshima" ceased to designate merely a place, and came to signify an event, an anxiety, and a prognosis for the future. This course seeks to interrogate the various and overlapping discourses which constitute the symbolic nexus around Hiroshima--and, to a lesser extent, Nagasaki. We will be asking how the event of the bombing has been understood according to different disciplinary perspectives (history, psychology, literature, and film) and how it is represented from both American and Japanese perspectives. Accordingly, our investigation will be an intensely comparative attempt to answer the question: if there is something like what Robert Lifton calls "the atomic bomb experience," then how is that experience captured in different forms of cultural expression? Or, perhaps more importantly, how do these cultural objects speak to an ongoing negotiation with historical trauma in the present? What differences and similarities do we find among different, cross-cultural encounters with the atomic bomb? Our investigation into the politics of representation around this event will lead us ultimately to ask whether it is even possible to capture the novelty and horror of an event that in many ways exceeds language altogether. After orienting ourselves to the history of the bombings and the psychological and philosophical issues at stake in them, we will turn to some of its canonical representations in John Hersey's Hiroshima and Masuji Ibuse's Black Rain. From there, we will look at Yoshihiro Tatsumi's graphic novel Goodbye. And we will conclude with the cinematic representations of Alain Resnais's Hiroshima mon amour and Ishiro Honda's Godzilla. As a University Seminar, the course will also include substantial instruction in research and writing, leading to students' production of a medium-length research paper which they will work on throughout the semester.

Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288R. Cultural and Ethical Issues in American-Chinese Business Relations. 3 Units.
The American and Chinese economies are the two biggest economies in the world. The Chinese economy is the fastest growing large economy in the world. The dynamic American economy is unique in its combination of large multinational enterprises and small entrepreneurial firms. The American economy is characterized by a vast private sector, the rule of law, and the largest private capital markets in the world. The Chinese economy is 30 years into a period of reform from communist industrial organization to "socialism with Chinese characteristics", which includes a significant role for the private sector. The Chinese economy is still an experiment. The established American business system exists within a democratic political system, where corporate lobbying has a significant influence on the creation of laws and government policy. The Chinese economy is still under the tight control of the Chinese Communist Party, a one-party dictatorship. When Americans go to China to do business, they find the cultural, social, political, and moral systems vastly different than what they are familiar with. Transparency International Ranks China 27 out of 28 of the most corrupt large economies in the world. In China, bribery of government officials and kickbacks to sales and purchasing managers is common. Key questions we will investigate are: 1. In what ways are the two business systems similar and different? 2. What is the nature of Chinese social relations? How do they differ from American social relations? What effect do they have on business? 3. What is the nature of the Chinese political system? What impact does it have on business in China? 4. How do American business people negotiate the Chinese business system? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288V. Seclusion, Gender and the Exotic: Imagining the Harem. 3 Units.
When the term "harem" is invoked, the first image that comes to mind is of scantily clad women living in sequestered opulence in some exotic, yet vaguely "Eastern" place. This image has been reproduced and perpetuated through art, literature and music to the degree that even today, familiar themes of seduction, passivity and mystery related to the harem can be found throughout popular culture. Historically, gender segregation reaches into antiquity and existed in a variety of forms, cross-culturally. The term "harem" was not used regularly until the 13th century, and then only referred to the specific form of gender segregation used by the Ottoman court. Application of the word "harem" to all women's quarters in other cultures was the result of European contact with the Ottoman Empire, despite the fact that other cultures often had their own, distinct, terminology for women's spaces. In this seminar, we will explore the history and practice of gender segregation as a means to examine how the idea of the harem was constructed in the Eastern and Western imagination. Under what circumstances did women live separately? How were gendered spaces created, justified and maintained? Where did our image of the harem come from? Using primary and secondary sources, we will examine a selection of histories and representations of the harem in literature, slave and travel narratives, and religion. As the Western idea of the harem is part of what Edward Said theorized as "Orientalism", we will explore Said's theory as well as subsequent theories related to gender and the exotic. In addition, we will look at images of women's quarters from antiquity to the present and listen to representations of the exotic in music. Our goal is not only to study the historical fact of the harem, but also to engage issues related to gender, the exotic and representation from different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288W. A History of Noise: Music and Politics from Beethoven to Jimi Hendrix. 3 Units.
This writing-intensive course examines the roles that noise has played in political discourses throughout the nineteenth and twentieth centuries. Its charged bookends--Beethoven and Jimi Hendrix-- invite students to challenge supposed differences between "Art" and popular music and examine relationships between music and society. "Who does 'Art' serve?" "Is it possible to distinguish between 'Art' and noise?" and "Is sound capable of influence at all?" are among the chief questions this course explores. The curriculum's historical breadth allows students to consider these larger questions through a variety of case studies, including (among others) the bombast and nationalism of Beethoven's ninth symphony; the Marxist-inspired "emancipation" of sound, as presented by Arnold Schoenberg; the gender-bending metal of Eddie Van Halen; and the protest-by-distortion of Hendrix's national anthem at Woodstock. By the end of this course, students will gain more awareness of the ways in which the music surrounding them seeks to shape society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288X. 1939. 3 Units.
This course will examine the year 1939. At the time, people in the United States and Great Britain were invested in creating an active and lush fantasy world. There were debutant balls, the World’s Fair, college sports, “The Big Sleep,” “Gone With the Wind,” and “The Wizard of Oz.” Meanwhile Hitler was also conceiving of his dream world. The history of 1939 is the history of these competing fantasies and their collision. In addition to bettering their writing and research skills, students in this class will learn to understand the language and imagery of films, speeches, propaganda, social mores, diplomacy, and other various modes of communication that were used to construct and reinforce the sundry of imagined realities of 1939. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288Y. Shots in the Dark: Investigating Crime Films. 3 Units.
Crime movies and their subgenres (Gangster, film noir, detective, police) are the most enduringly popular of all Hollywood genres. They've been around since the silent era and attest to America's fascination with crime. But another reason we are so attracted to crime films stems from a pair of contradictory narrative projects that underline the genre. On the one hand, these films valorize the distinctions between the genre's stock characters--criminal, victim and avenger--in order to affirm the social, moral or institutional order. On the other hand, crime movies explore the relations between the three roles in order to mount a critique that challenges that order. In addition to emphasizing film studies, we will study the films for what they say about crime, criminals and criminal law. As most crime films contain an investigation, so too will the organization of the course. There are methods for analyzing film just as there are methods for investigating a crime scene. Investigation requires identifying, collecting, analyzing and interpreting evidence. We'll start by investigating what makes the genre so enduring--its mise-en-scene, intent or characters? You will be reporting your findings in three scholarly papers: a formal analysis on a specific film, a sociological analysis of a specific film and a research paper with documentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289A. Do We Have Free Will?. 3 Units.
Concepts such as freedom, choice, moral responsibility, and autonomy are commonly invoked to describe our sense, as human beings, that our actions and thoughts are really our own. This seems like experiential commonsense-when I choose to read a novel instead of a philosophy text it feels like the decision to do so was made by me, that there was no coercion, or other seen or unseen force, that intervened to make me choose as I did. We extend this logic to the judgment of moral and legal responsibility. If you engage in good behavior, you get the praise; if you do bad things, you are blameworthy. Despite our self-perception that we freely make decisions and choose our actions, we sometimes invoke the notion that certain events are the result of some prior cause or circumstance that determines what occurs in the present. In this instance, we do not appear to be fully free in our choices because we cannot undo the causes that dictate what is taking place here and now. To the extent that we experience current actions as having a cause in the past, we are flirting with the idea that our behavior is not wholly free, but determined or conditioned by what has come before. Determinism, necessity, fate, destiny, predestination: these are terms typically used to describe the sense that our actions and thoughts are the result of unknown forces or circumstances beyond our control. This course uses classic and contemporary texts, taken from multiple cultural traditions, to explore the problem of free will and related issues of body/mind dualism and personal identity. Although the term "free will" does not appear in all cultural contexts, found everywhere are questions of whether we are free to act and think as we wish or whether our thoughts and actions are in some way determined. We also read science fiction short stories as thought experiments in order to help us understand the ramifications of various positions on free will and related problems. This course is discussion-based and writing-intensive. Classes focus on analysis and interpretation of texts and ideas. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 289E. Poets of Ohio. 3 Units.
More often than not, contemporary society views poetry as a strange and dated art form. When the genre actually does receive recognition, it is usually under the guise of Hip-Hop or Slam Poetry. While both of those offshoots contain their own poetic and artistic merit, this course intends to familiarize you with contemporary, literary poetry and highlight the dynamic poetry community of Ohio. Luckily for us, many of the poets we will read during the course agreed to visit our class this semester to talk about their work and read their poems. In addition to demonstrating that poetry is alive, well, and thriving all around us, we will also attempt to think critically about this genre. Why do poetic texts, both of the present and the past, seem so difficult to read and understand? What writing techniques, strategies, and styles do poets use that make comprehending their work such a challenge? More importantly, why would anyone choose to write in this manner? Through close readings of the primary texts, researching the historical and literary contexts surrounding contemporary poetry, and discussing the art form with each other (as well as with the poets themselves), we will come to a better understanding of how these texts function. To this extent, our course will engage the symbolic world as we explore the local and national poetry communities, noting how writers found relationships upon geography, aesthetics, and demographics (just to name a few), using written texts to express some emotion, thought, or identity. In order to accomplish these goals, we will read, participate in class discussions, and write extensively about poetry composed by contemporary Ohio poets. Therefore, you will be expected to engage our course texts critically, thinking through the manner in which language operates as a tool for generating and sustaining, as well as undermining, community formation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289F. Reading and Writing The City. 3 Units.
This seminar will follow Joyce Carol Oates by asking, “If the City is a text, how shall we read it?” To explore this question, we will study a wide range of writings and other cultural productions. The first part of the course will examine classic and contemporary texts about city life from urban studies, history, philosophy, and geography, among other fields. These texts will provide useful frameworks and insights for the second part of the course, where we will analyze contemporary cultural productions that offer their own intriguing urban visions, including fiction, poetry, film, and music. We will analyze how these texts suggest ways of both reading/interpreting and writing/rewriting the city. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289G. The American West on Film. 3 Units.
Few geographical areas in the United States contain as many tall tales and mythological figures as the American frontier. From an extreme point of view, the West is the only American myth because no other nation can claim the cowboy, the Native American, or the immigrant worker on the transcontinental railroad. And yet, each of these figures remains spectacularly diverse. We celebrate their variety and lionize their individuality in film, popular novels, and cultural criticism. From the visions of the New World to the conquest of the frontier, the color of the American West proliferates and transforms, defining our culture. In this course, we will investigate how critics have understood our fascination with the Western frontier. The class will broadly explore version of the frontier in novels, films, and historical accounts. Reading about the history of the actual west, the course will then examine how the films of the twentieth century alter history in order to express the fantasies and anxieties of their own time. By studying both history and film, we will be able to interrogate manifest destiny and the myth of American exceptionalism. What makes the West such an integral part of our understanding of America? How has its actual history become myth? What does the American fascination with the cowboy, the Native American, or the outlaw imply about our nation? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289J. Beauty Myths Today. 3 Units.
Published just over 20 years ago, Naomi Wolf's influential study "The Beauty Myth" significantly influenced popular thinking about body image. Analyzing both cultural trends and empirical data, Wolf argued that as women made unprecedented advances in public life in the latter half of the 20th century, they were at the same time held to increasingly unrealistic standards of physical beauty. Wolf's study not only contributed to extant analyses of sexism in the media, but also introduced to mainstream readers the politics of the representation of women's bodies in popular culture. This course will examine to what extent Wolf's original claim hold true today. In other words, what physical standards must one meet in order to be considered professionally and personally successful? In exploring this question, we will look at the origins and current workings of the American beauty industry, considering the changing representation of the ideal body throughout the 20th century. We'll read texts by historians, philosophers, novelists, poets, cultural critics, and journalists who examine the politics of beauty. To both (re-)define and trace the continuing effects of beauty myths in the 21st century, we'll consider the rhetoric of ideal womanhood as it shows up in popular texts such as websites promoting anorexia, TV shows about plastic surgery, diet books, magazines, and guides for mothers. Students will have opportunities to define the beauty myth more broadly, exploring its effects on men and its mediating presence in other cultural sites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 289Y. Reading and Writing Biography. 3 Units.
The study and practice of biography, that is, writing about someone's life, is an important tool for understanding how meaning is constructed. In this class, we will learn some of the history of biography and what it hopes to accomplish in its various sub-genres. Why are biographies so popular? Why are we so interested in them? What do they do? Is it possible to perfectly represent an objective truth of someone or does the discussion of someone else's life require a more symbolic interpretation of things? We will engage in reading and discussing some important and contemporary biographies in a variety of styles and genres from autobiography to works of near-fiction. We will learn how researchers use facts to construct more symbolic narratives around an argument that tells a story about someone's life in a way that engages with important issues of self, audience, and the location of truth. As our final research project, we will undertake our own biographical projects where we will do primary research in order to construct focused narratives of people of our own choosing. To work up to this point, we will work on our own autobiographies, look at the lives of things, and look at some films which foreground the narrative of life. This course will be of great use to writers and researchers who must be able to communicate by any kind of true account in a way that is both engaging and comprehensive. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290C. Out of Proportion. 3 Units.
In this seminar, we will explore the meaning of things great and small, from the largest buildings and greatest distances, to nanotechnology and the smallest viruses. The seminar's goal will be to inspire critical thinking by confronting our fascination with things expanding and contracting, growing and shrinking, things speeded up and things slowed down. We will approach the subject from a variety of disciplines - cultural history, psychology, mathematics, philosophy, literature, economics, and the sciences - with the intention of unpacking both the topic itself and the tools that we use to explain our world. We will ask questions about why we find gigantism and dwarfism unsettling; how we define ugliness and beauty; how we understand the odds and statistics of horrific or wonderful things happening to us; and how this determines our behavior. After examining theory and examples of things "out of proportion", students will produce a research project that combines primary and secondary sources and will make an argument in behalf of an example that they find compelling. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290U. Poetry for People Who Hate Poetry. 3 Units.
To gain a better understanding of the experience and history of slavery from the perspective of the enslaved, we will read the works of Octavia Butler. She knew that the problem with the historical narrative was that slaves did not write it. As a science fiction and fantasy author, Butler spent her career giving voice to the enslaved by recovering their experience and exposing it to the reader through the lens of imagined and symbolic worlds. By reading her work, we will come to understand a different way of viewing history. We will join the historical narrative with the science fiction narrative to arrive at a deeper understanding of the human experience with subjugation and oppression. The class readings will have time travel, vampires, and aliens. However, the most frightening monsters of all will be human. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290Q. Great Nineteenth-Century Novels: A Close Look at Some Masterpieces of Continental Fiction. 3 Units.
The form and nature of the novel has changed a lot since the nineteenth-century. There's been the modern novel, the post-modern novel, the experimental novel, the graphic novel, and who knows what's coming next? This course is about what the continental novel was like in the nineteenth-century, the Golden Age of the genre. Its major premise is that you don't have to be a literature major to read, enjoy, and profit from the old-style classic novels. We will read novels by Balzac, Flaubert, Turgenev, and Tolstoy in modern translations, and we will take our time with them, looking closely at the component parts: narrator, plot, setting, character, dialogue, where the meaning comes from. The course offers, in part, obviously, a chance to read some of the great European novels of the nineteenth-century. It also provides a chance to go at a slow enough pace to allow time to study and discuss in detail the techniques these masters of the novel used so brilliantly. Students who complete the course, therefore, will become both familiar with classic texts and more knowledgeable and skillful readers of any and all narrative fiction. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 290U. Poetry for People Who Hate Poetry. 3 Units.
You don't hate it. In fact, you probably already love poetry, even if you don't know it. You might copy moody indie rock lyrics into your journal or quote the rhymes in a rap verse to your friends. You might hum advertising jingles to yourself; you speak in slang and think in metaphor. Why do we tend to treat only some of these instances of figurative language as poems? Is there a difference between poems and poetry? What can our individual attitudes about poetry reveal about what and whom we value on a cultural scale? In this course we will ask these and other questions about our collective love/hate relationship with poetry. All of this attention to how poems and poetry work will help us understand how our own writing should work. This course also focuses on the development of independent research skills and the creation of complex, analytic, well-supported arguments. We will write in a variety of lengths and genres; our reading and research will culminate in a project challenging students to compile an anthology of essential "poetry" with a critical introduction. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 291F. Literary Arcadias: Idealized Landscapes and the Intrusion of Reality. 3 Units.
The literary genre of pastoral has long depicted the simplicity of life in a natural environment—a place situated at a time before environmental exploitation, colonization, and urbanization. These pastoral retreats are often given the generic name "Arcadia." As many critics and authors have noted, however, literary depictions of Arcadia often expose the delicate balance of conflicting realities: peace and war, rich and poor, rural and urban. In this seminar, we will investigate what happens when external reality disrupts Arcadia's Edenic space. Is the creation of these idyllic settings a way of masking the disturbing realities of class inequality, political power, and environmental degradation? Or are authors attempting to articulate an alternative to them? As part of our investigation, we will consider how the pastoral genre has evolved over time, noting especially how depictions of Arcadia have responded to various cultural, commercial, and political changes. We will also examine how the idea of Arcadia shapes contemporary culture and our own understanding of the relationship between nature and society in the modern world. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291Q. P.R., Spin, and Inventing Reality. 3 Units.
Is it reality or is it spin? We all know the terms—"it's spin," "it's P.R.," "he's a flack"—and none of them are said kindly. Yet, over the past century public relations has become an often invisible multi-billion dollar manipulation of our collective perception of reality. Sometimes this manipulation is benign. But just as often it can weaken our democracy through weapons of words, images, and argument. This seminar will explore the origins and consequences of this silent, symbolic revolution. We will look at the uses of P.R. today in business, politics, and popular culture; examine the tools used to construct and sell those perceptions; and look into the values underlying these activities. We will do so through both academic and media materials, as well as through writing, research, and discussion. All of these are intended to deepen your critical thinking and writing skills, and build your research, discussion, and oral presentation strengths. Students who have received credit for USSO 260 may not receive credit for this course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291T. Demystifying the Guerilla Fighter: Imperialism, Race, and Revolution in Latin America. 3 Units.
The image of Ernesto "Che" Guevara is embossed in many a t-shirt, poster, and bumper sticker across college campuses. Guevara's writings and, more specifically, select catchy quotes, also have circulated in websites and popular films for the last couple of decades. In this course we will examine the myths surrounding men like Guevara by tracing the history of conquistadores, nuns, mystics, insurgents, and revolutionaries in Latin America from the colonial to the modern period. Toward this goal we will look at an array of personal letters, diary entries, government documents, religious texts, essays, prose, and works of literature written by women and men who viewed themselves, and were viewed by others, as speaking to, or ushering in, transformative change. As a class we will also examine the connections between imperial projects and calls for action in colonial and early modern Latin America and the Caribbean, explore the relationships between slavery, gender norms, and capitalism, and assess the changing nature of what freedom, reform, and revolution meant to various actors from the late eighteenth century to the late twentieth century. Indeed, our end goal as a class is to map out what some of our assumptions have been regarding what it means to be a guerilla fighter, connect it to how calls for change have manifested themselves across time, unearth the ironies and allure of radical frameworks, and investigate what this understanding can do for us as we tackle questions of change and possibility. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

FSAE Courses

FSAE 100. Academic English. 3 Units.
This course is designed to improve the fundamental reading, writing, speaking, and listening skills of students for whom English is not their first language. One focus of the course will be refining written academic communication: identifying and producing common types of academic writing; note-taking from reading and listening inputs; understanding and applying principles of academic text structure; summarizing and referencing information; editing and proofreading; and achieving appropriate tone and style. A second focus will be honing spoken academic communication: recognizing the purposes of and differences between spoken and written English in academic contexts; identifying and practicing interactional and linguistic aspects of participation in seminar discussions; discussing issues requiring development and application of creative and critical thinking; and preparing and delivering oral presentations. A third focus will be on enhancing reading and listening skills in academic contexts: understanding the content and structure of information delivered both orally and in print form; and reading and listening for different purposes. A final focus will be improving and extending grammar, vocabulary, and pronunciation.
FSCC Courses

FSCC 100. First Seminar. 4 Units.
This four-credit-hour course provides an introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. Each seminar is led both by a faculty member and a writing co-instructor. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience for first-year students at Case.

FSCC 110. Foundations of College Writing. 4 Units.
Writing is both a personal and a social project. Foundations of College Writing First Seminar provides attention to the personal aspects of writing including processes, habits, and skills as well as to the social aspects of writing including types of writing, persuasion/argument, and conventions. The course structure allows us to spend more time and attention on your individual needs and goals as writers. You will learn academic writing conventions, rhetorical techniques, and various processes and methods that you might adopt and employ as you move into other writing situations. We will explore writing from multiple positions: as a writer, as a reader, and as a critic. We will explore various types of writing: alphabetic text, visuals, and multimedia. And finally we will work to achieve the course objectives through freewriting, drafting, revising, reflecting, blogging, emailing, debating, and discussing.

FSCS Courses

FSCS 150. First Seminar Continuing Semester. 3 Units.
This is a continuation of the First Seminar experience for ESL students. The seminar will continue the introduction to various dimensions of academic life. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources, and will include practice in written and oral communication in small groups. The goals of the seminar are to continue to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to continue to introduce basic information literacy skills; to continue to provide a foundation for ethical decision-making; to continue to encourage a global and multidisciplinary perspective on the learning process; and to continue to facilitate faculty-student interactions. Prereq: 100 level first year seminar in USFS, FSCC, FSNA, FSSO, FSSY, or FSCS. Prereq or Coreq: FSTS 100.

FSNA Courses

FSNA 103. Energy and Society. 4 Units.
This four-credit-hour course provides an introduction to collegiate writing and to various dimensions of academic life, but will focus on the critical appreciation of the world of energy. Currently, most of the world runs on non-renewable resources; this course is designed to help students develop viewpoints about these issues, and to express themselves in a clear, coherent way. The class will involve both literacy and numeracy, and students will learn to become comfortable handling some of the quantitative measures of energy use. The class will be characterized by intense yet open-ended intellectual inquiry, guided by reading, lectures and discussion, and will include practice in written and oral communication individually and in small groups.

FSNA 104. Archaeoastronomy: Monuments and Ideas. 4 Units.
The unifying theme of this course is how astronomical practice and knowledge is central to ancient civilizations and how that emphasis continues today as manifested through scientific endeavor and also as strongly through the power of unifying myth.

FSNA 109. Science and Race. 4 Units.
This four-credit seminar examines the development and impact of the concept of race. We will first focus on the causes of biological variability in species, leading to an evaluation of whether race is a useful device for understanding biological variability in humans. Second, we will examine how the understanding of race has changed over time within the biological sciences. Third, we will examine how scientific conceptualizations about race have influenced, and been influenced by, cultural beliefs. Through readings and open-ended discussion, we will critically examine the scientific process as it has been (and still is) being applied to the study of human races so that each student will ultimately be equipped to develop a scientifically sound conceptualization of race. Topics which will be covered include Social Darwinism, the eugenics movement, legislation to restrict immigration into the U.S., race-based medicine, and race and intelligence. Students are expected to enhance their skills at critical reading, thoughtful analysis, constructing logical arguments, and improving written and oral communication.

FSNA 111. Chemical Aspects of the Aging Mind. 4 Units.
This seminar will focus on three age-related neurological disorders: Alzheimer’s, Parkinson’s and Huntington disease. These diseases pose enormous social and economic impact, and current drug-based therapeutic approaches are limited and may not be suited to deal with the imminent problems. The seminar will examine lifestyle changes (i.e., diet, exercise, vitamins, and other habits such as reading) that are implicated in preventing or slowing down these disorders. The focus on a medical topic with important socioeconomic ramifications will provide a novel approach to enhancing critical thinking and communication skills.

FSNA 113. Facts and Values in Environmental Decisions. 4 Units.
This four-credit seminar will guide students to critically evaluate the evidence, uncertainties, and value judgments pertinent to some of the world’s pressing environmental issues. We will begin by studying climate change. Students will decide the topics of exploration to follow. Through reading, field trips, discussions and writing we will investigate natural environmental processes and how they have changed with the growth in human population and technology. Students will learn about the scientific process and will consider the roll of science and technology and their limits in making decisions about shared resources.
FSNA 116. Cities (Under Construction). 4 Units.
Based on the premise that cities are never "finished," and constantly being remade, we will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as water and sewage systems; streets, bridges, and subways; electricity, telephone and the internet. Specific technological innovations, such as the elevator and the automobile, will receive special consideration. We will move both geographically and temporally to visit the world's great cities, Athens, Mexico City, Tokyo, and New York City. As we do, we will study the examples of significant building projects, such as the Brooklyn Bridge, the Chicago World's Fair, Washington, DC's Metro, and Cleveland's first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. We will also explore first person narratives of the city, the impact of the city on personal and collective memory, and the possibilities and pitfalls of the "virtual" city. Through lecture, discussion, textual analysis, computer simulations, and writing assignments, Cities (Under Construction) will help students gain a deeper understanding of their role in remaking and sustaining the built environment.

FSNA 120. The Impact of Materials on Societal Development. 4 Units.
This four credit-hour SAGES seminar provides an introduction to various dimensions of academic life through open-ended intellectual inquiry and guided by reading from primary and secondary sources. The course will require practice in written and oral communications in small groups. A primary focus of the seminar will be to examine the impact of engineering materials on societal development through human history using a few specific materials of interest as examples: concrete, steel, and semiconductors. At the conclusion of the course, students will be encouraged to explore the impact of other materials on the development of specific technologies as a group project.

FSNA 123. The Automobile: Its Origins, Development, and Impact on American Society. 4 Units.
The automobile is without doubt one of the defining influences on American life and society. In 1900, most people lived in rural communities, and the main forms of personal transportation were walking and the horse and buggy. Half a century later, most Americans lived in cities or suburbs, there were millions of cars in garages, and roads and highways criss-crossed the nation. The car has transformed where we live and work, how we play, and the very nature of our cities. As we do, we will study the examples of significant building projects, such as the Brooklyn Bridge, the Chicago World's Fair, Washington, DC's Metro, and Cleveland's first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. We will also explore first person narratives of the city, the impact of the city on personal and collective memory, and the possibilities and pitfalls of the "virtual" city. Through lecture, discussion, textual analysis, computer simulations, and writing assignments, Cities (Under Construction) will help students gain a deeper understanding of their role in remaking and sustaining the built environment.

FSNA 124. The Challenge of Sustainability. 4 Units.
This four-credit-hour course provides an introduction to collegiate writing and to various dimensions of academic life, but will focus on the critical appreciation of the challenges we face in transitioning—or failing to transition—to a sustainable society. Climate change, along with increased development and population, are altering the natural environment we live in and rely on. This course will review some of the current and future impacts of these changes, and explore alternate paths forward and how they might be forged. The class will involve both literacy and numeracy, and students will learn to become comfortable handling some of the quantitative measures relevant to sustainability issues. The class will be characterized by intense yet open-ended intellectual inquiry, guided by reading, lectures and discussion, and will include practice in written and oral communication.

FSNA 125. The Right Stuff. 4 Units.
This course will examine the Space Race. A key text for the course will be Tom Wolfe's The Right Stuff. By taking a historical approach to the study of the achievements and failures of NASA scientists and astronauts, it is possible to examine: 1) how individuals dedicated to achieving a particular scientific end draw on the scientific method, 2) the consequences of scientific inquiry, and 3) how science develops in specific historic contexts.

FSNA 126. Urban Ecology. 4 Units.
This course will explore the natural world in an urban context. Urban spaces are defined by the interaction between human creation (the built environment) and the natural world. We will explore how those definitions can be complicated by human innovation meant to re-create nature, such as engineered wetlands. We'll read some classical ecology to understand how ecological issues differ in cities. Some topics we'll cover include: wildlife management; human/organism conflict and interdependence; urban heat islands; watershed, stormwater, and sewer management; and how trees grow in urban conditions. We'll also explore ethical issues such as environmental justice and sustainable development. Our field trips are meant to illuminate how urban planners, park managers, and others deal with such issues to create positive and healthy environments for their communities. Students will apply arguments and concepts learned in the course readings to the sites we visit.

FSNA 128. Naturally Spicy: Spices, History, Culture, Health and Cuisine. 4 Units.
This course will delve into the world of spices. Each commercially important spice will be discussed with the goal of understanding the influence spices and the spice trade had on the history, culture, and cuisines of different parts of the world. The chemistry of some of the important spice will be discussed with the goal of understanding the influence spices and the spice trade had on the history, culture, and cuisines of different parts of the world. The chemistry of some of the natural compounds present in the spices and their effect on various diseases will be explored by reading and discussing scientific literature. Finally, the class will cook with some of these spices and sample other distinctly spiced foods to learn more about various cuisines and cultures.

FSNA 129. Engineering Design for the World's Poorest. 4 Units.
Almost half (47%) of the people in Africa have incomes less than $1.25 per day. Most of these people live as subsistence farmers in small villages with no electricity, running water or automobiles (but with cell phones). Through readings, group discussions, writing assignments, and open-ended experiential learning activities, the course will address ways that engineering solutions can improve peoples' lives within these severe economic constraints. A hands-on component of the course will involve designing and building affordable devices to meet specific needs. We have developed interactions with villages in Senegal, Malawi, and Botswana, and the engineering solutions will be explored within the context of these villages.
FSNA 133. Engineering Innovation and Design. 4 Units.
Innovation and design are cornerstones of the engineering profession and are responsible for many of the improvements in the quality of life that have taken place over the last century. Innovation is also viewed as the essential skill that will drive economies and solve many of the challenges facing societies around the globe. This seminar-based course will provide a disciplined approach to engineering innovation and design. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended design/build-related assignments. The course will culminate in the design, fabrication and validation of a prototype product to meet an identified need. The design, fabrication and validation of these products will be carried out in think[box] 1.0 (Prentke-Romich Collaboratory), and the Reinberger Design Studio.

FSNA 134. Fuel Cells. 4 Units.
Fuel Cells convert hydrogen and other fuels directly to electricity and are viewed as a key technology for non-polluting, oil-independent energy in the future. In this course, we will study and critically analyze the prospects, technical and economic barriers, and impact of broad implementation of fuel cells, focusing on the transportation sector and portable power. Major topics of the course include: (i) World and US energy outlook; (ii) Potential role and impact of fuel-cells; their advantages, principles of operation, design and materials issues, limitations and prospects for improvements; (iii) Special focus on details of a polymer type fuel cells (PEMFCs) for transportation and portable power; (iv) Modeling fuel cell performance and evaluation of controlling mechanisms that limit performance. The course is designed for students from all disciplines. Students will be expected to read assigned texts and articles and critically analyze statements and points of view presented. Quantitative analysis will be encouraged and developed. Student teams will develop a hypothesis to improve fuel cell performance by modifying the design of a component of the fuel cell. The new component design will then be fabricated and tested in an operating prototype fuel cell. Data analysis, hypothesis conclusion, and reporting of results are expected.

BioDesign basics explores the art of finding patient needs. No prior clinical or medical education is required, as we focus on acquiring and refining the underpinning critical thinking skills needed to identify and articulate unmet clinical patient needs in contemporary healthcare settings. Many--if not a majority of--ideas leading to healthcare innovation are derived from issues that arise during the daily activities of caring for patients. Whether it is frustration with the use of a specific surgical instrument, processes that interfere with health care delivery, better waiting rooms for the family, designing more comfortable hospital gowns, or materials inadequate for intended outcomes, patient needs cover a broad range of physical and emotional states. Many students find the idea of identifying a "patient need" quite ambiguous at first, but the BioDesign process for defining patient need is a widely use national model developed at Stanford University that the student will find contains easy-to-follow steps that are simple and appealing. As an interactive and "hands-on" course, students will be engaged in discussions, events and activities to promote a first-hand understanding of "needs finding" to support individual mastery of writing and oral presentation skills. The Fourth Hour will be centered on "walking tours" of local medical institutions around University Circle as well as actual use of medical devices (wheelchairs and crutches) on campus as ways to help your efforts identify a patient need based on those observations. In short, you will create your own experiences leading to stories that make writing fun. The course requires students to engage in written and oral communications as well as working in small teams to complete open-ended assignments.

FSNA 136. Saving the World from Poverty, Disease, Injustice and Environmental Exploitation. 4 Units.
Half of the world's population lives in poverty. The causes of poverty and injustice are complex and the ramifications are numerous and serious and include grave risk to human health and to the environment. Through reading, analysis, writing, and rigorous discussion the class will investigate issues surrounding poverty and disparities in health and opportunity. We will also explore how innovation and engineering design can help address causes of poverty and disparity and meet needs of people at risk. Design teams will work throughout the semester to identify an unmet need to engineer a solution to benefit an underserved or under-resourced population. Fourth-hour activities will include interviewing knowledgeable stakeholders (locally and abroad via teleconference), learning about and volunteering with service organizations, and visiting local institutions and/or companies addressing these issues.

FSNA 137. Volts, Amps, Bits, Bytes. 4 Units.
The electrical grid, the computer, biomedical devices, electric vehicles, interactive art, and smart homes are a few examples of the pervasiveness of electronics and computer technology. This seminar will introduce the engineering design process, and present the basics of electricity, electronic circuits, measurement, sensors, and microcomputers (the Arduino), and how to use them to design and build useful devices. Students will reverse-engineer products, learn electrical and mechanical prototyping and fabrication, and apply them in a variety of hands-on labs. The course will conclude with students proposing, designing, and prototyping innovative design projects. The course will make extensive use of the Sears Design Lab and Think[box] and is writing intensive.
FSNA 138. Light. 4 Units.
This course explores Light, otherwise known as visible electromagnetic radiation. We will examine what light is in its various forms; how it is created and detected; how we perceive it; and how it has influenced our evolutionary development, our technological, artistic, and religious cultures, and our conceptions of space and time. Students will discuss topics suggested by the course readings and by exposure to the many scientific activities, historical artifacts, and artistic works on the CWRU campus and at other local institutions that involve light in a significant way.

FSNA 142. Designed by Man, Built by Nature. 4 Units.
If you look at the structure of a human tendon, and at the reinforcement system in an automobile tire, they share many design elements in common. The eye of an octopus and a high performance surveillance lens can be similar as well. The structure of sea shell and of vehicular armor - again, these share common features. In this class we will examine how nature designs things for performance, and how mankind copies these to produce useful objects. Two general introductions to technology will be supplemented with specific readings from the technical literature to provide a broad introductory background. This writing-intensive seminar is tailored for incoming CWRU students with an interest in science, engineering and technology. Among other class activities this seminar will require the student to research, design and build prototype bio-inspired systems according to assignments made in class, with a competition held during the last week of the semester.

FSNA 143. Materials and Energy. 4 Units.
Manufacturing and using the materials of modern life--metals, polymers, ceramics, paper products, and others--play major roles in the world's consumption of energy and natural resources. This course will objectively and (when applicable) quantitatively explore the technological and social forces that drive current levels of materials usage. Through readings, group discussions, writing assignments, and open-ended experiential learning activities, the course will address the following questions: What are the scale and geographical distribution of materials usage? How do the magnitude and impact of materials usage compare to those of other demands on energy and resources (such as agriculture, transportation, residential heating, and clean water)? What are the impacts--positive and negative--of materials consumption on society and the natural environment? How did the world get to its current situation, and what should, and can, be done in the future? Students successfully completing this course will be able to think critically and objectively about the role of materials in society's use of energy and natural resources, and to articulate realistic, persuasive arguments based in quantifiable facts about these topics.

FSNA 144. Is Mind What the Brain Does?. 4 Units.
Together we will explore the nature of the human mind by asking the question, "Is the mind what the brain does?" Through an exploration of neurological and psychological case studies, empirical research studies, direct experimentation, and readings and films about brain structure and function, we will form hypotheses about the relationship between the mind and the brain and gather evidence to test our hypotheses. Writing assignments will explore ideas about your own mind and brain, examples of other individuals with unusual or atypical brains and minds, and a research topic of your choice.

FSNA 145. Hostile Water. 4 Units.
Water is an essential, valuable resource that is protected by a wide variety of social, legal, and technical institutions. However, not all water is desirable. Hostile water is unwanted water from which we seek to protect ourselves. Hostile waters challenge our understanding of the natural world and the social doctrine upon which our understanding is based. This course will examine how historical "hostile water" events have altered our social perceptions and legal institutions, led to structural flood control, "damn" engineering, the National Flood Insurance Program, Landsat satellites, "Wild Rivers," FEMA, wetlands preservation, detention basins, etc., and to homeowner stormwater management options such as rain barrels and rain gardens. The course will begin with a review of the original documentation and modern interpretation of the Johnstown Flood. Students will then conduct research on historical events and prepare written briefing documents and oral presentations focusing on the physical impacts and social consequences of dramatic hostile water events. The course will end with a critical review of the Hurricane Katrina event. Class discussions will examine how hostile water events have impacted U.S. policies and institutions, and appears to be leading to stormwater management obligations for individual homeowners.

FSNA 148. Science or Pseudoscience? Exploring Extraordinary Claims. 4 Units.
In the contemporary world, extraordinary claims about ghosts, aliens, and the nature of the universe appear on popular television shows, on the Internet, and in the press. Many of these claims are framed as science. In this seminar, we critically examine the nature of these understandings of the world around us. We will ask if these claims are scientific and, if not, whether they constitute a form of pseudoscience. We will explore the role of demarcation, evidence, scientific progress, and fallacies of reasoning in pseudoscience. We will also consider the historical and sociocultural currents that give rise to these pseudoscientific claims as well as their social and political implications. Drawing on anthropological, philosophical, and historical case studies, we will consider topics such as cryptozoology, astrology, ancient aliens, parapsychology, the Nemesis theory of dinosaur extinctions, theories of intelligence, and other extraordinary claims.

FSNA 157. Plastics Recycling: Re-use of Plastic Waste. 4 Units.
About 300 million tons of plastics are produced globally each year, but only about 10 percent of these products are recycled, despite the fact that recycling uses significantly less energy and produces fewer greenhouse gas emissions than does manufacture of the virgin materials. This course will address the scientific, economic, environmental, and political issues involved in plastics recycling. Following an introduction to the chemical structures and properties of commodity plastics, we will discuss the actual recycling of plastics in municipal waste including the problems faced in collection and sorting of plastic waste and recycling economics. Then we will address the commercial applications and properties of recycled plastics and why they generally have inferior properties to virgin materials, which significantly reduces their market value. Finally we will look at biodegradable alternatives to oil-based materials as well as some options to plastics recycling, including land filling, burning for power generation, and monomer reclamation.
FSNA 158. What is Making and Manufacturing Today and Why is Innovation Part of the Story? 4 Units.
The rise of the creative class into the world of “making” has resulted in new economic models, new definitions of manufacturing, and new ways of working. “Making” is inclusive of a wide variety of activities, from the arts and crafts, to woodworking, to high technology integrating with traditional craftsmanship, to products with embedded sensors in traditional materials, to the use of 3D printing of everything from polymers to metals to chocolate. Within all of these approaches, “innovation” is often the buzzword, the common denominator. What does innovation mean in this context? Are innovators and makers today any different from the innovators and manufacturers of the past? What role does science and math have in making and manufacturing? Through both a hands-on and historical approach, we will explore the commonalities between today’s makers and yesterday’s manufacturers, and arrive at an understanding of innovation and apply this understanding to a project that could continue throughout your time at CWRU.

FSSO Courses

FSSO 110. Conflict and Cooperation. 4 Units.
Why is it that when cooperation seems so likely, conflict breaks out? Or why at other times when conflict looms, cooperation wins out? This course explores the social and political complexities of this basic human condition. Through seminar discussions of classic readings, the course will introduce students to the basic social science concepts and theories used to explain conflict and cooperation. In addition to general knowledge, the course will also allow students hands on experience. Classroom time will be dedicated to simulating the decision making and negotiating dynamics which lead to cooperation or conflict. Studies will include individual, historical, and international cases. Graded projects will include small group negotiation and decision making exercises as well as individual writing tasks.

FSSO 114. Music in Our Lives. 4 Units.
This seminar will examine the role, meaning, power, and influence of music in our lives. Readings, writing assignments, and fourth-hour events will focus on the following three themes: music is important, everyone is musical, and there are many uses of music and ways to be musical. Topics include the Cleveland music scene, the use of music in political movements, music in today’s media, and the use of music to heal. This course will be characterized by intense yet open-ended intellectual inquiry, guided by reading from primary as well as secondary sources. It will also include practice in written and oral communication in small groups. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience for first-year students at Case.

FSSO 116. Working-Class Heroes. 4 Units.
This course will focus on the representation of the American laborer in literary and other cultural texts. Beginning our study with mid-to-late nineteenth-century works, we will concentrate on how particularly American ideas about economics, race, and gender shape authors’ depictions of working-class figures, reading both primary and secondary sources. We will examine and discuss historical debates concerning the “hero in struggle” while paying special attention to rhetorics of protest and reform as informed by literary modes such as Sentimentalism, Naturalism, Realism, and Modernism. Throughout the course, we will pair the literary and historical readings with pop-cultural representations of working-class figures, viewing films, listening to music, and analyzing visual arts both in class and on visits to Cleveland cultural institutions. Writing Requirements include short critical response papers, two longer papers, and a final project accompanied by class presentations.

FSSO 119. Philanthropy in America. 4 Units.
This four-credit course provides an introduction to various dimensions of philanthropy and volunteerism. Using the seminar format and an array of interactive activities, we will conduct a broad but intellectual inquiry into the systems and ethics of giving time and money to charitable causes. In four units of inquiry, we will consider the giving traditions that have influenced American culture and society since its colonial days. We will examine the role that the Third Sector (also known as the Independent or Nonprofit Sector) plays as an agent of social change in a functioning democratic republic. We will explore the nature of donors and volunteers and take a critical look at the missions and goals of a cross section of nonprofit organizations. We will wrestle with ethical issues related to philanthropy and consider the giving patterns of different social, religious, and ethnic groups. We will also turn our collective thinking to how the nonprofit sector might better serve the social needs of the nation and the world. At the end of the semester, we will reflect on how our ideas about philanthropy have changed over the course of fifteen weeks.

FSSO 120. Poverty and Social Policy. 4 Units.
This course has two major foci: poverty and social policies designed to ameliorate poverty. Sociologists in the United States and in other countries have made major contributions to studies of poverty. They have primarily focused on income-based poverty, but more recently, have also studied other forms of poverty. In this class, we will examine different conceptualizations and measures of poverty. We will then examine short-term and long-term poverty experiences and their potential consequences. We will then turn to explanations of poverty: why are some individuals more likely to experience periods of low income than others? While the United States will be the focus of the course, we will contrast the experiences of other countries. The second component will be an analysis of social policies designed to ameliorate poverty. In particular, we will examine the development and retrenchment of welfare states and other social policies, the various goals of social policy, and the different impacts social policies have had on individuals, families, other groups, and the country overall. This discussion will reflect on experiences of other countries.
FSSO 122. China in Modernization. 4 Units.
This four credit-hour course provides an introduction to various dimensions of modernization in contemporary China, especially cultural and social changes such as consumption, education, migration, and tourism as a result of economic reforms, trade expansion, foreign investments and technology transfer, especially the development of information technology. The seminar will also assess the impacts of these changes on various aspects of globalization and vice versa. It will be characterized by intense yet open-ended intellectual inquiry, guided by reading relevant material, and will include practice in written and oral communication in discussion forums and small groups. The goals are to enhance basic intellectual skills of academic inquiry, such as critical reading, thoughtful analysis, and written and oral communication; to introduce basic information on literacy skills; to provide a foundation for ethical decision-making; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive common intellectual experience at CWRU.

FSSO 123. Ten Developments That Are Shaking The World. 4 Units.
This seminar is an introduction to some of the most important global developments of our times. We will examine these events through political, historical, economic, cultural, sociological, scientific and ethical lenses. Readings will come from a wide-range of sources, and assignments will include exercises in written and oral communication. The professor will choose the first three global developments to be investigated as well as the relevant readings. His topics will most likely be the proliferation of nuclear weapons, the rise of China as a great power and the fiftieth anniversary of the European Union. Each of the remaining seven will be chosen by small groups of students, who will assign the readings and run the sessions for their respective topic. Possible topics include the global food crisis, genocide and the failure of the world community to stop it, global warming and the growing gap between the world’s rich and poor.

FSSO 126. Religion and the Ethics of War. 4 Units.
Although war is a highly rational, organized and purposeful affair, it also is the most destructive and bloody of human activities. For this reason, war and warfare has always been subject to various religious and moral restrictions. As technology has developed, the conduct of war has changed and the definitions of just and unjust war, as well as what it means to fight justly, have undergone profound changes. This course looks at war and warfare from a variety of angles and examines how various religious and moral thinkers have tried to define just war, and create guidelines for fighting a war justly. At the end of the semester, the course looks at the moral challenges presented by new technologies and new concepts of war.

FSSO 128. Movers and Shakers: Leadership. 4 Units.
“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has” (Margaret Mead, 1901-1978). This seminar is about understanding what enables people to make a generative impact on the world. Students will explore the socio-emotional and motivational characteristics of effective leaders and their ability to create positive change. Students will also be encouraged to develop their own theories of leadership and to explore their personal approaches to making a difference. The seminar will profile leaders from different occupations and walks of life. Seminar sessions will feature assigned readings on leaders and change agents, class discussion on what drives movers and shakers, and individual and group presentations on class members’ emergent leadership perspectives. A key objective of the seminar is the development of critical thinking skills, writing skills, and verbal skills. Consequently, the weekly class readings, reflection papers on class readings, class discussions, class presentations (individual and group), and final project are vital features of the seminar experience. Students will be expected to leave the seminar with a grounded perspective on leaders and leadership, and the ability to articulate their own personal views on making a difference in the world.

FSSO 132. Legal Lessons in Poems and Plays. 4 Units.
This First Seminar will focus on law-related practical and philosophical lessons learned through poems and plays. At its core is the belief that by studying law in literature, students can become better thinkers and writers, readers and speakers, as well as better participants in civic affairs. This seminar will broaden and deepen students’ understanding of the presence of literature and human nature in law and society.

FSSO 136. The Founding Fathers. 4 Units.
Americans often disparage politicians and U.S. political institutions, like Congress and the Presidency. Nonetheless, the same Americans often revere the men and women who founded the country and designed the political system that seems to give us so much trouble. This four credit-hour course explores American political thought from our country’s founding to the present through the prism of the founding fathers. It will be characterized by intense yet open-ended intellectual inquiry into all of the contradictions inherent in the writings and lives of the founding fathers and contemporary American politics, guided by reading from primary as well as secondary sources.

FSSO 140. Working-Class Literature. 4 Units.
In her volume, Silences (1978), writer Tillie Olson refers to the relationship between social class and literature as “the great unexamined.” This statement still largely rings true, despite the continued production of novels, films, and poems depicting the working-class, and despite the unprecedented growth in recent years of America’s working class. In this course, we will examine the relationship between social class and literature, reading narratives written by and about laborers in the hopes of understanding the complexities of working-class life in America, including the intricate ways in which economic status mediates one’s sense of identity. Beginning our study with mid-to-late nineteenth-century works, we will consider ideas about economics, race, and gender that have shaped and that continue to influence the depiction of the working-class. Throughout the course, we will pair literary and historical readings with pop-cultural materials, viewing films, listening to music, and analyzing visual arts both in class and on visits to Cleveland cultural institutions such as the Western Reserve Historical Society and the Maltz Museum of Jewish History.
FSSO 143. Living With and Making Decisions Concerning Injustice. 4 Units.

Injustice. What do you think of when you hear that word? There are all types of injustice in this world, and chances are that during our lifetime we will either find ourselves in a position or system of power, perpetrating injustice on others; or in a position or system of supposed impotence, a subject of injustice. What are our choices? How will we respond? In this course we will examine the topic of living with and making decisions concerning injustice using, as an example, the specific injustice of slavery, examining the lives and decisions of both a famous slaveholder and two not-so-famous slaves; and learning from their lives and decisions how we might, ourselves, live with and make decisions concerning injustices we face in our lives.

FSSO 144. Berlin in History, History in Berlin. 4 Units.

From its emergence as a fishing village in the sandy marshes of the eastern frontier of Germany, to its 21st-century role as a cosmopolitan metropolis, Berlin has embodied the arc of change over time in human society. This course uses the history of the city of Berlin as the lens through which to contemplate the complexity of human social and cultural arrangements, their expression in economics and politics (including war), and the imbrication of human cultural and social constructions with the "natural" world. We will read books and articles about the history, culture, economy, and politics of Berlin, primarily from its establishment as the capital of new German Empire in 1871 to the present. We will view films that introduce us to the manic energy that Berlin represented in the transition to modernity. We will visit local museums that house examples of the material culture of Berlin, from the Cleveland Museum of Art to the Rock and Roll Hall of Fame and Museum. We will listen to the music of Berlin, from the baroque of the Brandenburg Concertos to the heavy metal of the Skorpions. And we will learn its history, from fishing village, to court city, to imperial metropolis and industrial engine, to divided symbol of the Cold War, to de-industrialized center of art, government, education, and incubator of high-technology. This First Seminar will prepare students to pursue their undergraduate degrees grounded in thinking about places in time, about change over time, and about human creativity, while preparing them to write and speak about their arguments with clarity and grace.

FSSO 146. The Past and Future of Art, Architecture and Museums in Cleveland. 4 Units.

During the gilded age, Cleveland became one of this country’s most powerful centers of business, industry, and political power. For example, John D. Rockefeller, who started his business career in Cleveland, became the wealthiest individual in human history, and Mark Hanna, the leader of Cleveland’s Republican political machine, selected and engineered the election of eight Ohio-born Presidents of the United States, setting a state record which is still unbroken. As late as the 1930s, Henry Luce located the headquarters of Time, Life and Fortune magazines in Cleveland; and the Terminal Tower, the nexus of the vast, sprawling railroad and real-estate Empire of the Van Sweringen Brothers, was the country’s highest building outside of New York. This class will examine one of the by-products of this accumulation of power and money: the flowering of art and culture in Cleveland during the early 20th century, and the creation of notable cultural institutions, such as one of this country’s finest symphony orchestras, one of its top ten art museums, a major university, and an array of other notable entities, many of them housed in buildings of architectural distinction. The class will also examine the economic, cultural and intellectual decline of Cleveland in the second half of the 20th century, and recent attempts to reverse this trend through intensive efforts to revitalize University Circle. In addition to classroom sessions, the course will include field trips to the Cleveland Museum of Art, the Western Reserve Historical Society, and the Museum of Contemporary Art, and an architectural tour of downtown Cleveland. The class will be centered on three interrelated questions: What makes a great city? How can the artistic and cultural life of a great city be developed and sustained? How can the social and economic collapse of a great city be reversed?

FSSO 147. Critical Attitude. 4 Units.

In his essay, "What is Enlightenment?" Immanuel Kant said enlightenment begins with the courage to use your own understanding -as opposed to following the mindset of your parents, teachers, or ministers. Two hundred years later, the great French social historian Michel Foucault called the Kantian idea of enlightenment, "critique." For Foucault, the essential is a critical attitude. In this seminar, we pursue the thread of a critical attitude focusing on three areas of your life: culture, work, and school. For reasons we will see, politics will remain in the background, as the un-broached dimension. The month on culture is called "osmosis," the month on work "treadmill" and the month on school "brainwash." In this dark(ly humorous) course, we join selected readings in the tradition of critical theory with contemporary and classic films. And we visit local cultural institutions, and events -as well as riding through the city with a critical attitude.

FSSO 149. Creativity in the Arts, Sciences, and Engineering. 4 Units.

This seminar will have a focus on creativity in the arts, sciences, and engineering. What are the similarities and differences in the creative process in these three different broad fields? How are the creative products different? What are the creative processes involved in these different domains. Are there differences in personalities between scientists and artists? How can we foster creativity in children and adults in these fields? We all read about and discuss the different dimensions of creativity; what makes something creative; what helps people become creative; the role of cognition and emotion in the creative process in the arts and sciences; and mental illness and creativity.
FSSO 151. Border Crossings: Travel, Culture, and Identity. 4 Units.
This seminar will explore the transformative nature of travel, especially in regard to individual and cultural identity. Through seminar discussions, extensive writing and revision, and formal oral presentations, our class will explore how individuals, including ourselves, define themselves in personal, local, and national contexts and how we redefine ourselves and our world as we cross geographical borders. Course texts will include works of fiction, non-fiction travel narratives, films, and scholarly essays that will compel us to question our everyday world and consider matters of cultural exchange and social belonging.

FSSO 152. Decision Making in Everyday Life. 4 Units.
Although social cognition allows us to process vast amounts of information quickly, we are not always aware of the subtle forces that guide our decision making. This course will use a seminar approach to explore rational and irrational forces that influence decision making. We will use a multi-disciplinary approach to decision making, including topics such as personality factors, incentive-based decision making, cognitive biases, automatic information processing, and theories of mind. These topics will be explored using class discussion, writings, and student presentations.

FSSO 153. Reading Social Justice: The Anisfield-Wolf Book Awards. 4 Units.
In this seminar, we will read a selection of poetry, short stories and books and use them as a framework to explore questions related to understanding tolerance, social justice and diversity. We will begin by establishing a definition of and methodology for addressing these issues in our discussion and writing, and build upon them as the semester progresses. Much of the fiction and nonfiction we will read will be by winners of the Anisfield-Wolf Book Awards. In addition to our reading, we will also analyze and discuss a selection of films, art works and music related to our theme. Our Fourth Hour experiences will include attending the Awards ceremony in September, visits to cultural institutions within University Circle, lectures and guest speakers. While the primary goal of the class is to help students develop their critical thinking and writing skills, it is also intended to introduce them to a vital, Cleveland-based literary institution. By engaging the themes, texts, and authors of Anisfield-Wolf, students will have a deeper understanding not only of contemporary literature, but the importance of social justice to a liberal arts education.

FSSO 158. The Symphony Orchestra-Cultural Treasure or Outmoded Symbol?. 4 Units.
In measuring the cultural profile of a metropolitan area, the presence of a successful symphony orchestra is often used as a model to determine culture sophistication and refinement. In recent years, however, the model of the orchestra has encountered significant challenges. Using the world-renowned Cleveland Orchestra as a paradigm, this seminar will examine the role of the orchestra in ascertaining a city's cultural health. Topics of discussion, oral presentations, and writing assignments will address the historical legacy of the classical orchestra; traditional concert-going etiquette and its relevance in 21st-century culture; how orchestras have handled recent financial trials; and defining the importance of the orchestra in today's urban society. Students will have the opportunity to attend orchestral concerts during Fourth Hour, and occasional guests from the Cleveland Orchestra and other University Circle institutions will provide a direct cultural perspective.

FSSO 159. The Phoenix Effect: Fire and Revival - Holocaust and Heroism. 4 Units.
The state of Israel's official Holocaust commemoration day is named: “Yom HaZikaron LaShoa V'LaG'vura,” Memorial Day of the Holocaust and Heroism. Why? What characterizes heroic acts? Is it physical resistance? Spiritual or religious strength? How about writing poetry, diaries, letters never to be mailed? Perhaps drawing or painting? Music and theater? Students will define heroism, and through research and analysis examine different types of heroism of the Holocaust. They will study how people living under the Nazi reign used art as a form of resistance, and how spiritual resistance manifested itself in religious practices (perpetuating religious beliefs at any cost). Music, art, clandestine writings, diaries, poetry, and literature will be explored. Students will present their research both orally and in writing.
FSSY Courses

FSSY 106. Trauma and Memory: Modes of Remembrance and Representation. 4 Units.
The twentieth century has often been referred to as a traumatic century, characterized by unprecedented and unimaginable acts of violence. Traumatic events have engrafted themselves into both individual and collective memory structures. Not surprisingly, trauma studies have become a central topic of investigation across disciplinary lines. Yet much of the field is still negotiated. We will try to recreate this ongoing discussion in our classroom, when learning, talking, and writing about trauma and its remembrance. The goal of this writing-intense seminar is to give insight into the topic as well as introduce students to academic research, life, and expression. At first we will familiarize ourselves and take part in some fundamental debates: the distinction of memory and history, false memories, individual and collective memories, as well as the definitions of trauma across the disciplines. We will then have a closer look at the difficulty faced by researchers who grapple with trauma and its remembrance. In a final segment we will analyze representations of traumatic memories in public spaces, literature, and the visual arts.

FSSY 110. The Greek Hero Since Antiquity. 4 Units.
The Greek Hero and Heroic Culture since Antiquity: the Classical Tradition in Literature and the Arts is the specific topic of this seminar. The influence of ancient Greece on subsequent Western civilization has been profound. This course focuses on the impact of Greek mythology on the literature and arts of five later periods: the Middle Ages, the Renaissance, the Baroque, the Revolutionary Age (1750-1848), and the Modern period. While there are many aspects of Greek mythology that we might investigate, the story of the Trojan War will serve as a central, unifying myth for exploration. The concept of the hero evolved considerably between the time of Homer and the time of Euripides; yet, the Homeric heroes continued to appear in literature and the arts from ancient times onward. How has the concept of the hero inherited from Homer changed in literature and art since antiquity? Does the word “hero” still have value? Are there relevant and meaningful applications of this very specific Greek word outside literature and art in our time? These are just some of the questions we shall consider in our study of the Greek Hero and Heroic Culture since Antiquity in literature and the arts.

FSSY 112. Shakespeare - Still a Hit. 4 Units.
What is the enduring appeal of the works of William Shakespeare? Not only are the plays themselves popular today; there are also many film versions and adaptations, some recent and some dating back to the early days of cinema. In this First Seminar, students will read approximately six Shakespeare plays, including at least one history, comedy, and tragedy. In addition, they will view at least one film version or adaptation of each play. With the help of Kelvin Smith Library, the films will be made available on streaming video with password-protected access, enabling students to view them when convenient and as often as necessary. Since this class (like all First Seminars) is writing-intensive, students will complete four formal essays as well as frequent in-class writing activities. There will also be in-class readings from the plays, discussions of the various film adaptations, and one or two short oral presentations or activities.

FSSY 113. Movies and Meaning. 4 Units.
This course explores methods for interpreting films. To interpret a film is a more aggressive and creative activity than is simply viewing one. How do critics and researchers of cinema “make meaning”? What strategies do they use? How does one mount a film interpretation that is both novel and persuasive? The course will emphasize close reading of films as, each week, we screen a film and together discuss what meanings we can infer from it. Also each week, we’ll read an essay that offers an interpretation of the film. We’ll analyze the reading in light of our sense of the film under consideration. Students will write short essays, approximately one every two weeks, in which they analyze the rhetorical and interpretive strategies of a given film analysis. Students will share their essays with the class, and these readings will serve as bases for class discussions. Final writing projects will consist of student interpretations of a film. At least twice during the semester, the class will, in substitution for the weekly required evening screening, attend a film off campus—either at the Cleveland Cinematheque or at the Cleveland Museum of Art. The course emphasizes writing instruction and discussion in a seminar format. There will be required evening screenings each week.

FSSY 119. Art, Music and The Museum. 4 Units.
This four credit-hour course provides an introduction to art, music, and the museum, particularly the intersections between and among these three subject areas. Formal training in these disciplines is not required. The course will be characterized by intense yet open-ended intellectual inquiry and guided by readings and the experience of artworks from a wide range of styles and cultures. A strong emphasis will be placed on academic writing. The goals are to enhance basic intellectual skills including critical reading, thoughtful analysis, and written and oral communication (including PowerPoint presentation); to introduce basic information literacy skills; to encourage a global and multidisciplinary perspective on the learning process; to facilitate faculty-student interactions; and, in the most general sense, to provide a supportive intellectual experience for first-year students at Case.

FSSY 131. Death and Representation. 4 Units.
This four credit-hour course will explore the ways death has been represented in visual culture, from ancient times to the contemporary epoch. Can death, something abstract and never directly experienced, ever be represented? Throughout the ages, how have artists, patrons, and viewers influenced the imagery of death, and how, in turn, have they been influenced by it? The course includes multiple visits to the Cleveland Museum of Art, the Natural History Museum, and the Museum of Contemporary Art.

FSSY 137. Cultural Representations: Ideologies, Images, and the World. 4 Units.
Narrative forms, such as myths, folktales, novels, films, and the media make significant contributions to the varied ways that people understand and imagine the spatial structures of the world. Specifically, this course will help you a) to develop an understanding of how narratives and the media have an impact on the ways we come to terms with geopolitical regions and how geopolitical regions are invented and imagined; b) to point out and address geopolitical assumptions, over-generalizations and to engage concepts such as the ‘East’ and ‘West,’ etc. critically; c) to analyze travel narratives, films, and current media representations of certain areas of the world and situate your observations into a wider set of theoretical problems; and d) to develop a set of reading skills that will help you to decipher texts (both primary and secondary) so that you can formulate productive questions and articulate your intellectual discoveries in a compelling way.
between science and art might find some points of common contact. What does it have to say to the others, and how the apparently unbridgeable gap between them. We will try to ask what each of these discursive models contemporaneously, and on that basis to reconstruct the conversation. Given that we are interested in tracing specific trains of influence (although they do exist) so much as to composition), and literature (postmodern metafiction). Our goal is not to artistic models of expression such as painting (Cubism), music (atonal mechanics and string theory, have offered distinctly new ways of looking at various points in history, why polymaths have become associated with the Renaissance and with men specifically, and why there are relatively few polymaths today.

FSSY 141. "Renaissance" Men and Women: Polymaths from Late Antiquity to Leonardo Da Vinci. 4 Units.
The term "Renaissance man" is often used to refer to a polymath, someone whose expertise spans numerous and diverse subject areas. Leonardo da Vinci (1452-1519), perhaps the most famous polymath of all, was an artist, scientist, engineer, musician, and indeed a man who lived during the Renaissance. Yet already in late antiquity and the Middle Ages many of the great thinkers were polymaths, and they were not all men. This course examines the intellectual contributions of Leonardo da Vinci and two earlier polymaths: Saint Augustine (390-430 CE), a north African bishop, philosopher, and theologian who became a Doctor of the Church; and Hildegard of Bingen (1098-1179), a German nun who was a composer, philosopher, herbalist, and mystic visionary. Through discussion of writings by these three figures and of secondary literature about them, the course explores their intellectual diversity and the cultural forces that shaped them. It also examines what it meant to be a polymath at various points in history, why polymaths have become associated with the Renaissance and with men specifically, and why there are relatively few polymaths today.

FSSY 144. Doc Talk: Language & Medicine. 4 Units.
This course explores the role of language in constructing, experiencing, treating, and understanding the states we call "health" and "illness." We will ask questions such as: Why do we fight cancer but mend broken bones? When (and how) do some experiences (e.g., sadness, hunger) become symptoms of disease? Why do doctors ask where it hurts rather than when or how? Is there a difference between saying that a patient is "med compliant" and that she has "taken her prescription medicines"? To answer these questions (and to ask dozens more), we will read primary research on medical language, visit several of Cleveland's nationally renowned cultural institutions, and discuss the symbolic and social meanings of a variety of medical terms, images, objects, and patterns of communication.

FSSY 147. Art and Physics. 4 Units.
The twentieth century's advances in physics, from relativity to quantum mechanics and string theory, have offered distinctly new ways of looking at ourselves and the world around us. It is no surprise that they have equally impacted different branches of the arts, revealing new possibilities for what to represent and how to represent it. This course intends to explore this relationship between physics and art by taking two of those signal advances -- Albert Einstein's theory of relativity and Werner Heisenberg's uncertainty principle -- and considering how they inflect artistic models of expression such as painting (Cubism), music (atonal composition), and literature (postmodern metafiction). Our goal is not to trace specific trains of influence (although they do exist) so much as to consider how parallel developments in the sciences and the arts emerge contemporaneously, and on that basis to reconstruct the conversation between them. We will try to ask what each of these discursive models has to say to the others, and how the apparently unbridgeable gap between science and art might find some points of common contact.

FSSY 154. The Imagination Project. 4 Units.
For the first years of our schooling, we are taught to play make-believe. Then, we are taught to understand facts. Whatever happened to the imagination? What is it? What are the theories that help to explain it? And what is its place at a research university? In this class, we will read, talk, think, and write about the purposes and scope of the human imagination, which is often understood as the symbolic realm of images and ideas that exists as part of our mental life. We will look at how the imagination has been understood by various thinkers and artists, and we will consider how the physical world interacts with the imagination in stories, music, film, and scientific ideas. Even though we may think that imagination means "something from nothing," it is much more complicated and collaborative than that, as we will see in our examination of larger imaginative projects such as the Sistine Chapel, Star Wars, Legos, and Disney World. We will examine the role of the imagination in as many disciplines as possible, including physics, sports, fantasy, politics, and the media. As we interrogate these sources, we will learn the basic tenets of argument and research that will help you in your upcoming SAGES courses. Are there imaginative practices that can help us succeed here at Case? How can we turn our own imaginations into reality?

FSSY 157. Pursuits of Happiness. 4 Units.
What is Happiness? And why do Americans consider its pursuit a self-evident, inalienable right? To what extent is happiness a component of the American Dream? How have writers used stories to illustrate the possibilities and limits of this ideal? This course examines the various ways that thinkers have defined happiness, using both theoretical frameworks and literary examples. Students will carefully analyze the validity and utility of these models, selecting elements to construct their own personal philosophies of happiness.

FSSY 158. Ecology in American Literature and Film. 4 Units.
How can American literature and film help us understand environmental issues? This course will explore that question by investigating several of the foundational texts of the ecology movement in the United States. Many American authors and directors are sensitive to the natural beauty of the American continent and, therefore, emotionally and spiritually affected by environmental destruction. Scientific and political questions will be important for our inquiries, but we will emphasize the cultural and spiritual aspects of environmental thinking. While science strives to understand nature and provides data documenting environmental conditions, and politics should propose pragmatic solutions, the will to act on scientific facts or political ideas requires emotional and ethical engagement, which literature and film particularly stress. The expressive content and moral messages in literary memoirs and films complement scientific work and politics by allowing us to reflect on an obligation to preserve the natural environment. Consequently, this class will consider environmental awareness and the human connection to the natural world by examining writers' experiences. Our exploration will also consider dystopian stories that imagine where environmental disasters might lead. Possible texts include Walden, Desert Solitaire, A Sand County Almanac, and movies like Jeremiah Johnson, Into the Wild, and Wall-E.
UCAP Courses
UCAP 390. Conservation of National Parks and Protected Areas: A Service Learning Capstone. 3 Units.
This capstone course explores environmental conservation with a focus on protected natural areas and community engagement. Limited to a small group that meets in weekly seminar, the course investigates the often competing interests of ecosystem protection, private development, historic preservation, and public use. A vital part of the capstone is a service learning trip during break when students travel to a National Park or other protected area to contribute to conservation efforts and to gain hands-on experience with environmental management activities. Each student chooses an issue relevant to protected areas to investigate throughout the semester and writes a significant paper about that issue, utilizing the service learning trip experience to deepen their understanding and analysis of the issue. At the end of the semester, each student makes a public presentation of his/her work. Counts as SAGES Senior Capstone. Prereq: Passing letter grade in a 100 level first year seminar in USFS, FSNA, FSCC, FSSO, FSSY or FSCS

UCAP 395. SAGES Capstone Experience. 1 - 6 Unit.
UCAP 395 affords students the opportunity to pursue a capstone experience outside the constraints of SAGES capstone courses offered by individual academic departments. Students must identify a project, a mentor and an oversight committee. If the mentor is not a Case faculty member, then the student must also identify a faculty advisor who does hold such an appointment and who will serve as the instructor of record. A capstone experience can take various forms but must include certain elements: critical thinking, regular oversight by the project advisor(s), periodic written and oral reporting of progress, a final written report which describes the project activity (which may be a performance, experiment, student teaching, live case analysis, creative writing endeavor, etc.), and a final public presentation. More details about course policies, including procedures for registering, are available via the SAGES office and web site. UCAP 395 may be taken as a one-semester or a two-semester course for 1-6 credits in any given semester and 3-6 credits total. Permission.

UCAP 395A. Engage Cleveland Capstone Experience. 3 Units.
This community-based capstone provides a unique opportunity for students to learn about and become involved in community issues in greater Cleveland. Limited to a small group of students, the capstone weaves together hands-on experience and academic inquiry through which students learn about urban issues, community engagement, and about themselves as leaders and advocates for social change. The capstone has two parts - a summer community-based experience (non-credit) followed by a fall semester academic capstone course (3-credit), which utilizes and builds upon the summer experience. Counts as SAGES Senior Capstone.

USNA Courses
USNA 204. The Evolution of Scientific Ideas. 3 Units.
Scientific understanding has evolved over the years. There are very few beliefs about the natural world that have remained intact over the past few centuries, or even the past few decades. The chief goal of the course will be to give students an understanding of how scientific ideas change and how newer ideas supersede the old. Questions to be investigated include: What is Science? How do disciplinary scientific communities (physicists, chemists, biologists, etc.) form and identify themselves? How does the community of scientists within a discipline come to a consensus that it is time to adopt a new paradigm: What scientific, social, political, and cultural factors come into play during the periods of transition? The course will be in seminar format. The students will be given opportunities to explicitly develop critical thinking skills (the specific skills to be developed will be selected by the class from an explicit list) and writing and speaking skills. Class meetings will be used to share their research results and to study the assigned texts and papers. The students will be required to demonstrate their understanding in a variety of ways. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 211. Einstein, Space and Time. 3 Units.
This course will explore the profound changes in our conception of space and time brought about by Einstein's theories of special and general relativity. As a University Seminar, it will also integrate writing and discussion about these topics into the class and explore the philosophical and technological context in which the ideas were developed. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 216. Fuel Cells--Reality, Prospects and Myth. 3 Units.
Fuel cells have been recently identified as a key source for non-polluting, oil-independent energy in the future. In this course, we will study and critically analyze the prospects, barriers, and impact of broad implementation of fuel cells, focusing primarily on the transportation sector. Major topics of the course include: (i) World and U.S. energy outlook; (ii) Potential role and impact of fuel-cells, their advantages, limitations and prospects for improvements; (iii) Alternative fuels--source, availability, distribution and cost; (iv) Potential political, public policy, economic, and environmental impact of large-scale implementation of fuel-cells technology. The course is designed for students from all disciplines. Students will be expected to read assigned texts and articles and critically analyze statements and points of view presented. Quantitative analysis is expected where appropriate. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 220. Suburban Landscapes: Nature, Technology, and Culture. 3 Units.
This course will examine suburban neighborhoods by focusing on the design of technology and nature in these spaces. The way that people understand and operate in the world is so entangled with values and assumptions that the physical shape of the world cannot be separated from human culture. In this sense, suburban landscapes are not simply neighborhoods but also examples of culture. The form of the land and the technologies in the suburbs are continually reshaped to correspond with the cultures of the people occupying those spaces. By studying suburban landscapes we can see how the ideas in people's heads become part of the physical world in which we live. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 223. Critical Science Fiction. 3 Units.
The emphasis of this seminar will be on developing skills of critical analysis of science fiction. A goal of the course is that the students will be able to distinguish plausible from impossible when they read their next science fiction book or watch a sci-fi movie. Upon completion of the course, the students should be well equipped to recognize scientifically unrealistic assumptions and statements in pseudoscientific books, movies, TV programs and other mass media sources. The course will be sufficiently flexible to allow coverage of topics that are proposed by, and interesting to, students, or the topics which would arise during discussions. The course will encourage open-mined approach to understanding controversial areas, as well as emphasize the great achievements that humankind made in the short historical period of our civilization. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 224. Food, Farming, and Economic Prosperity. 3 Units.
Intended to challenge conventional thinking about "progress", this course will examine the evolution of food production and consumption in the U.S. over the past 50 years. We will begin with the topic of food, itself. We will explore fundamental questions such as, What is food? Why should we care? Where does food come from? Why does it matter what we eat, and equally important, what we eat eats? Students will explore their own eating habits by keeping a journal of what, when, where, and how they eat. Discussions will focus on the social, cultural, nutritional, and technological aspects of food. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 226. Evolution of Human Behavior. 3 Units.
Human behavior is a result of the complex interplay between our genes and the environment, both of which have been shaped by evolutionary forces over millions of years. To what extent does natural selection shape our behavior today? Are humans naturally monogamous? Why do conflicts arise even in our most intimate relationships? Is human behavior ultimately in the service of reproductive success, ensuring that our genes are passed into the next generation? This course reviews the history of evolutionary theories of mind and behavior, as well as current ideas about the ecological and genetic components of behavior. We will examine key principles of neurobiology, sociobiology, and evolutionary psychology to critically evaluate evolutionary interpretations of human behaviors, including those comprising cultural traditions and social institutions. Specific topics to be addressed include human mate choice, parenting strategies, interpersonal conflict, and altruism. The course is structured as a seminar, with emphasis on discussion and formation of logical arguments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 228. Time. 3 Units.
This seminar course will explore the nature of time from many stances, including those of Psychology, Biology, Technology and Philosophy. Yet time is central to Physics, and in Physics we will orient our explorations of time. Our understanding of time has sharpened a great deal in the last few centuries, the most obvious markers being Newton's Absolute time, which remains entrenched in modern culture, and its subsequent physical overthrow by Einstein's relativity. Given the physical primacy of Einstein's time, many questions arise: How malleable is the concept of time? Is there a fact of time? Can the present be defined? The past? The future? The successes of modern Cosmology lead us to ask: Was there a beginning of time? Will time end? The symmetry of fundamental physical laws with respect to the direction of time, counterpointed by asymmetric phenomena, lead to: Is there a master arrow of time? Is the flow of time an illusion? In this course we will investigate what "Time" is telling us about the natural world and ourselves. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 237. Landscape History and Conservation. 3 Units.
Human history is intimately intertwined with the natural landscape on which it occurred. From coastal preserves and their beach communities to Midwestern farmland and the preserved site of Thoreau's Walden Pond cabin, and at places like the Grand Canyon, the American landscape itself holds many clues to our country's natural, ecological, and cultural history. This course will investigate the lived landscape in two ways (which have a multitude of shades to them): as a place where humans shape the natural for their own memorial, productive, and aesthetic uses, or as a natural place that humans set aside or conserve. We will read landscape history and conservation theory, and we will consider global practices of conservation through UNESCO's World Heritage Sites. Class work will entail a process-oriented project on the Cleveland landscape, which students are encouraged to approach through the lens of their major. We will visit the Wade Oval and the cultural gardens of Rockefeller Park as an example of current conservation practices working to protect the natural and cultural value of the local landscape. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 240. Technologies of the City. 3 Units.
Based on the premise that cities are never “finished,” and constantly being remade, the University Seminar, Technologies of the City, will look at the technological and cultural history of cities from the ancient world to the present day. Students will explore the history of building materials—wood, brick, steel, concrete, and glass—used in the construction of cities. We will also trace the development of city infrastructure such as electricity, water and sewage systems, streets bridges, and subways. Technological innovations, such as the automobile, will receive special consideration. We will move both geographically and temporally to visit the world’s great cities, studying examples of significant building projects, such as the Brooklyn Bridge, the Chicago World’s Fair, and Cleveland’s first skyscraper, the Rockefeller Building. The course will cover the history of the professions—engineering, architecture, and urban planning—that have contributed to the construction of cities, and will review the works of these practitioners, as well as that of artists, reformers, and utopians that have imagined new directions for the city. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 245. The Impact of Technology on Society. 3 Units.
There is commonly a lack of understanding and appreciation of how the spread of advanced technologies (the artifacts of engineering) has led to economic, social, and political changes on a global scale. As a result, young people do not think that careers in science and engineering are rewarding and useful or do they think of technology as one of the most powerful forces for social change. Furthermore, in a world where advanced knowledge is widespread and low-cost labor is readily available, U.S. advantages in the marketplace and in science and engineering have begun to erode. We want to be able to compete in the world. Economic growth is driven by technological innovation. Societies that foster it lead the pack, while others lag behind. An enlightened citizenry is essential both to support and to engage in new developments in science and engineering. Insights will be given on how engineering innovations develop and have changed the world, both good and bad and, hopefully, it will be clear that engineering is essential to meet many of the major global challenges of the future. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 247. Epidemics in Human History. 3 Units.
This course will examine the role of epidemics (of all types) in human history. Disease has shaped our society in many ways and continues to do so. Despite the plethora of antibiotic and antiviral drugs since 1940, 90% of the decrease in (First World) infectious disease is due to simple public health measures and better hygiene. But overuse of antibiotics increasingly is causing the rapid evolution of “superbugs” that threaten new plagues and epidemics. Both historical and modern epidemics of plague, smallpox, Salmonella, cholera, tuberculosis, and HIV/AIDS will be examined. The interaction of these epidemics with societies and how the epidemics influence society, cultures, art, and literature will be major topics of discussion. The course is primarily discussion with short student presentations. In addition, 3-4 short “Front Lines” talks by and discussion with CWRU and University Hospital clinicians will explore today’s realities of epidemics, infection, and antibiotic resistance in the United States, Uganda, South Africa and elsewhere. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 249. Restoring the Great Lakes: Opportunities and Challenges. 3 Units.
This seminar will focus on the issues and methods of restoring the Great Lakes, with particular emphasis on public action and decision-making processes. Students will learn about the environmental history of the lakes, as well as current challenges to improving water quality and related aspects of the ecosystem. Technical experts, field trips, and other informational resources will enable seminar participants to engage in lively debates on the best ways to address those challenges. Opportunities for observation of and/or direct collaboration with key stakeholders in the restoration process will enhance students’ understanding of the processes by which key environmental decisions are made and implemented. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 252. The Future of Food. 3 Units.
Since World War II, science and technology have transformed the way Americans produce and consume food. This transformation has been supported by government policies and accomplished through the application of industrial methods in agriculture, food processing, and food delivery. Such methods have allowed a tiny fraction of the American population to produce vast quantities of food products at very low prices for American consumers. But this American diet, while inexpensive, has turned out to be high in sugar, fat, and processed grains that are contributing to chronic diseases such as diabetes and obesity. In addition, environmental impacts of confined animal feeding operations, vast monoculture grain production, and global food transport are raising questions about the sustainability of American agriculture. This seminar will explore the evolution of food production in the United States since World War II and will ask the question: is it possible to nourish the world’s population using nutrition and flavor as guiding principles rather than cost? What is the true meaning of “sustainability” in agriculture? The last third of the course will be devoted to creating a plan for using part of the University Farm to grow food for the University. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 258. Designing Urban Green Space. 3 Units.
In this course, we will investigate the history, theory and practical design of green space in cities. We will focus on types of green space and their community function, relationship to commerce, aesthetics, recreation, ecology, and health in particular. Students will engage in group projects where they locate all underused space in Cleveland (vacant space, gray or brown fields) and will propose a new use for it as green space of some kind. Individual research projects will be related to that site. Lively class discussion and frequent reading responses required. Mandatory field trip to sites in downtown Cleveland. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 259. Bring Out Your Dead. 3 Units.
This course examines the interplay between history and plague outbreaks. Course readings draw largely on the writings and experiences of scientists, physicians, and public health officials. By taking a historical approach to the study of the relationship between human history and the history of disease, students will learn about the development of the scientific method (namely the slow process by which humans learned to identify, categorize, and respond to disease), how science develops in specific historic contexts, the consequence of scientific inquiry, and what humans do when they are faced with imminent death. A tentative list of plagues includes: the Athenian Plague, Black Death, Yellow Fever, TB, Malaria, Influenza in 1918, and AIDS. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 260. Life in the Past. 3 Units.
This course will focus on how we learn, discover, and make conclusions about life in the deep past. What types of life were present? And how can we understand their extinction? A principal focus will be how extinctions in North and South America have affected both the land and its animals and, consequently, the course of human development. We will look at megafauna from the local area in conjunction with the "Extreme Mammals" exhibit at the Cleveland Museum of Natural History, read about the fossil boom, study the Dodo, and look at scientific ways in which animals are currently being completely re-imagined via technology (computer bone/muscle articulation, eating habits, climate models, etc.). We will also look at the cultural ways in which we view these "dinosaurs" (movies, children's books, museum exhibits) and see if it helps or hurts our scientific and historical understanding of them. At heart, our main question will be: can you really understand a time, space and creature that has been extinct for millions of years? How? Why? And why do these "monsters" hold such fascination for us? Does their disappearance bode well of the human race? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 262. How I Learned to Love The Bomb. 3 Units.
In this course, we will explore the development of the atom bomb and its historical ramifications. Our guides through this history will be the scientists themselves. Our goal will be to understand their work as well as their motivations, travails, internal conflicts, and the consequences of their achievement. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 265. Thinking National Parks. 3 Units.
This seminar provides students an opportunity to explore U.S. national parks and their history of displaying both nature and culture. This discussion-based, writing- and research-focused class requires students to examine a park system that is both extraordinarily popular and rife with controversy. We begin with several recurring questions: Where did the national parks idea come from? How has the park mission evolved and adapted? Can parks be "read" as texts, and if so, how does our point of view determine what we see? How do parks arrange displays of cultural and natural worlds, and how do they display interactions therein? How can changing park philosophies be reflected in their physical apparatus and infrastructure? Students will participate in regular class discussions, occasionally lead these same discussions, complete formal writing assignments, and develop a final research project. The course readings will alternate between historical and present-day selections, so that we explore the history of U.S. national parks while simultaneously considering challenges and controversies that matter very much today. Early readings will include John Muir and Gifford Pinchot; current trends will be explored in the writings of William Cronon, Alfred Runte, and Jennifer Price, among many others. We will view significant portions of Ken Burns' recent PBS series The National Parks: America's Best Idea. The ultimate "text" for the class, however, is an actual national park. Each student will choose a national park as the basis for their semester-long project. Students will begin with description and history of their park, and then they will explore controversies or other issues in the park, developing their own argument. Next, students will have a chance to play architect/landscaper/park-superintendent, as they propose a change to the park that would address an existing problem or enhance the visitors' experience. Finally, students will gather these pieces into a single coherent project, submitting a 10-15 page final essay as well as producing an engaging class presentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 266. Life After the Death of Print. 3 Units.
Around 1439, Johannes Gutenberg invented the moveable type printing press, a technological development that altered the world by ushering in an era of mass, reproducible communication. For nearly 500 years, print technologies have dominated communications. Scholars have shown that print's ability to disseminate information led to revolutions in art, science and politics. In short, print technologies have largely defined what it means to be a thinking and communicating human being. The emergence of digital technologies has altered communications in ways that are only now being understood. This course examines how developments in digital technologies impact communication practices by threatening print's historic stronghold. Consequently, the course also explores what impact new technologies have on human identity. We will consider the historical development of display technologies (printed materials and digital screens) to understand what is at stake in the move from print to digital communication. We will then investigate current phenomena associated with Web 2.0, including blogs and social networks, in order to understand how our communication choices construct and allow for our public and private identities. Additionally, the course will examine new display technologies, such as iPhones and Kindles, that allow for the possibly constant dissemination of those identities. Finally, we will hypothesize about how digital technologies force us to conceive of human identity differently from the ways that print invites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 270. Alternative Energy Sources. 3 Units.
Alternative energy sources are needed, because of limited fossil fuel resources, increased demand, and environmental impacts. This course will deal with the issues of alternative energy sources. Various sources such as solar (thermal and photovoltaic), hydroelectric, wind, geothermal, ocean thermal, wave, tidal and geothermal energy, as well as energy from biomass will be discussed in order to determine what is practical on a large scale, as well as on the scale of the individual homeowner.
We will pay attention to the efficiency of each alternative energy source as well as what limitations exist in terms of extracting usable energy.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 271. Gene, Environment and Behavior. 3 Units.
The goal of this course is to encourage students to be well informed and critical consumers of the media reports about the influence of genes and environment on human behavior. This course involves the book by Matt Ridley titled, "Genome: The autobiography of a species in 23 chapters." Ridley has a Ph.D. in zoology, worked as a journalist, science editor, and national newspaper columnist. The book devotes a chapter to each pair of human chromosomes. Each chapter focuses on the role of a gene. Ridley's book was published in 1999; therefore, students will conduct their own research to update each of the chapters in Ridley's book.
The first few weeks of class will be used to provide a background on genetics research through field trips and guest lectures from CWRU genetic researchers. We will have several writing workshops spread throughout the semester to offer "just in time" tips needed to write critical evaluations and literature reviews. Each student will present twice during the semester. The first oral presentation will revolve around a summary, critical evaluation, and an update of the human trait presented in the Ridley book on their assigned chromosome. The presentation will be about 15 minutes with 5 minutes left for questions. Students not presenting will be assigned one of the three chromosomes (chapters) covered that day and they will each write a seminar question to pose to the class. In addition, each student will also serve as a reviewer for one of the presentations to provide constructive feedback to the presenter. The second presentation will consist of new material found by each student about genes on their chromosome. They must find another trait on their chromosome and present the most current information available on that trait. In place of a final exam, each student will turn in a research paper on their assigned chromosome. We will build these papers throughout the semester with a series of graded "checkpoint" assignments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 272. The Thames Watershed. 3 Units.
In this seminar, we will investigate the London, England-area Thames watershed and its associated concerns, like urban development, watershed management, aquatic species conservation, and habitat engineering and restoration. A critical part of this seminar will be a spring break field trip to London. On the field trip, we will focus on London's rivers and their history and ecology. We will study the Lea River Valley (where the 2012 summer Olympic Village is located), the Fleet River and various water-related constructions, such as Docklands, Regent's Canal, and the Wildfowl and Wetlands Nature Reserve, each from historical and ecological standpoints. Emphasis will be on how humans have treated the watershed historically, from using the rivers as sewers and transportation links, to restoring their ecosystems, as is the current case in the Lea River Valley. Course readings will be a mix of cultural history, London newspapers archives, and scientific studies on riparian corridor management. Students will keep field journals in London and will write an experiential learning essay about how the field trip intersected with the readings we've discussed in the seminar. They will also write a 10-12 page research paper on one of the ecological issues witnessed in London and its significance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 274. Science and Religion. 3 Units.
Commentary on the relationship between science and religion tends to take one of the following perspectives: (1) science and religion are incompatible; (2) science and religion are compatible; (3) science and religion are not fundamentally different kinds of things. This class will critically examine each perspective by looking at the history of the relationship between science and religion and the philosophical issues that have arisen therein. We will then use what we have learned to see if we can make progress on contemporary debates surrounding science education. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 283. Cultures of Science. 3 Units.
From the laboratory to the museum, science is a dominant way in which we make sense of the world. This seminar examines the cultures of science. Drawing on the fields of anthropology, sociology, history, and science and technology studies, we explore the interplay, exchange, and fertile ground between "culture" and "science." We analyze the cultural practices of scientists, the relationship between scientific and indigenous ways of knowing, and ethics of scientific knowledge, as well as scientifically mediated understandings of personhood, nation, legality, and truth. We will consider case studies from the U.S., Latin America, Europe, Africa, and Asia that reflect on contemporary intellectual debates and public concerns. The course considers the following questions: Is science cultural? What does objectivity mean? How are scientific facts produced? Do our understandings of citizenship and the nation have any connection to science? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 285. The Science of Madness: An Historical Investigation of Mental Illness. 3 Units.

Since antiquity the western world’s understanding of mental illness has continued to evolve. This course will examine the trajectory of that evolution, looking at the medical theories that have influenced assumptions about the causes and treatments of mental illness from the early modern era through the twenty-first century. Examples of questions we will investigate include: How do we define the normal and the pathological in human mental behavior over time? How do we explain the centuries-old correlation that medicine has made between creativity and mental illness? Which past and present psychiatric treatments have been beneficial and which harmful? How did Darwin’s theory of evolution affect theories of mental illness (and how does it continue to do so with the advent of evolutionary psychology)? How have changing philosophies of science affected the research and practice of psychology? How and why do the sciences of the mind—psychiatry, psychoanalysis, clinical psychology, psychopharmacology, the cognitive neurosciences—claim so much scientific authority and exert influence over our lives today? As a frame work for this inquiry, the class will use the concept of paradigm shifts as Thomas Kuhn defines in his classic work, the Structure of Scientific Revolutions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 286. Science and the Paranormal. 3 Units.

From paranormal television programs to the academic study of parapsychology, claims about the “science” of the paranormal abound. This seminar examines the ways in which people have attempted to scientifically explore questions of life after death, the soul, and anomalous phenomena such as ghosts, telepathy, and ESP. The seminar begins by exploring the emergence of psychical research and parapsychology in the late nineteenth century. We then critically analyze a variety of purportedly scientific approaches to the paranormal and analyze their understandings of nature and science. By exploring the claims of paranormal researchers, parapsychologists, and fringe scientists, we will analyze the constitution of science and its demarcation from pseudoscience. We consider a variety of methodological and heuristic tools to distinguish science from non-science such as falsifiability and Occam’s razor and apply them to paranormal claims. We also analyze the criticisms leveled at paranormal research. We ask the following questions. What is science? What distinguishes it from “pseudoscience” or non-science? What is skepticism? Can there be a science of the paranormal? What understanding of the natural world is the paranormal grounded on? What is the relationship among science, religion, and belief? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287A. Perspectives on the Cosmos: From the Ancient Philosophers to Modern Science. 3 Units.

For all of recorded history, and presumably well before that, people have asked the Big Questions: What is the nature of the Universe? How big is it? How old? What is our place in it? For just as long, we’ve been making up the answers. Cosmology is the subject that seeks to answer the big questions. As such, it is the nexus where science, philosophy, and religion collide. This course will explore the subject of cosmology, from both an historical and scientific perspective. In the process, we will examine the roles of faith, philosophy, and empirical knowledge. We will survey prevailing attitudes towards the nature of the world model over time, examining the impact of belief systems on the interpretation of physical evidence. Subjects to be covered include the first vital steps of the ancient philosophers, the tension between geocentric and heliocentric world models at the time of Copernicus and Galileo, and the modern scientific world view. Students will learn to critically examine evidence and its interpretation, and to appreciate the strengths and shortcomings of various forms of human knowledge. Emphasis will be placed on the importance and limitations of empirical evidence, and the dangers inherent in the interpretation of evidence within a preconceived framework. The student will gain an appreciation for the historical development of world models, culminating with modern cosmology. In the process comes a respect for the diverse paths to knowledge followed by humanity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287C. Animals and Humans: Making Sense of the Human-Animal Bond. 3 Units.

Humans have an incredibly complex relationship with (non-human) animals. We eat some animals and consider other animals members of our family. We worship some animals and vilify others. This class examines the complexities of our relationship with (non-human) animals. Through exploring human emotional, practical, and epistemological ties with animals, this course examines what it means to be animal as well as what it means to be human. We analyze the following questions. How do we come to know and understand animals? What are the issues surrounding the use of animals in scientific speculation, classification and experimentation, such as vivisection, cloning and the human-animal relationship in technoscience? Do some non-human animals possess material culture, social morality, and emotions such as grief and sadness? Why do animals populate our popular culture and art? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287D. Native American Environmentalism: Sustainability and Contemporary Energy. 3 Units.
This seminar course will focus on three main areas of Native American environmentalism. First, we will learn about Native Cosmologies and historical connections to the land while exposing the controversial relationship of Native Americans to land and wildlife within the myth of the "ecological Indian." Second, we will examine how Native Americans have responded to toxic pollution of indigenous lands as a result of manufacturing and uranium mining, which some refer to as "environmental racism." We will also learn about tribes who choose to host nuclear waste facilities as an exercise of their sovereignty and as an avenue of economic development. Finally, we will investigate initiatives by tribes and coalitions in land and water stewardship, investment in "new" energies and technologies, sustainability of lands (prairie and forest restoration), reclamation of waterways (dam removal), and wildlife management, to name a few. Students will inform their critical thinking about Native American environmentalism with a variety of texts and websites of scholarly and public opinion, scientific data, native knowledge, and historic fact. The seminar will include collaborative learning and presentation projects in which students will pursue research topics related to energy development, stewardship and sustainability, or wildlife management and harvesting. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287E. Evolution and the Modern World. 3 Units.
Modern evolutionary theory has influenced all aspects of biology and the clinical sciences. It has, moreover, resulted in novel ways to think about many of the social sciences. This class will focus on how the concept of evolution has dramatically altered the way we view human anatomy, physiology, and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287F. Environment and the Fates of Societies: Guns, Germs, and Steel. 3 Units.
This University Seminar deals with the connections between human societies and landscape, climate, pathogens, and plant and animal species. The main method for this exploration is a close reading of Jared Diamond's Guns, Germs, and Steel. Diamond explains that Western Europeans came to occupy and dominate large areas of the globe because of natural resources present in certain regions of the Old World since the end of the last Ice Age. For example, Diamond studies ancient patterns of plant diffusion or the place of mountain ranges and deserts in the development of technologies. Seminar participants will also study historical sources from specific times and places - namely North America from European contact to 1850 - and compare them to Diamond's general environmental explanations and models. Placing Diamond's broad explanations within specific historical contexts is revealing. A range of alternative methods, perspectives, primary sources from North America, and case studies (especially in environmental history) help develop a critical understanding of the complexities of the fates of societies. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287G. Genes, Genomes and Society. 3 Units.
2013 marks the 60th anniversary of the discovery of the double helix of DNA and the 10th anniversary of the sequencing of the first human genome. Advances in genetics (the study of individual genes), and genomics (the study of an entire genome) have fundamentally altered our understanding of biology. In this seminar, we will focus on topics covered by the mainstream press. We will explore the science behind the news and discuss the philosophical, ethical and societal concerns raised by these scientific advances. Topics will include: the dangers and benefits of genetically modified crops; genetics and the conservation of endangered species; learning about human biology and disease from yeast, flies, worms and fish; the use and potential misuse of genetic fingerprinting by government agencies; genetic testing; personalized medicine; and issues of genetic privacy. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287H. Plants in Medicine. 3 Units.
Plants have always been the basis of medicinal treatments, and as they continue to be essential to modern forms of medicine, alternative and traditional alike. In this course, we will consider the history of how humans have used particular plants for medicinal purposes, such as the cinchona tree (Cinchona officinalis) for quinine, willow bark (Salix) for aspirin, and the yew tree (Taxus baccata) for the cancer medication paclitaxel. By investigating how a plant is used medicinally through time, we will also come to understand the culture that used it and how they conceived of health in relationship to nature. We will read texts that show how a plant's medicinal uses can be tied to colonialism and global exploration. For example, the first botanical gardens were collections of medicinal plants cultivated for use and experimentation, often containing non-native plant-based cures discovered through colonial contact. While this is not a course in botany per se, we will be discussing basic plant biology, cultivation practices, and the contemporary science of using plants as the basis for pharmaceutical cures. Students should be active course participants in class discussion and on field trips. Writing instruction will focus on research-based argument, and students will complete a researched essay focusing on a medicinal plant of their choice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287J. Transportation in American Life. 3 Units.
We will explore the critical role of transportation in the development of our cities, regions, states, and nation. The course will consider the historic role of transportation, its current role, and what role it might play in the future. Transportation will be viewed in the context of national policies, overall political will, and our culture at large. Since colonial times, transportation, in its many forms, has been the subject of intense debate, governmental policies, as well as the subject of public and private investment. We will see how certain individuals and groups used ego, power, and wealth to use transportation for shaping the nation's commerce, travel patterns, and physical appearance. We'll also see the evolution of government and business in transportation decisions and funding. Finally, because of transportation's daily impact, we will look at current issues as part of every class. We will especially focus on the transportation issues of northeast Ohio, a microcosm of national transportation issues. Some of these issues include funding, decision-making, land use, "suburban sprawl," and economic development. We'll also look at transportation issues specific to the University Circle area such as the Health Line and the proposed "Opportunity Corridor." Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287K. Human Research Ethics: Scientific Truth vs. Cultural Belief. 3 Units.
Scientific breakthroughs in genetics, neuroscience, and behavioral psychology have allowed us to learn more about ourselves than ever before. But how much do we really want to know - and who gets to decide? Is DNA our destiny? Should the quest for scientific knowledge trump cultural belief? How does society balance risk to a few in the face of the needs of the many? Using a blend of historical documents and literary examples, we will examine the evolution of the ethical standards that govern how doctors experiment on their patients. We will also debate the hard choices that medical researchers make when the quest for scientific truth intersects with cultural belief. Finally, we will apply what we have learned to find solutions to real-world ethical problems in medical research. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287P. Women and Science: Changing Paradigms. 3 Units.
Is science objectively neutral in that true scientific knowledge would be independent of the discoverer? In this view, the scientific discoverer is more like a midwife that brings forth pre-existing knowledge to the world. Or - is scientific knowledge guided and shaped by the people who practice science, in which case it is influenced by the social context in which it occurs, making the scientist more like a sculptor who creates something new using the tools that are currently available. In this course we will examine this second question by looking specifically at the relationship of gender to science through several lenses. One approach we will use is make case studies of the lives of major women scientists and the way that their gender impacted their work, from the type of scientific research they pursued, the kind of support and encouragement that they obtained as they proceeded in their careers, to the rewards and recognition (or the lack of them) that their work received from their peers. Using a more conjectural line of inquiry, we will also consider the role that gender might have played in developing scientific theories and whether there can be such categories as "masculinist" and "feminist" science. We will conclude this part of our inquiry with an analysis of the current state of science and how well these approaches reflect the way science is pursued today. A third issue involves looking at the relationship of gender and science but from the opposite direction. In other words, we will consider how science has influenced our understanding of gender, rather than how gender has influenced science. Over time, scientific ideas about the physiological and intellectual differences between males and females have changed dramatically several times with major political and sociological ramifications. Consequently, we will examine the science of gender in its cultural and political context from antiquity through the twentieth century. In order to explore these interweaving threads, we will be taking an interdisciplinary approach that will draw on the history and philosophy of science (particularly Thomas Kuhn's The Revolution of Scientific Ideas), as well as on anthropology and cultural theory. By the conclusion of the course we will have examined the scientific evidence that has supported assumptions about gender in various philosophical paradigms, including humanism, rationalism (i.e., Enlightenment philosophy), nineteenth century moralism, modernism, and postmodernism. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287Q. Gothic Science: Discovery and Dread in the 18th Century. 3 Units.
Discovery has always enticed us. From the ocean voyage to the space mission, from the discovery of electricity to gene-splicing, men and women have sought to explore the boundaries of knowledge. However, such explorations often come at a cost. New scientific discovery in the 18th century—from neurology to reproduction to electricity—caused as much fear as excitement. The Enlightenment focus on clarity and rationality harbors a dark double self that appears as monstrosity in early Gothic fiction. This course will explore the ways cultural anxieties are re-interpreted through fictional narratives and reflect on what this says about our own scientific explorations today. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.
USNA 287T. Conflicts and Controversies in American Science and Technology. 3 Units.
How do changes in science and technology affect American life? How do cultural ideas shape scientific practice? Is technological progress inevitable, or do we get to decide what changes we want and which ones we don’t? How do we make ethical choices about science and technology in a world with inherent power imbalances? This course provides an introduction to thinking through these questions by presenting works by historians, anthropologists, political scientists, philosophers, journalists, and others to explore a range of social issues in modern science and technology.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 287U. Energy - The Great Challenge Ahead. 3 Units.
Among the greatest challenges we face today is to find means of meeting our energy requirements without jeopardizing the environment or fostering geopolitical conflicts. This course investigates what we can do both individually and collectively to tackle this energy challenge. The questions we will consider include: To what extent is the world aware of the energy challenge and its environmental implications? What is already being done to meet this challenge? What role can technology play in addressing it? What research can be done now to help predict the future of our energy needs and potential environmental impacts? By investigating these questions, students will develop a fuller and more precise understanding of the energy challenge, as well as generate possible solutions. As an important and indeed unique aspect of this course that will greatly enhance their learning experience, students will compare strategies implemented in the State of Ohio and an international location to meet the energy and the environment challenge. To this end the course will require enrolled students to join the instructor in an international location for five or more days over a University break to visit energy conversion and storage installations involving solar thermal, solar photovoltaic, wind farms, geothermal and hydroelectric and acquire profound knowledge of technological and economic factors involved in their operation and maintenance. Students may not receive credit for both USNA 287U and USNA 288L.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288B. The Green Energy Transformation in Germany. 3 Units.
This seminar introduces students to the development and successes of green technologies in Germany. We will examine the proactive development of renewable energy and energy conservation technologies, commonly referred to as Energiewende, that was started by the German Green movement and promoted by Germany’s innovative renewable energy policies. We will consider such questions as: What are the implications of this German success story, both for the US and the rest of the world? What lessons can be applied to other situations? What factors might limit the utility of those lessons? In the process of our investigation, we will examine such important issues as globalization, resource finiteness, and sustainability challenges, including economic crises, climate change, energy insecurity, and global competition.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USNA 288L. Future Energy: @home&abroad. 3 Units.
Among the greatest societal challenges we face today is to find means of meeting our energy requirements without jeopardizing the environment or fostering geopolitical conflicts. This course investigates what we can do both individually and collectively to tackle this challenge. The questions we will consider include: To what extent is the world aware of the energy challenge and its environmental implications? What is already being done to meet this challenge? What role can technology play in addressing it? What research can be done now to help predict the future of our energy needs and potential environmental impacts? By investigating these questions, students will develop a fuller and more precise understanding of the energy challenge, as well as generate possible solutions. As an important and indeed unique aspect of this course that will greatly enhance their learning experience, students will compare strategies implemented in the State of Ohio and an international location to meet the energy and the environment challenge. To this end the course will require enrolled students to join the instructor in an international location for five or more days over a University break to visit energy conversion and storage installations involving solar thermal, solar photovoltaic, wind farms, geothermal and hydroelectric and acquire profound knowledge of technological and economic factors involved in their operation and maintenance. Students may not receive credit for both USNA 287U and USNA 288L.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSNA/USNA; OR Requisites not met permission.

USSO Courses

USSO 201. Society and Technology: How Do They Impact One Another?. 3 Units.
This course focuses on a systematic analysis of the relationships between society, and the specific institutional elements of technology and technological innovation. It describes the social aspects of computers and related technologies and explores the ways in which these technologies influence and impact organizations and individuals. The course explores the design, use and cultural significance of technologies and uses a historical focus to assess the integration of technology into all aspects of our society. The restructuring of traditional human interaction by information technology will provide a contemporary focus for the course. Offered in a seminar format, the course will provide opportunities for scholarly discussion, systematic inquiry and written communication.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 203. Law in Literature. 3 Units.
An interdisciplinary venture. This seminar will focus on law in literature by examining representations of the legal process in poems, plays, short stories, and novels. It will provide a taste of the vastness and variety of human life--and will broaden and deepen students' understanding of the role law plays in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 205. The Human Struggle Through the Lens of Sport. 3 Units.
This seminar explores, through the medium of sport literature, the interaction of sport, society, and self. Students will examine the social and psychological effects on participants, consumer, and society of sport through the study of fiction, research studies, essays, and poetry having a sport motif. Topics include racism and sexism (valuing diversity), love (cooperating), death (losing), transformation (aging), and achievement (winning). This class is limited to students participating in SAGES. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 209. Face First. 3 Units.
Human beings greet the world face first. In fact, the ability to process facial features seems to be innate. A baby easily recognizes its mother's face yet the most powerful computers have difficulty using facial features to identify people. This is because all human faces are similar while fine details make each face unique. This course will begin by studying the human face as an anatomic construction of hard and soft tissue skeletal components. We will discuss how we use anatomic facial features to recognize individuals. One homework exercise will be to construct faces using an FBI identikit. Each student will create an FBI composite sketch of their own face. Seminar time will then be used to view each sketch and try to match the sketch with the seminar participant. Discussion will focus on how facial anatomy is similar or different. Following this introduction, the seminar will shift focus from anatomy to sociology. We will discuss facial attractiveness and beauty. Seminar topics will also include manipulation of facial appearance i.e., cosmetics, body piercing, veils, and plastic surgery. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 222. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery within the context of the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric effect of science on society and, as importantly, what is the effect of discovery within the context of the society it occurred in. What is the impact of science on society? How does the way in which society views me affect the way I see ourselves, the way others see us, and the way we see others. Who am I? How do I look at myself in relationship to others? How does the way in which society views me affect the way I think of myself? How have writers, historians, and philosophers dealt with the challenges of self and group identity? We will explore these issues through readings from the Civil Rights Era, the Holocaust, and the period of decolonization in Africa. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 229. A Study of Power: Criteria Essential to Its Rise and Fall. 3 Units.
This SAGES seminar will coordinate examinations of major historical events and their influence on the future. Particular emphasis will focus on the development and/or demise of powerful countries and people, and political and religious infrastructures. Sample topics include: the rise and fall of the Roman empire, the Barbarian empires, the British empire, the National Socialists, the Soviet empire, etc. Development and practice of religious behavior from praying to pagan Gods and spiritual Gods may also be analyzed. The idea is to demonstrate the similarities and differences in each of these broad categories as they progressed. An examination of the impact of greater world "enlightenment" as civilization expanded over time is also discussed. The evolvement and eventual demise or change and the continuing impact on contemporary civilization shall be explored. Conclusions shall be used to suggest a model for the future. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 231. Evolution as Metaphor and Model: Why Don't We Live Forever?. 3 Units.
Evolution will be used to examine biological, historical, and social issues associated with health, illness and aging. In this overview course, evolution is a paradigm that is used to understand how systems change over time. The readings and discussions will identify universal processes and patterns in order to understand the effect of disease on history and explain how and why humans remain vulnerable to aging. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 234. Questions of Identity. 3 Units.
Who we are informs the ways in which we act in the world. How we respond to society in the individual, local, and global community is impacted by the way we see ourselves, the way others see us, and the way we see others. Who am I? How do I look at myself in relationship to others? How does the way in which society views me affect the way I think of myself? How have writers, historians, and philosophers dealt with the challenges of self and group identity? We will explore these issues through readings from the Civil Rights Era, the Holocaust, and the period of decolonization in Africa. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 238. The First Amendment. 3 Units.
The First Amendment to the United States Constitution states that "Congress shall make no law ... abridging the freedom of speech." In this seminar we will explore what this right has meant in America and how it has been limited throughout American history. We will discuss the importance of free speech in a democratic society and how the government balances the freedom of speech with other government interests. This course is also designed to give you a glimpse of law school and what being a lawyer is like. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 243. The Art of Fact. 3 Units.
As evidenced by the tragedy that unfolded in New Orleans in the wake of Hurricane Katrina, we ignore the consequences of endemic poverty at our peril. How do you evacuate a city filled with thousands of people too poor to own cars? Where do you house them after they’ve been rescued from their drowned neighborhoods? Although Cleveland won’t likely be erased by flood, it’s one of the poorest big cities in the nation making it vulnerable to disaster in times of crisis and an incubator for a host of thorny social problems. Often, it’s up to journalists to bring attention to these issues, give voice to the voiceless and force policymakers to come up with solutions to seemingly intractable problems. In this seminar, we’ll read and dissect the works of journalists who’ve written stories about complex social problems and have done so using many of the conventions employed by writers of fiction. Writer Ben Yagoda described this literary journalism as “making facts dance.” We’ll spend our time researching numerous social issues and learn to write about them in a clear and compelling voice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 255. Hinduism. 3 Units.
This course will provide an introduction to Hindu thought and culture. We will read a wide range of texts and secondary sources. Two readings, the Ramayana and Samskara, will focus on issues of ethics and proper dharma. We will also be watching Deepa Mehta’s Fire. There will be a visit to the Shiva-Vishnu Temple in Parma. Heavy emphasis on research and writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 260. Spin, P.R., and America Today. 3 Units.
We live today surrounded by spin--corporations don’t fire, they downsize; government pronouncements are assumed to be cynically slanted and misleading; even scholarly medical articles are written by public relations (p.r.) flacks. The guiding principle isn't truth or reality but the right message and staying on it. How and why has p.r. become such a seemingly potent force in our time? What does this say about America and its values--about even the meaning of truth? In this seminar we will explore the role of public relations and image-making, in American society today. Our objectives are (1) Examine the users of p.r. today in business, politics and popular culture to shape images and define reality; (2) explore the tools used to construct and sell those messages and perceptions and (3) Analyze the values underlying these activities--to the end of deepening our understanding society today. This seminar explores these issues through reading, both academic and popular writing, discussion, and research. The writing assignments will be both academic and various forms of media and public relations formats. We will use class time to discuss and review student writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 266. Framing Our Legal System: Law in the Movies. 3 Units.
This course explores important themes in the study of law, lawyers, and legal institutions by regarding their representations in movies. We will cover such issues as race/class/gender and the law, legal ethics, legal education, the adversarial system, and the image and status of the lawyer in American culture. We will also look at the ways in which law and the legal profession affect popular culture and, conversely, the ways in which popular views of legal problems and lawyers affect law. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 269. Create-A-College. 3 Units.
In seminar format, students will develop plans for a new institution of higher learning, shaping and communicating in several different formats its mission, goals, academic focus, and physical and financial needs. Supporting the course’s research, writing, and presentation expectations will be documents from existing colleges, information on the policy and social environment for such a venture, and requirements imposed by external entities such as governmental and accrediting agencies. Course will include interactions among two sets of student teams and several intermediary presentations, culminating in a group presentation of plans for the new college to a panel of experts including current or former members of the University’s Board of Trustees and the Ohio Board of Regents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 270. The Geography of Wealth. 3 Units.
While many of us are familiar with thinking about wealth in social, political and economic terms, wealth can also be understood as a function of geography. This seminar will look at American history and culture to seek a deeper understanding of how place and wealth interact; some of the government policies that affect those interactions; and some of the grand experiments in philanthropy, law, and social policy that have tried to reverse the perceived evils of “concentrated poverty.” The seminar will not require an advanced mathematical or statistical background. However, we will analyze how statistics can illuminate (and disguise) issues and problems. We will look at the business corporation as both an aggregator of wealth and as a wealth allocation system. Of necessity we will wander into matters of race, employment, power, class, culture, history, and government. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 271. Schoolhouse Rocked: Education Reform. 3 Units.
Today, the term "education reform" may bring to mind standardized tests and No Child Left Behind. Many believe that our schools must become more rigorous, with stricter rules and definable goals. "Reform," however, used to be defined differently. John Dewey, Maria Montessori, and Paulo-Freire, for example, struggled to make schools freer and more humane. They hoped not to make the classroom less challenging, but more child-centered. Some disciples of such reformers, discouraged by schools' resistance to change, eventually turned to homeschooling--pulling kids out of school and educating them with real-life learning experiences. In this seminar, we will explore progressive educational theory and connect it with contemporary alternative schools and homeschooling. Visits to nearby Montessori and Waldorf schools and discussions with homeschoolers will make real-life connections to seminar reading and classwork. Challenging assumptions about how well our schools work and raising questions such as, "How do we learn?" and "What is good teaching?" will provoke thought, conversation, and interesting writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 274. Passion, Insult, and Virtue in Ancient Athens. 3 Units.
Students explore the social fabric of Athens at its height--the various social and economic institutions that shaped households and the city--state in the fifth and fourth centuries BCE. Primary source material will include courtroom speeches, two comedies of Aristophanes, and Aristotle's Ethics. Topics: lust, love, marriage, prostitution, slavery, elite drinking parties, street life, hubristic violence, competition, feuding murder, the legal system, diverse concepts of virtue, and how ordinary people were expected to treat one another in good times and bad. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 275. Psychology of Creativity. 3 Units.
The purpose of this course is to explore how individuals become creative. What are the most important qualities, emotional and cognitive, that are related to creativity? Is there a creative personality? What is the difference between artistic and scientific creativity? How does creativity relate to mental illness? How can we foster creativity in people? The course will study creativity in children and adults and will include research studies as well as descriptions of creativity from creative individuals. We will also discuss how different cultures view and effect creativity and the ethical issues involved. This course is a seminar and will use a discussion format. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 279. The Kaleidoscope of Birth. 3 Units.
The course will explore topics in science, technology and culture across time as they relate to the social construction of birth. Students and faculty will critically examine the seminar topics through an interdisciplinary approach. The learners will develop their own understanding of how science and technology related to birth have and continue to change. What happens when newer technologies supersed the old? What happens when older ideas are revived? Students will be introduced to the influence of culture and technology. Methods of oral and written communication will be enhanced via assignments. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 280. Democracy?. 3 Units.
"Democracy?" poses democracy as a question, in two forms. First, what do we mean by democracy? Second, where should democracy be practiced? Although conventional understandings link democracy to political systems and issues of governance, the course will consider democracy in other institutions and locations. Course questions include: What is democracy? Why do we value democracy? Does democracy in the state require democracy in the economy? What would that look like? What are the potential conflicts between economic and political democracy with full citizen involvement? Is direct democracy democratic? Does democracy in the state require democracy in the family? In universities? In the workplace? In prisons? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 284. The Kaleidoscope of Birth. 3 Units.
The course will explore the many different kinds of ethnic communities to which we belong. Why have local ethnic groups formed arts and cultural organizations, sports clubs, charities, and other groups which highlight their difference? How have these local groups operated within larger, national ethnic groups and how have they helped us negotiate our identities as citizens, members of religious communities, and/or members of other nations? To what extent have these groups been successful in encouraging future generations to identify with the ethnic group? Our starting point and focus will be an examination of theories of civil society, ethnic identity formation, and nationalism. We will then turn to an examination of the ethnic communities in the Greater Cleveland area. This study of our own local context will then be followed by a consideration of ethnic organizations in other parts of the world. As we consider how ethnic communities have developed and changed throughout history, we will also examine our connections to these communities and, it is hoped, gain a better appreciation for the diversity which surrounds us. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285D. Advertising and the American Dream. 3 Units.
This SAGES seminar will explore advertising in America, its social and cultural roots, and its impact (or lack thereof) on our values, tastes, and behavior as consumers and citizens. It is hard to find a space in the contemporary world that is not plastered with ads—from the Coke cups next to the judges on "American Idol" to stencils on the sidewalks we walk on. This blizzard of advertising images may, in fact, define our age. We will examine the forces that created this giant American industry and ask: Why do we have advertising? How is it created? What social functions does it serve? How has it changed? Where is it going? Central to this seminar is discussion, research, and writing to analyze and critique this in-our-face, but little understood, social institution. Some of our discussions will flow from advertising industry news (e.g., the Super Bowl ads), a contemporary or early 20th century ad campaign, or the backstage insights of a guest from one of Cleveland's major ad agencies. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285I. Spectacle in American Culture. 3 Units.
This seminar will examine the topic of spectacle both chronologically and typologically to better understand the power of remarkable visual experiences to awe, entertain, persuade, and create meaning from the colonial period to the present day. In the 17th century, the religious beliefs of the New England community and its need to maintain social cohesiveness gave rise to the spectacle of witch trials and public punishments. As Americans moved westward, the natural world became the focus of the spectacular. In the nineteenth century, the campaigns and debates of presidential candidates became political theater. The latter half of the century gave rise to Consumption as Spectacle as exemplified in the may expositions and World's Fairs. Today, spectacle has reached all facets of our lives. Americans are willing to expose this in-our-face, but little understood, social institution. Some of our discussions will flow from advertising industry news (e.g., the Super Bowl ads), a contemporary or early 20th century ad campaign, or the backstage insights of a guest from one of Cleveland's major ad agencies. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285J. The Limits of Science. 3 Units.
Can science provide answers to the deeper puzzles of human existence, or do some questions lie beyond the scope of the scientific world view? Specifically, can science explain human consciousness, free will, and morality; and can it reveal the origins of religion? Students cannot, nor will they be expected to, provide a definitive answer to these questions. Instead, this seminar will provide students with an opportunity to engage in a conversation with each other against a backdrop of some of the most interesting and provocative research in cognitive science. In addition to learning about relevant psychological and neuroscientific research, students will engage with philosophical issues and arguments. This course aims to stretch student's beliefs about what they know now, and what they think can be known. The seminar will aim to cultivate productive and rhetorical skills, especially analytical thought, oral expressiveness, and writing skills, all of which will be useful in future pursuits. It will help students to develop a more nuanced view of human nature and the ability of science to transform our view of it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285K. The Economics of Global Poverty. 3 Units.
Developing countries make up at least three-fourths of the world population. This course focuses on international aspects of economics of the developing world. Questions we will ask include: why are the poorest countries failing to thrive, what can be done about it, and can the rich afford to help the poor? The term "developing country" means a country that exhibits low per capita income, high poverty level, little industrialization, or low life expectancy. However, these problems also affect developed countries. Why, then, do we study poor countries' economies separately from those of industrialized nations? The answer lies not in the types of problems but in the severity and causes of these problems. It is these issues, the causes and consequences of global poverty, and solutions to help the world's poorest, that concern us here. Raising people out of poverty requires economic growth, a more even income distribution, investment in education, health care, and infrastructure, social safety nets, honest political leaders, reliable social and financial institutions, and international aid from rich countries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285N. Globalization and American Culture. 3 Units.
This course investigates the role of the United States in globalization. The first three examine the claim that globalization entails cultural "Americanization;" the middle third covers the resistance of local cultures, and the last part explores the ways in which American invented technologies do, in fact, spread culturally specific ways of working and behavior. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285S. Correspondence. 3 Units.
Correspondence will look at the practice of writing and reading letters, and explore the use of letters as biographical, historical, and forensic evidence. Students will read love letters, “Letters to the Editor,” letters from the battlefield, and correspondence between scientists and theologians. We will gain access to the experience of tourism through post cards, and the world of the modern corporation through business letters, emails and text messages. We will read examples of fiction where the letter acts as a plot device, as in the epistolary novels of the 18th century. We will think about the function of the letter as an instrument of persuasion, as an opportunity to develop ideas in a private and informal manner, and as a forum for expressing emotion. In addition, we will study the communication systems and technologies, such as the post office, the telegraph, and the internet, that have facilitated, and changed the nature of, correspondence throughout history. Students will be asked to write letters based on their personal experiences and their political opinions, and write analytical essays based on topics related to the practice and history of correspondence. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285T. Why We Believe Weird Things. 3 Units.
How, in such a skeptical age, can people maintain questionable beliefs regarding urban legends, alternative medicine, superstitions, and paranormal phenomena? How do cults manage to attract and maintain large memberships? How can so many seemingly normal people come to the conclusion that they have been abducted by aliens? We will explore the idea that these behaviors are not examples of pathological thought processes, but rather natural consequences of the biases that characterize everyday reasoning. Emphasis will be placed on critical examination of questionable phenomena with a goal of understanding why people might want to hold such beliefs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285V. Travel Literature in the Age of Discovery. 3 Units.
The discovery of the Americas in the 15th century challenged European constructions of the known world and tested assumptions about nature, culture, and the workings of intellectual inquiry. Although before 1492 Europeans traveled, they usually read new landscapes in light of familiar religious paradigms. The discoveries forced Europeans to draw the world anew, literally and metaphorically. Students will read works of travel fiction and real-life travelers’ tales, and will address the following questions: how did travel literature reflect successive discoveries? What new maps (geographical or metaphorical) did this literature help draw? How did the discoveries bear on literary genres? After a brief foray into medieval literature, students will read The Tempest, Oronoko, excerpts from The Persian Letters, excerpts from Gulliver's Travels, Robinson Crusoe, Candide, and A Sentimental Journey. Additionally, students will read brief accounts of actual travels. Students will write three papers and prepare presentations on topics such as pilgrimage routes, map making, the search for longitude, and America in the visual arts. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285Y. Quest for Perfection: Law as a Vehicle for Social Improvement. 3 Units.
Americans often seek to use U.S. law to create “fairness” and “civility”--in a world that can sometimes be brutal and fundamentally unjust. Increasingly, we rely on courts and statutes to “fix” identified social problems and to achieve a more just society. This course will examine our reliance on law to improve human behavior and to achieve social goals. Can statutes and lawyers lead the way to a better world? What are the limits (if any) of our ability to improve society by passing new laws and mandates? Are there unforeseen, negative consequences that arise from our legal efforts to improve public and personal behavior? This course will examine those questions in the context of selected social issues. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286E. Global Tourism. 3 Units.
Tourism can be viewed as a metaphor for contemporary existence in an increasingly globalizing world where attachments and ties to a concrete place are often temporary. Besides capturing the essence of present-day mobility, tourism is a phenomenon that can be researched both politically and economically. Indeed, 10 percent of global GNP comes from tourism and many poor countries rely on the tourism industry to sustain national economic development. In this class, we will touch on the economic and political significance of tourism, but will spend most of our time thinking of what happens in the tourist encounter, what tourists expect, what drives them, and who loses as well as benefits in the encounter. Some of the specific themes include: the nature of tourist destinations, quest for authentic sites, entertainment tourism (Disneyland, Dracula-Park), tourism to Auschwitz, culinary tourism, sex tourism, and eco-tourism. By reading theoretical works, travel blogs, and literature, we will gain insight to the motivations of tourists, the inhabitants of the places being visited, and international organizations as well as governments who oversee this industry. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286F. Environment and Civic Culture in the Developing World. 3 Units.
Can the fight against environmental degradation lead to an improved civic culture and political reform in developing nations? Developing nations typically sacrifice environmental protection in favor of economic development. Only when the costs of environmental degradation become obvious do nations consider a sustainable development regime that includes environmental protection. This seminar addresses whether implementing a sustainable development model requires a new civic culture that encourages political reform. In doing so, students will examine and write about literature on economic development, environmental degradation, and several international initiatives that encourage reforms to aid sustainable development. The seminar will use the People's Republic of China as a case study, but will also draw on evidence from other developing countries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 286L. Society through Online Videos: The Broadcast of the Self. 3 Units.

In this course we will discover and explore the interrelationships of self, technology, and society in the 21st century through digital video on the internet. We will watch online videos and read about social theory as part of a rigorous examination of media and society. This course will examine the intended and unintended consequences of mass information sharing and communication via online video. Students will work with the seminar leader and build upon existing academic knowledge to extend their understanding of the structure and meanings inherent in our video-active lives. In addition to completing regular writing assignments, students will learn about digital video production and produce a short digital video essay. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286J. Women's Education at CWRU: The Flora Stone Mather Oral History Project. 3 Units.

This seminar will offer a discussion-based exploration of the history of women's education in America. Much of the discussion will focus on the emergence of coordinate colleges, including the College for Women (later renamed Flora Stone Mather College) at Western Reserve University. The seminar will also give students an opportunity to contribute to the historical literature by conducting interviews with Flora Stone Mather alumnae. Students will be instructed in the basic principles and techniques of oral history and engage in the creation of primary source materials—tapes and transcriptions—essential for historical documentation. They will then reflect on the relationship between the stories they have collected and the present-day educational experiences of women at Case Western Reserve University. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286L. Exploring Non-Profit Organizations. 3 Units.

This seminar is structured to expose students to the opportunities and challenges of working in and running non-profit organizations. Students will explore the importance and significant roles non-profit organizations play in our society. The class will learn how non-profits are organized and regulated and the importance of the organization's mission is to determining the impact of the non-profit organization in the community. Additionally, the students will learn how non-profits are funded and how these organizations maintain their financial stability and sustainability in the community. These goals will be accomplished through group analysis of non-profit organizational principles, and investigation of existing non-profit organizations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286M. Hip-Hop Narrative in Film. 3 Units.

This seminar explores films of the Hip-Hop Generation and, by presenting certain films in chronological order, draws out the common threads. Hip-Hop culture is a conversation, an argument between the have-nots and the rest of us. The goals and objectives of that conversation have evolved and changed in timbre and urgency. Tracking that dialog through the late 60s, the post-civil rights era, the emergence of the b-boy, Reaganomics, and the rise of the new Black middle class helps us to get a better look at where it is and where it's going. By isolating the stories told by filmmakers within a certain period and then analyzing their place in the larger Hip-Hop narrative, the instructor and the students can infer truths about the politics and zeitgeist of the times in which the film works were conceived. This course will consist of lots of film, yes, but also lots of reading and writing. Upon successful completion, the student should be able to recognize and define the Hip-Hop narrative in popular cinema, focus critical thinking skills, pull the narrative from certain films and discuss it, note and discuss the visual aesthetic and how it impacts the story, and discuss the marketing, packaging, and cultural impact of the Hip-Hop narrative. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286P. Immigrant Entrepreneurs—Can They Drive Cleveland's Economy Once Again?. 3 Units.

This seminar will focus on the impact of immigrant entrepreneurs in Cleveland—past, present and future. The class will take a look back at the historic contributions immigrant entrepreneurs played in creating economic prosperity in Cleveland during the 20th century. While immigrant entrepreneurs once played a central role in driving Cleveland's economic success, in recent years the city has attracted much less foreign talent than other faster growing U.S. metropolitan areas. Cleveland's population is at its lowest level since 1903 and continues to shrink. Chicago, Philadelphia and Louisville, among other cities, have embarked on efforts to attract foreign talent to not only address the "brain drain" of young people leaving their cities but also to spur economic development. In a March 29, 2009 editorial, The Plain Dealer argued for a more proactive approach in Cleveland to attract foreign talent: "If Cleveland is to regain (its) lofty status—especially in a global economy that rewards intelligence, creativity and innovation—it needs to re-establish itself as a magnet for new Americans. We need them their fresh ideas, entrepreneurial zeal and optimism. We need them to help reverse decades of migration away from the region's urban core."

The culmination of the seminar will examine the question of whether Cleveland should proactively recruit foreign talent and look closely at the public policy, regulatory and political challenges that must be overcome in order to effectively do so. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 286Q. History of Late 20th Century Popular Culture. 3 Units.
This course focuses on American popular culture of the late twentieth
century (c. 1970 to 2001). Students will analyze this period using a
variety of historical texts and primary sources (everything from more
"traditional" sources such as printed materials to films, television
episodes and clips, music and sound lyrics, fanzines ["zines"], graphic
novels, and music videos). Secondary sources include history essays
and monographs, as well as articles by scholars employing critical theory.
Students will explore whether "products" of popular culture perpetuate
power structures and help to shape the discourse of late twentieth
century American culture. Moreover, they will examine how individuals
contribute to and challenge the discourses as consumers and creators
of pop culture. Requirements to enroll: 1) Passing letter grade in a First
Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND
2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not
met permission.

USSO 286U. Ideal Communities, Utopian Visions, and Totalitarian
Nightmares. 3 Units.
This course will study communal attempts to form ideal societies and
will offer a transcultural, transhistorical view of how various authors and
filmmakers have imagined the best and worst possibilities of human
society. Its central questions are: How can society be improved? What
role does education play in improving society? How do you define
freedom? How can we combine freedom with social order? How
can social problems be critiqued through representations of ideal or
dysfunctional societies? The course will be interdisciplinary by combining
historical study with analysis of literature, film, art, and music. In studying
and discussing utopian communities, students will examine the problems
that each community attempted to solve, their philosophical approach
to solving these problems, the success or failure of their solutions, and
the similarities and differences among these communities. In studying
utopian and dystopian literature and film, we will analyze the problems
and solutions that each text or film examines and proposes, and will
look at each text or film in its social and historical context. We will
also explore how authors and filmmakers have used their utopian and
dystopian visions to respond to the positive or negative trends in their
own societies. In addition, we will discuss how each text or film coincides
with or challenges our perceptions of the strengths and problems in
our society and how we might solve those problems. This course will
encourage students to think about the kind of world they would like
to help bring about, as well as the various social problems that may
darken the future of the human race. Students will write in class regularly
about these issues as well as the assigned readings that raise these
issues, and will write essays about ideal communities, utopian texts, and
dystopian texts. Requirements to enroll: 1) Passing letter grade in a First
Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND
2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not
met permission.

USSO 286V. Management of Chronic Illness in a Cultural Context. 3
Units.
This course will explore the cross cultural, self-care approaches to
health problems. It covers substance-based (e.g., herbs, acupuncture),
mind-body (e.g., yoga, qigong), spiritual (e.g., prayer) and social
(e.g., communal, family) approaches that have been used to manage
chronic diseases and promote wellness in various cultural settings.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR
concurrent enrollment in FSTS 100 (if transfer student); AND 2) No
previous/concurrent enrollment in FSSO/USSO; OR Requisites not met
permission.

USSO 286X. The Future of News. 3 Units.
The saying goes, “Strong Press, Strong Democracy.” But what of strong
democracy in the Internet Age when the traditional press seems weak?
That’s this seminar’s big question. Can the “old” media, struggling
to avoid financial collapse, still deliver the news necessary to be
democracy’s watchdog, as in the past? Can the new internet media–
blogs, YouTube, viral videos, “hyperlocalism” experiments, pro publica
investigations, crowd sourcing, instant news, Facebook, Gawker, True/
Slant, Drudge and the proliferation of the other news and entertainment
sources–take its place or complement traditional journalism? How do
these new entrants change the nature of news and the role of the media
in our society? These are uncharted developments, but they go to the
heart of the continued success of America’s democratic experiment. Our
goal is to grasp more clearly the connections between media, news,
citizenship and democracy in this new age. Requirements to enroll: 1)
Passing letter grade in a First Seminar OR concurrent enrollment in
FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment
in FSSO/USSO; OR Requisites not met permission.

USSO 286Y. The Holocaust and Local History. 3 Units.
The Holocaust and Local History will focus on how the events that make
up the Holocaust affected communities in both Eastern Europe, where
the most horrific crimes of the Holocaust occurred, and in the United
States, where the Jewish community responded to the events with
both astonishment and action. A focus on local histories will illustrate
the legacy of the Holocaust and help students understand how history
directly affects their own lives and the lives of those around them. The
goal is to uncover the role that this complex history continues to play
in our daily lives, whether in the small towns of Eastern Europe or the
suburbs of greater Cleveland. Topics will include the course of the
Holocaust in towns in Eastern Europe, the effects of the Holocaust
in American communities like Cleveland, and the commemoration of
the Holocaust and memory of local Jewish communities in Eastern
Europe. Students will examine these topics with the help of primary
and secondary sources, hear from local survivors of the Holocaust, and
learn more about how the Holocaust is represented in local museums.
Requirements to enroll: 1) Passing letter grade in a First Seminar OR
concurrent enrollment in FSTS 100 (if transfer student); AND 2) No
previous/concurrent enrollment in FSSO/USSO; OR Requisites not met
permission.
USSO 287B. Migration in Human History. 3 Units.
The movements of individuals and groups, along with the ideas, technologies, and diseases that accompanied them, have played an integral role in shaping human history. Migration has continually created, challenged and shaped societies from the most ancient periods through to the present. It has a transformative effect on communities at the points of origin, along migration routes, and at temporary and final destinations. This seminar will introduce students to several different ways of thinking about migration throughout history, from the contacts between nomadic and settled societies, to colonial settlement and diasporas and migration from rural towns and villages to industrial cities, as well as the ongoing mobility at the highest and lowest levels of modern society. Indeed, many contemporary conflicts of class and culture can be traced back to migration, in the interactions between those seen as migrants and those who consider themselves natives. This seminar will also encourage students to consider the importance of different forms of migration in their own lives, in the histories of their families, and in the city around them. Cleveland is a city founded by migrants from Connecticut (hence the 'Western Reserve' in the name of the university), populated by both transatlantic and internal American migration, and shaped by the local migrations that affected ethnic neighborhoods, suburbs, and smaller towns throughout the region. Compared to historical migrations of thousands and millions of people, such movements may seem minor, but they can be studied and understood in similar terms. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287C. Murder in the Jazz Age. 3 Units.
Having lived through the devastation and consequences of World War I, you might think that Americans would have been appalled by the violent murders that marred the 1920s. To be sure, they were. Americans were also drawn to the infamous murders as though understanding these crimes would enable them to explain the changes in society, such as changes to gender rules and urbanization, brought about and accelerated by the war. In this class, we will examine the major crimes of the decade in the hopes of gaining the insight that the people at the time sought. The course readings include secondary sources that provide an analysis of the decade and primary sources from the murder cases themselves. In addition, students will become familiar with the historical context and scientific advancements that gave birth to modern forensics. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287E. Clash of the Titans: Economic, Industrial and Social Trends for the 21st Century. 3 Units.
Since the beginning of recorded human civilization, locally dominant societies have risen, prospered, decayed and finally ended, with new ones taking their place. Starting in the 15th century, however, Europe established global dominance and maintained it for four centuries, from the age of New World exploration through the Industrial Revolution of the 19th century. Then came the rise of the United States, which in the late 20th century became the world’s only superpower, economically, industrially, militarily and, increasingly, culturally. In the late 20th and early 21st centuries, we are witnessing the “flattening” of the world due to the technological revolution, a phenomenon brought about by the instant and worldwide generation of and access to information. Two major consequences of this evolution are: a) Individuals are more empowered than at any time in history and the traditional societal structure is under constant challenge; b) Companies have changed their business structures and practices and have begun to operate on a truly global scale. The main goal of the course is to help students learn the lessons of history and use them to develop an educated argument as to whether the US will continue in its prominent leadership role, or whether one or both of the emerging Asian economic powerhouses, China and India, will supplant it and become dominant. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287J. Education in sub-Saharan Africa. 3 Units.
The level of education in sub-Saharan Africa is much lower than in the United States. In some sub-Saharan countries, less than 20% of the adults are literate, less than 10% have a secondary school education, and less than 1% have a college education. The low level of education keeps the region in poverty--most households in sub-Saharan Africa have no electricity or running water. This seminar will address the barriers that hinder education in sub-Saharan Africa, and explore ways to overcome these barriers. The barriers have a broad range of origins, including economic (not enough money for teacher salaries, books, and school maintenance), societal (education not seen as important, especially for girls), technological (lack of electricity and transportation), institutional (widespread corruption in government), and medical (AIDS, malaria and diseases from unclean water cause student absences and orphan students). Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287O. Utopia and Social Change in American Fiction. 3 Units.
In this course we will read American Utopian fiction alongside selections from other academic disciplines in order to consider the issues, problems, and conflicts for creating meaningful social change. We will consider questions such as: What has it meant/does it mean to imagine a perfect American society? Who is excluded from these visions and on what grounds? How has the radically different social order represented in utopian fiction been used to critique American society’s injustices? In our readings we will think through the ways in which historical perceptions of equality, hope, and political action have been portrayed in imagining ideal communities. We will also examine how academic theories have influenced and reacted to American utopian literature. Our coursework may include essay responses, service learning, and primary research (interviews and surveys), and will culminate in a project in which you will present your vision of a utopian future in a creative form and interpret and explain this "future" through a research paper analyzing the decisions that went into its creation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287P. Technology and Social Change. 3 Units.
This class examines the reciprocal relationship between material culture (technology) and non-material culture (society and social structure) as they produce social change. The class is organized by major areas in the development of technology as well as chronologically in terms of major epochs of technological and societal development. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287Q. Social Constructs Associated with Marginalization: Making a Difference. 3 Units.
The purpose of this course is to increase the students’ awareness of selected social constructs within the global society (i.e., vulnerability) that have the potential to generate circumstances that place some individuals or groups at risk for marginalization and diminished well-being. The course will be conducted within a seminar format and will provide opportunities for scholarly inquiry and debate regarding the nature of the constructs posited. Students will critique each other’s social constructs with intent to generate innovative strategies to reduce individual and global marginalization. Each student will prepare a formal written report of their findings related to their construct of interest. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287R. The Business of Sports-Content, Television, Social Media, Consumer Products, Advertising & Marketing. 3 Units.
The sports industry is experiencing rapid growth and is expected to become one of the nation’s top 25 industries by 2030. This seminar will explore five elements of the business model that is driving this growth: content, television, social media, advertising, and consumer products. In addition, it will examine the marketing of these five elements. Students will be graded on class participation, essays, and a final paper. They will be asked to read weekly articles on each aspect of the sports industry and to participate in social media sites in order to understand how powerful this platform is to the sports business. In addition, they will work together in groups to create their own sports marketing websites and present these sites for evaluation by the entire class. The results of the evaluation will contribute to their grade for this part of the course. Guest lecturers for the seminar will include nationally recognized experts and representatives of the sports industry, many of whom visit northeast Ohio for sporting events. Students in the course will acquire a unique perspective on a business that is projected to become one of the world’s leading growth industries in the 21st century. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287T. Gender, Visibility and Performance: The Courtesan. 3 Units.
Throughout history, the figure of the courtesan has embodied seduction, performance, and mystery; occupying the private spaces of the real and the imaginary across cultures. The impact of the courtesan on society can be seen in travelogues, poetry, and historical treatises, as well as in texts written specifically about courtesans themselves. Those cultures which had a courtesan class frequently experienced varying degrees of social discomfort. Within the culture, there was tension between those who patronized courtesans and those who considered them a social menace. From without, cultures which had courtesans were believed to be either excessively decadent or highly civilized, depending on the cultural standpoint of the observer. In this seminar, we will study real courtesans as well as examine the figure of the courtesan within the context of literature, religion, music history, and gender theory. The seminar will begin with an overview of the origins of the courtesan, focused on the roles of women and slave musicians in the court and temple in Egypt, India, Greece, and Mesopotamia starting in 3,000 BCE. Then, we will explore factors leading to the development of a courtesan class and compare the roles of courtesans and their place in their culture in Europe, India, Asia, and the Middle East. Readings and class discussion will encompass issues relating to the impact of gender on performance, literary genres, education, and social and legal status, as well as continuing questions related to translation of primary sources, colonialism, and religious movements. In addition to the readings, we will also study images of the courtesan from antiquity to the present, listen to music by and about courtesans, sample some of their writing, and watch films about "real" courtesans. The primary goal is not only to look at the impact of courtesans in history, but also to engage issues related to gender and performance from a variety of different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
**USSO 287V. The Public and the Past: History in the Marketplace. 3 Units.**

How does one or should one "sell" the past? Our primary encounters with the past are not in the university classroom, but via popular media, museums, theme parks, and historic sites; entities whose survival is increasingly dependent upon market economics. This dependency often demands attention to audience size and the need to avoid controversies that could alienate private and public funders. Complicating this is the issue of heritage—the somewhat mythic pasts which individuals, groups, and nations claim as their right, even when research challenges the underlying myths. What then are the consequences, in terms of ethics and accuracy, or in terms of civic value, when one turns history into a heritage-based commodity? More specifically, how does this affect professional historians? Can they work in history outside of academe without sacrificing integrity and standards? The seminar will debate these critical questions and also take an in-depth look at the growing field (positions, products and potential) of public/applied history. Readings, documentaries, interviews, and on-site visits to public history institutions will provide the basis for our discussions and the written assignments in this seminar as well as serve as an introductory "course" for students interested in a career in public or applied history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 287X. The War.... 3 Units.**

Why do people go to war? Why are they willing to give up everything and send their children off to fight? What makes people cheer when war is declared? This class will address these questions by focusing on 1914 and the start of the First World War. It will be a course focused on understanding the politics, motivations, and imaginings surrounding the origins of World War I. The course readings include secondary sources that provide an analysis of 1914 and primary sources that provide the various perspectives of those living through the events. In addition to furthering their writing skills, students will become familiar with library research methods. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 287Z. Concubines, Soldiers and Field Hands: World Slavery from Antiquity to the Present. 3 Units.**

For many Americans, the most familiar type of slavery is plantation slavery of the Americas and the horrific consequences to the indigenous peoples and transplanted peoples from Africa. The longevity of the institution of slavery, and acceptance of the practice by many different cultures and belief systems, however, reaches from antiquity to the present day. In addition to providing physical labor and domestic services, slaves have been used as entertainers, civil servants, led armies and served in temples. Slavery is a complex legal, religious, moral and social institution, and the relationship between slave, state and owner/slaver is equally complicated; so much so that understanding the bond between them, and what the actual boundary was between "free" and "un-free", is still difficult to determine in some cultures. In this seminar, we will use a chronological framework to examine the institution of slavery, uses for slaves, methodologies and sources for studying slavery and the slave trade in world history. Beginning with slavery in the Ancient Near East, Egypt, Greece and Rome, the class will include slavery and the feudal system in medieval Europe, indentured servitude and concubinage, slaves in the early Islamic courts, the Ottoman slave trade, the African slave trade and slavery in the Americas, and the current problem of human trafficking. Within each section, students will read primary texts and recent scholarship examining the social, economic and religious rationales behind slavery. We will also study different methodologies and the impact of gender, race and social class on the study of world slavery. As many slave cultures had different definitions for what it meant to be a slave, we will address questions related to translation, interpretation and perception when dealing with primary sources. The primary goal of the course is to provide a broader context for the institution of slavery in world history as a means not only to understand the impact of slavery has had on American culture, but on other cultures as well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 288B. Doing Good: How Nonprofits Change Lives. 3 Units.**

The American economy is made up of three sectors: government, business, and nonprofit. It's pretty obvious what government and business do, but the activity of nonprofits, while it is everywhere, is much more subtle. A nonprofit is most likely where you were born, went to school, attend church, or adopted your family dog. If you became an Eagle Scout, watched "Sesame Street," attended a benefit concert, or participated in a walk for a cause, you were engaged with a nonprofit. Perhaps you haven't given much thought to the way the organization was structured, where it gets its money, or what kind of an impact it's really having. In this seminar, students will learn what nonprofits are, how they operate, how they influence everyday lives, and their role in advancing social change and a civil society. We will consider the economic impact of nonprofits as well as their role in protecting culture, environment, values, and heritage. We will also look at the key challenges facing nonprofits today and how they are addressing them. Writing assignments will include a grant proposal for a new or existing nonprofit. The seminar will feature guest speakers and class visits to nonprofits in the Cleveland area. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 288C. Green Transformation and Globalization. 3 Units.
This seminar introduces students to the recent major green transformation in China and elsewhere in the world, focusing on the way the green changes took place in relation to globalization, environment and climate protection, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. The seminar will also assess the impacts of various aspects of green transformation and globalization on today's and future world and vice versa. This seminar promotes broad knowledge of and increased appreciation of the importance of diversity in China's cultural past, social frameworks, economic conditions, and natural environment. In a close connection to the primary readings, which include several recent relevant works, the students will be exposed to a variety of related primary and secondary materials (such as texts, photos, film clips, music, songs, and websites). In addition to receiving informative yet concise instruction, the student will also be involved in practice in critical reading and thinking, in writing and orally presenting research papers. In these activities, the students will be introduced to basic methods and concepts critical to the understanding of important economic, social, and cultural developments and changes as products of movements rather than isolated incidents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288D. Why we ride: Motorcycles in America. 3 Units.
The purpose of this course is to explore motorcycle culture as an outcome, microcosm, and sometimes foil for broader American culture from the end of World War II to the present. We will examine historical accounts and current media to understand the variety of perspectives on this elastic and evolving subculture. Many within the motorcycle press and industry believe that motorcycling is in the midst of a major cultural shift, which may reflect changes in generational values as well as economic realities, and which makes this a uniquely fascinating time to study this significant American subculture. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288J. Museums and Community. 3 Units.
This course will use Cleveland-area museums as a laboratory to think critically about the role of museums within society. It will combine literature review, museum visits, and discussions led by museum professional. The goal is that students consider what role, if any, they believe museums should play in society in general, and in their local community in particular. Since experiential learning is key to understanding museums, museum visits will be foundational elements of the course. Students will first explore a local museum with the instructor and collaborate on a case study. They will then work individually on case studies of two local institutions that they have not previously visited. Finally, drawing on the readings and class discussions, each student will expand one of the case studies into a plan to make that institution fall more in line with their personal vision of museums in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288T. Coffee and Civilization. 3 Units.
Whether you enjoy an occasional cup or sip throughout the day from a bottomless mug, did you know that since its introduction in the Western world coffee has been intimately tied to sociability and intellectual life? In this seminar, we will explore coffee's civilizing history, from eighteenth-century coffee houses buzzing with political dissent, to 1920s establishments crowded with avant-garde artists and our modern bookstore cafés. We will also explore the human and ecological costs of our taste for coffee by investigating the enduring connections between coffee, slavery, North-South geo-political relations, and notions of fair trade. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288Y. The Secret History of Corporate America. 3 Units.
The corporation is the most powerful economic institution of our time. How did it come to reign, and how does its power affect us economically, politically, and socially? This course will chart the history and impact of corporate capitalism. Topics will include the corporation's impact on democracy, consumer culture, the environment, and even the university itself. If you have ever wondered why products are purposely designed to wear out (planned obsolescence), why unions are so powerless in America, why the military is as powerful as it is, why it takes special technology from the Diebold corporation to run a simple election, why broadcasting companies are allowed to profit by using the public airwaves for free, why it looks like there are a million publishers of books when in truth giant companies dominate 80 percent of the book market, why the perfect lawn is a marketing ploy to get consumers to buy a lot of chemical inputs, why universities, which are supposed to be bastions of independent thought, are now dominated by an army of administrators who run around talking about return on investment instead of figuring out how to create a culture where students can learn, then this is the course for you. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289C. Ethics For The Real World: Developing a Code of Ethics to Guide Decisions in Work and Life. 3 Units.
This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? In this course, we look to religion, spiritual teaching and cultural upbringing to understand sources of personal values and standards of behavior that might help structure one's life in the midst of difficult contexts. One way we consider this is through practical exercises including development of your own personal code of ethics, an iterative process designed to help you articulate the principles of your own moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289J. Treasure or Trash: Examining Theatrical Credibility. 3 Units.
This seminar is a fundamental study of theatre from the standpoint of developing the critical acumen of a potential audience. It covers each ingredient of the theatrical experience-audience, playwriting, acting, directing, theatre architecture, design and technology-and attempts to help students define a reasonable set of standards to judge that part of the experience as an audience member and to clearly communicate their feelings and thoughts regarding that experience. In addition to class discussions, lectures, and readings, students are also required to attend four live performances-two theater productions offered by Case Western Reserve University's Department of Theater and two productions at the Cleveland Play House. The students will write critical essays about their experience as an audience member in relation to a particular aspect of the performance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289K. Struggles for Justice in Complex Globalizing Environments: Cleveland and Madagascar. 3 Units.
Increasing complexity is a hallmark of contemporary human life. In environments across the globe, elaborate and varied material conditions are linked to fast-paced, globalizing changes in economic, social and cultural arrangements. This course is concerned with struggles for justice in such spaces and places of globalization. How are people now formulating their interests, having them heard and getting them satisfied? What are the shapes assumed by contemporary struggles for justice? We will approach such questions of "the social" by first considering theories and models of complexity and globalization. Students will consider how material, economic and socio-cultural forms are integrated, how these arrangements are tied to global processes, how they change, and how political processes fit in. These theoretical concerns will then be fleshed out through extended case studies of social life in the rainforests of southeastern Madagascar and the urban neighborhoods of Cleveland, Ohio. In Madagascar, we will look at the attempts by indigenous Tanala (People of the Forest) to keep their land and hold on to their way of life in the face of international conservation groups managing a national park. In Cleveland, the focus will be on poor African-American communities living on the city's east side who try to gain a voice in city planning issues. The instructor has carried-out long term field and historical research in both locations, and insights and examples culled from his work will be employed throughout the term. The course will also take an interdisciplinary approach, employing theories and methods from the fields of anthropology, sociology, geography, ecology, and urban studies. Readings, extended class discussion, focused writing projects and research presentations will help prepare students for a required research paper on a specific society living with issues of complexity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289M. The Detective Novel. 3 Units.
Who dunnit? Why do we keep asking this question? You dunnit. Readers have an investment in finding answers to puzzles and to threatening narrative situations. In this course on one of the world's most popular literary genres, you will not only learn of its origins, but about theories of why you keep reading these stories. The texts begin with the Memoirs of Eugene-Francois Vidocq and stories of Edgar Allan Poe, and run through contemporary novelists such as Sara Paretsky and Natsuo Kirino. Why is this genre appear so popular in so many cultures? There will be a strong comparative slant to the course; students will be encouraged to explore the cultural context of Natsuo Kirino's and Stieg Larsson's novels which, like many of the classics, provide fertile ground for comparison to film adaptations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Q. The Nazis Next Door: Everyday Germans and National Socialism 1919-1990. 3 Units.
From the beginning of the National Socialist Party in 1919 until German Unification in 1990, everyday Germans had to deal with the reality that, regardless of their own political beliefs, many neighbors and even relatives embraced the doctrines of National Socialism. This seminar explores this complex reality from the rise of National Socialism, through the crimes of the Third Reich, and the stumbling and mixed efforts of the postwar Germans to cope with the presence of Nazis in German society. Ranging from the defeated and divided society of the Weimar Republic, through the Nazi triumph, crimes, and defeat, to the recivilization of Germans after the war, we will examine how Germans dealt with the fact that to some degree, there were always Nazis next door. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Z. China and the World: 19th and 20th Century Encounters. 3 Units.
Although frequently characterized as a country with a past that was marked by insularity and disdain for all things foreign, until the West "opened [it] up," China's engagement with the world has been long and deep. China-Global emperors, Chinese governments, and Chinese people across the social spectrum-have energetically engaged with the broader world, permitting, encouraging, and seeking the circulation of foreign ideas and goods. This course is about how China has taken measure of the world and the goods and ideas that have flowed into and out of China during the past several centuries, from roughly the sixteenth through the twentieth centuries. Students will examine one topic in depth as an historical case study during the semester-long course. Possible topics from which the case study will be drawn include the Opium Wars, meanings of revolution, gender and sexuality, religion and political ideology, the environment, nationalism, history of science and technology, etc. Focus on a single thematic topic serves as a microcosm of social, political, and economic exchanges that highlight the complex ways in which understandings of China and the world have shifted over time. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290G. A History of Workers in the US. 3 Units.
This course examines the lives of the ethnically and racially diverse women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have joined social movements in an effort to improve some aspect of their lives. We therefore will assess workers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWI, and the Civil Rights movement in the wake of WWII. As we study these social movements through the lens of labor history, we will focus on making sense of periods of conflict and cooperation between European American, African American, and Mexican American workers. Throughout the course we will also discuss the politics of time-managed work, the role of unions within a competitive market economy, the influence of public policy and government institutions, and the relationship between industrial economies and blue-collar communities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290M. The Effects of Race, Class and Education: A Dialogue on Current Issues. 3 Units.
Recent decades have seen a growing income and opportunity disparity in America. In our seminar, we will examine a variety of overlapping issues related to this crisis, with special attention to the impact of race, class and educational levels in determining how people fare in society. The larger set of issues includes poverty, income inequality, job loss and its effect on the industrial city, the concept of a “living wage,” affordable housing, education, and sentencing and incarceration. Readings, class discussions, and student papers will all explore these topics. In urban communities such as Cleveland and Northeast Ohio, the income and opportunity divide is especially visible and persistent. Recognizing this, we have incorporated a novel approach to experiential learning in our seminar. Case Western Reserve students will interact with a similarly sized group of students incarcerated at Lorain Correctional Institution, a state prison located in nearby Grafton, Ohio. The two groups will conduct workshops together and will hold joint discussions via teleconference throughout the semester. The incarcerated students will be studying the same material on the same schedule and will be sharing their views with students in the seminar. We believe there are several benefits to this dialogue. We have two Northeast Ohio institutions - our university and the prison - which are neighbors but whose residents are largely from opposite sides of the divide. It will be useful to consider the income and opportunity divide from both perspectives and to share ideas and experiences related to the overall problem of inequality. A bilateral discussion and interaction will not only enhance the students’ educational experience, but also, we hope, will foster greater understanding. Procedures will be in place to ensure strict confidentiality and anonymity in any and all exchanges of views between CWRU students and students at the prison. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290U. The History of Music. 3 Units.
This course is directed towards the very advanced student, not only specialist scholars remember the physics, biology, or religion of ancient Greece? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 201. Mathematical Life and Death in the Ancient Greek World. 3 Units.
A seminar on the earliest mathematical proofs. The Greek Thales studied with Egyptian priests and gave the first geometric proof. Pythagoras went to Egypt, on Thales’s advice, then founded a mathematical religious colony in Italy. Plato took much philosophy and mathematics from the Pythagoreans. Aristotle took only mathematics. Their arguments over mathematical science echoed in the world-city of Alexandria, where even slaves were encouraged to be scholars. There Euclid wrote the standard mathematics text for the next 2,000 years. The great Archimedes synthesized Platonic and Aristotelian conceptions. His mathematics inspired Galileo’s and Newton’s physics. His war machines inspired a Roman soldier to kill him on sight. A woman, Hypatia, later became the leading mathematician and Platonist philosopher of Alexandria and was torn to pieces by a mob for her pagan ideas. What did mathematics mean to these people? What can we learn about religious freedom, or about the science of war? Why do we all accept mathematics form 200 BC whole only specialist scholars remember the physics, biology, or religion of ancient Greece? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 209. Art and Math. 3 Units.
Students in this University Seminar will explore relationships between art and mathematics. Topics include: pattern, symmetry and beauty in natural forms; symmetry and proportion in art, architecture, ornament and design; perspective and optics; number, iteration, and infinity; mathematical and computer techniques and themes in art, architecture and design. Note: This class is limited to students participating in SAGES. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 211. Beethoven and the Age of Revolution. 3 Units.
Beethoven's music is symbolic of the age and spirit of change which reached its zenith with the French Revolution. Fueled by political, social, and emotional reactions, his oeuvre was remarkable in every way. From the early works, imitative of Haydn and Mozart, through his truly unique later compositions, Beethoven was revolutionary in his person and in his music. The course will center around specific Beethoven works which are being presented by University Circle Institutions, and student attendance at these concerts will be required. Class sessions will involve discussions concerning the historical and cultural setting, influences, and analytic investigation into these masterworks. Readings will be taken from Joseph Kaman and Alan Tyson (The New Grove Beethoven), Frida Knight (Beethoven and the Age of Revolution), and George Marek (Beethoven: Biography of a Genius). This course is directed towards the general university student, and no specialized knowledge of music is necessary, although certain rudimentary aspects of musical discourse will be covered. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 227. Travel Writing on Screen. 3 Units.

Through the image of the traveler in a wide range of films, we will examine such issues as border crossing, culture shock, and the nature of memory. Topics include: The Grand Tour, pilgrimage, exile, and imaginary journeys. A group presentation, 5 short-reaction papers, and a take-home final essay are required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 229. Art Mirrors Art. 3 Units.

At the beginning of the Renaissance, about the year 1400, an important new theme arose in painting, sculpture and printmaking— the theme of art about art. At a time when the status of artists in society was rising, new subjects began to appear in western European art that depicted both the artist and the process of making art. Self portraits of artists, depictions of Saint Luke painting the Virgin Mary, images of women as artists and muses, classical and mythological stories of art making (Pygmalion and Galatea, Apelles painting the mistress of Alexander the Great), depictions of painting and sculpture studios and of academies and instruction, scenes of art galleries and collections, still lives about art, all reflected this new cultural interest in art as a topic in itself. This seminar will look at individual works of art and subject types to understand what they tell us about the role of the arts and the changing status of the artist in the Renaissance and early modern period, up to the eve of the French Revolution, about 1789. The works we study will thus be understood as symbolic indicators of social status and ideas about what art meant to European society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 233. Constructing the Self. 3 Units.

The purpose of this seminar is to explore how individuals construct and present the self. The class will explore what we know of the self from historical, sociological, psychological, and philosophical perspectives. We will examine how the meaning of the self has changed over time. We will also explore where the self comes from, and the role of parents, peers and society in making a person who they are. Finally, we will explore how the self is defined for others, whether through an online presence, fashion choices, or the names that people prefer for themselves. Specific topics will include Freud's view of the self as unavailable to consciousness, the importance and fallacy of high self-esteem, individualist and collective societies, and the ethics of self-presentation. Students should expect to develop their critical thinking as well as writing and oral presentation skills through this class. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 241. The Birth of the Modern: 1905-1925. 3 Units.

"The Birth of the Modern: 1905-1925" will attempt to answer the question "What is the modern?" by exploring some of the breakthrough works of literature, music, art, and scientific theory in the first decades of the twentieth century. We will study what characterizes the new modes of thinking or "language" of modernity, developed in experimental work across the arts, the sciences, and the social sciences. We will be examining some of the major manifestos of and statements about the nature of Modernism in order to see how they illuminate, for example, a novel by James Joyce or a painting by Picasso, a composition by Stravinsky, a scientific theory of Einstein's, or a psychological theory of Freud's. At the conclusion of the seminar, students will present their findings and write a research paper about "the modern" as it relates to a field of particular interest to them. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 246. How to Make a Leader. 3 Units.

Leaders are born and made. Some seem to naturally know what to do and some need to study and practice to gain the necessary skills. Both groups can be successful and it usually requires a combination of natural ability and effort to become the very best. Leaders often point to role models as being important to the development of "natural" or acquired ability. This course is appropriate for both those who are intellectually curious about leadership. The course will be divided into three sections. The first part will involve reading and discussions to explore and identify what leaders are like and what they do. During the second part you will observe leaders in action and talk to them about what they think makes them successful. Some examples of what you may observe will include a surgeon in the operating room (theater), a coach with his/her players, an executive in the board room, a concertmaster with his/her musicians and a judge in a courtroom. The third part of the course will involve readings and discussions during which you will develop a personal approach to the level of leadership to which you aspire. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 249. Paris: From Revolution to Globalization. 3 Units.

This course explores the history of Paris as it became the center of French national life, international culture and politics in the 19th century and a global city in the late 20th. The course acquaints students with the history of Paris as a dynamic environment deeply influenced by industrializing forces during this period. We will study contemporary writings, art and popular culture economic developments, political and military events, and architectural and engineering projects that have profoundly shaped the city and popular responses to it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 250. Medical Narratives. 3 Units.
This course examines the relationship between medicine and narrative by exploring the representational structures and narrative conventions that have been used to understand and communicate the experience of illness, to tell stories about the human body, and to diagnose and treat disease. The course focuses on literary texts (including novels, plays, short stories and memoirs) written by doctors, patients, nurses and creative writers, as well as on medical case histories from different cultures and historical periods. It examines such topics as the uses of narrative in medical practice; the uses of metaphor in conceptualizing and representing disease; the ethical dilemmas posed by medical research and practice; the therapeutic value of narrative; the structural similarities (and historical links) between detective fiction and medical case histories; the imaginative function of illness in literature; the cultural myths and iconography of disease in different historical periods; the representation of physical and mental illness and the human body in language and art, and cultural responses to major health crises such as bubonic plague, syphilis, and AIDS. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 267. Medieval Love Songs: Poetry, Music, Spirituality. 3 Units.
In the high and late Middle Ages (c1100-c1450), love songs accounted for much of the poetry and music composed at the secular courts and urban centers of Europe. At the same time, spiritual love songs were an important element of medieval Christian theology and worship. What may surprise a modern audience is that the worldly love songs were often intensely spiritual, while the religious ones were often highly sensual and erotic. This seminar investigates the convergence of worldly and spiritual elements in the poetry and music of medieval love songs. Students will learn basic tools for analyzing medieval poetry and music, and through such analysis, coupled with discussion of readings from the scholarly literature, they will explore the provocative interactions between literal and allegorical, sacred and profane, and ascetic and erotic elements in medieval culture. Primary texts will be drawn from Bernard of Clairvaux's commentaries on the Song of Songs, the courtly lyrics and melodies of the troubadours and trouvères, and the lyric poetry of Dante, Petrarch, and Boccaccio. No prior musical training required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 275. Colors, Capes, and Characters: American Comics Symbolism. 3 Units.
The history of the comic book is a vital site for critical questions about intersections of art and popular culture in America. In this course we will not simply read "funny books," but will examine a genre that is as unique as its many colorful protagonists: from Popeye to Superman, Woman to the X-men, comics have given us larger-than-life characters as its many colorful protagonists: from Popeye to Superman, Wonder Woman, to the X-men, comics have given us larger-than-life characters. Students with the tools required to think, speak, and write more clearly. It will include visits to local museums, galleries, and artists' studios, and culminate in a tour of the Progressive Art Collection. The goal of the seminar is to inspire a genuine interest in contemporary art and provide students with the tools required to think, speak, and write more clearly about it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 279. Navigating Contemporary Art. 3 Units.
Art has always had a shifting, complicated relationship to the general public. In today's world, contemporary art is sometimes regarded as a detached, self-reflexive, and elite mystery reserved for in-the-know connoisseurs and aspiring scene-makers. Yet there are many points of entry for meaningful dialogue about the art, the artists, and the audience that comprise the world of contemporary art. This seminar will explore the critical and cultural contexts that can help foster this conversation. It will include visits to local museums, galleries, and artists' studios, and culminate in a tour of the Progressive Art Collection. The goal of the seminar is to inspire a genuine interest in contemporary art and provide students with the tools required to think, speak, and write more clearly about it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 280. Passport to Eastern Europe. 3 Units.
Images and texts shape rather than merely reflect the world and its geopolitical structures. Novels, films, and myths make significant contributions to the varied ways that people make sense of continents, nations, and other (often too conveniently used) geopolitical categories such and the East and West. After considering the ways in which the European continent has been imagined over the centuries, we will explore texts and films that have contributed to the invention of East Central Europe and the Balkans and continue to shape our understanding of the eastern parts of Europe. The class will include analyses of current news coverage of this area to unpack representations disseminated by the media and to reflect on the forces that aim to shape our understanding of geopolitical entities. Ultimately, the course hopes to address geopolitical assumptions, evaluate cultural contexts, and help you think critically about the constructed nature of geopolitical categories. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 284. The Art of Madness. 3 Units.
Taking a historical approach, this course will examine the relationship between the evolution of social and medical attitudes toward mental illness and fictional representations of madness in literature. Beginning with the early modern period, students will compare period sociological and medical narratives on mental illness to fiction works with representations of madness. In so doing, students will consider how the interactive dynamics of art and science contribute to cultural and social thought. Specific areas of inquiry will include: the development of psychology and its effect on societal perceptions of mental illness; cultural developments that occurred in response to changing perceptions of mental illness over the centuries; and the use of representational structures and narrative conventions in understanding and communicating the experience of mental illness. Other interrogations will include the imaginative function of mental illness in literature (e.g., melancholy's role in creativity); the cultural myths in iconography of mental illness in different historical periods; and ethical dilemmas regarding mental illness as reflected in both medical and literary narratives. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 285D. The World of African Literature. 3 Units.
In this seminar, we will look at how a diverse number of African writers have responded, in both form and content, to three periods in Africa's literary history: the 1960s, or the decolonization period, which produced nationalist literature; the 1970s and 1980s, or the neocolonial period, which produced revolutionary novels; and the 1990s through the present, a period producing literature that contends with globalization. In an attempt to answer the riddle of what makes an African novel African, we shall grapple with fundamental questions concerning the origin of the novel; how it came to Africa; African literary traditions; and the language of the African novel. We will also use African literature to explore universal questions about politics and literature: What is a protest novel? What is the role of the writer and of art in society? The goal of the seminar is to increase your appreciation of African literature and literature in general, and at the same time sharpen your analytical, critical, oral and written skills. You will be expected to lead discussions, engage in peer critiques and, through scholarly essays, engage African literature. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285I. Representing the Immigrant. 3 Units.
For many in a modern world, America is a dream, a powerful myth, whether imagined through TV and movies, metaphors such as The Gold Mountain, or as symbolized by the Statue of Liberty. Following those visions may lead to success or disenchantment or both. Through fiction, memoir, films, and photographs we will explore the experience of immigrants: the tensions, generational conflicts, and difficulties with communication and culture their families undergo. We will examine expressions of those varied and complex experiences, especially how language represents them. We will also look at the significance of language itself--think about what and how words mean, and the difficulties of linguistic and cultural translation. Students will share their reactions to what we read and see in class discussion and also in writing informally, even if they wish personally. Formal requirements: two shorter analytical papers and a longer paper using sources and possibly interviews, also to be presented in oral reports. There will be conferences on papers and revision. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285N. The American Dream: Real and Imagined. 3 Units.
What is meant when we or our leaders talk about "the American dream"? Is it a political cliche, a myth, or something fundamental to our national ethos? In this seminar students will explore what is meant by "the American dream." We will pose the questions: how has it been defined by artists, writers, political leaders, immigrants and the native-born; how it has changed over time; and to what extent the dream is real and/or imagined? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285T. Art, Music and Culture. 3 Units.
This course uses the intersections of art and music as a way to understand how the arts reflect, interact with, and influence the cultures in which they develop. After an introduction to research and writing in the arts (week 1), the course continues with a survey of certain historical periods and masterpieces of European and American art and music from 1700 to the present (weeks 2-6). It then takes up a few important themes in the interaction of music and the visual: 1) the concert hall as the intersection of architecture and acoustics (week 7); 2) the art museum and its music (week 8); 3) music and film (week 9); 4) the Broadway musical (week 10), and 5) rock music and its artifacts (week 11). A full week (12) of instruction on writing and oral presentation then prepares students for a seminar paper and seminar report, the creation and refining of which constitutes the final phase (weeks 12-15) of the course. Requirements and activities include, in addition to the seminar paper and report, a series of activities including three optional and three required events centered on the Cleveland Museum of Art and its concerts, the Cleveland Orchestra at Severance Hall, and the Rock and Roll Hall of Fame Museum. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285U. Popular Music and Film. 3 Units.
This course takes an interdisciplinary approach to studying music in American film. Students will learn to analyze film and music with greater sophistication, to contextualize them in time and place, and to interpret their meanings. The films predominantly feature jazz and popular music. We will discuss several aspects of a film: filmmaking techniques, visual composition, the film’s available interpretations, audience reception, and so on. We will also discuss musical composition and performance, artists’ self-representation, the link between music and commerce, and so on. Course sources include films and critical literature. The primary focus of the class will be on the ways music and film intersect as entertainment and art. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 285V. Castaways and Cannibals: Stories of Empire. 3 Units.
Through a study of texts that exploit "new world" images like the castaway, the cannibal, the wild man, and the exotic woman, this course explores the ideologies that propelled nineteenth-century imperialism, particularly regarding the British in Australia and South Africa. The class will consider how British settlers made "homes" in hostile and unfamiliar climates, how they addressed the problem of unfriendly and unequal contact with indigenous peoples, and how contemporary novelists reevaluate the historical past. The course will work under the premise that contemporary geopolitical realities have been shaped by the imaginative work of British colonialists who, under the principle of terra nullius or "no man's land," claimed the land and the resources of these southern territories and dismissed the very existence of the indigenous peoples that populated them. The scope of the course will be broadly historical, exploring works that participated in British imperialism, as well as those that take a modern perspective. Course materials will be drawn from a variety of genres, including fiction, poetry, film, ethnography, natural history, history, and criticism. Ultimately, students will consider how narratives participate in the shaping of reality and of real-world relations of power. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
UYSA 285X. Living in the Digital Age. 3 Units.
Digital technologies have changed the world we live in. This brave new world is populated by new-media, video, games, and social networks. To survive this world we need a vocabulary of criticism and authorship, a “New Media Literacy” that we can use to effectively and efficiently embrace our roles as both artist and critic. This course explores a wide variety of New Media themes in both contemporary and historical contexts. Students in the course will analyze their ever-evolving relationship to New Media as both viewers and creators. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

UYSA 285Y. Musical Acts: The Performer in Western Culture. 3 Units.
Much of music history emphasizes the text/composition and its author/composer. Yet music is unique among the arts in that a musician must bring the work to life; arguably, a piece of music can only be said to exist in real time, in performance. This course will examine musical performance as it has evolved over the centuries and consider how thinking about performance and performers continues to change. Although an understanding of the rudiments of music will be helpful, students will not need advanced training in music for this course to be of interest. Readings will include historical accounts and reviews as well as articles about performance and musical aesthetics. Further sources will be recorded audio, video and live performances, as well as interactions with performers (and teachers of performers) from the Cleveland Institute of Music and the university’s departments of music, theater and dance. The interests and needs of the students will help set the tempo and line of our class discussions. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

UYSA 285Z. The Ubiquitous Frankenstein. 3 Units.
This seminar will explore the birth, evolution, devolution, and undead nature of the Frankenstein myth in popular culture. Using Mary Shelley’s novel, her source texts, 19th- and 20th-century critical accounts, and 19th- and 20th-century popular cultural manifestations, the seminar participants will discover how “Frankenstein” found its way into the Western mind and continues to provoke responses both in those familiar and in those completely unfamiliar with the novel. The course will touch on issues of literary influence, science/technology, religion, ethics, education, literary merit, popular culture relevance, and adaptation as art form. Central questions for the seminar include: (1) Does the Frankenstein myth as we perceive it today have anything to do with Mary Shelley’s original novel? (2) What were the moral and ethical implications of Shelley’s novel for her time and for the generations afterward? (3) Is an “accurate” film adaptation of a literary work possible or needed? (4) Is being ubiquitous a blessing or a blight for a literary work? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

UYSA 286C. How Photos Shape What We See. 3 Units.
Because of both its special ability to convince and its ubiquity, photography has had a major impact on the way we view the world, and particularly in our view of “the other.” Just like other major forms of discourse, photography should be approached with a thoughtful and critical attitude. Some of the techniques of critical looking are different from the techniques of critical reading, but the fundamental tasks are very similar. The aim of this seminar is to help students develop an awareness of why and how photographs are such effective media of communication, and to help them develop an ability to read photographs critically. This is, of course, set within a general context of developing critical reading and writing skills. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

UYSA 286J. Creativity and Constraint. 3 Units.
The purpose of this course is to explore creative problem-solving as it relates to different disciplines and types of problems and to encourage a passion for finding best solutions, not merely obvious ones. We will use and evaluate case studies of real-world projects and complex decisions, readings about creativity, firsthand accounts from creative professionals, and in-class exercises to hone strategic thinking skills. The seminar is specifically concerned with how constraints—ranging from budgets and schedules to the laws of physics—can encourage, rather than inhibit, creative solutions. But we will also consider general questions about the process and psychology of problem-solving. Areas of investigation will include steps in establishing problem scope and defining and recognizing successful solutions; the dynamics of group versus individual problem-solving; and strategies for communicating complex ideas to teammates and leading the creative process. Students will be expected to participate actively in shaping class discussions and activities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

UYSA 286S. Shakesploitation of an Icon: Four Hundred Years of Shakespeare Marketing. 3 Units.
Following the interregnum in England, William Shakespeare began a long, sustained trajectory as a cultural icon, first in England, but eventually among all English-speaking cultures. In the process, Shakespeare’s works have been reinterpreted, adapted, re-contexted, commoditized, and re-purposed for the sake of art, educational relevance, and entertainment. In the process, Shakespeare has often become the tool of unabashed commercialism, a practice which has come to be known as “Shakesploitation.” But why is Shakespeare’s work so frequently pirated? Why are out of context references to him so ubiquitous? Why do people tend to equate the name of Shakespeare with qualities of genius? Why have his works been continually adapted (often shamelessly) not only for the stage, but into other genres, including operas, paintings, novels and films? How do we account for the proliferation of Shakespeare-based self-help books such as Shakespeare on Leadership? Why is the infant stimulation video Baby Shakespeare a best-seller? This course will explore these questions not only by reading a selection of Shakespeare’s most enduring works, but also by examining criticism, adaptations, and marketing strategies that have been applied to Shakespeare’s image and works over the last four centuries. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
**USSY 286U. Puzzled. 3 Units.**

“Puzzled” will look at the practice of puzzle making and puzzle-solving and explore the meaning of puzzles for different cultures throughout history. We will read works from the disciplines of math, history, anthropology, philosophy, and literature. We will explore why certain types of puzzles became popular and how puzzles have transferred from one culture to another. We will examine the role of code writing and code-breaking in the military and in the world of business. We will read examples of fiction and watch films that adopt the form of the puzzle as a narrative device. We will think about the function of puzzles as instruments to exercise the faculties of reason and logic and as a means of leisure or pleasant distraction. Students will be asked to both solve and create puzzles over the course of the semester. They will write analytical essays on topics related to the practice and history of puzzle making and puzzle solving, and they will pursue a research topic that revolves around an issue or problem that has “puzzled” them. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

**USSY 286V. Food Craze: (No) Reservations. 3 Units.**

The great number of food-related TV-shows indicate an unprecedented interest in questions about and fascination with food; in fact, these TV shows allure viewers with the appeal of a myth: eating involves discovery (Anthony Bourdain’s No Reservations, On the Road Again with Mario Batali, Planet Food), thrill (Bizarre Foods), or “supernatural” competition (Man vs. Food, Top Chef). These television shows and food-related writings that accompany them in earnest “worship” food and often promote ideas of multiculturalism by which exciting and novel locales, foods, and meal preparatory techniques are discovered. The objective of this course is to “indulge” in these shows and food writings and scrutinize them: What explains such fascination with the viewing of and reading about food? In what ways can food-exploration trips expand on ideas and critiques of multiculturalism and globalization? What explains the centrality and “mythical” nature of food in the twenty-first century? To begin these conversations, we will touch on a plethora of food writing works including works motivated by environmental and health concerns such as Michael Pollan’s essays. Then we look at the world of cookbooks (including the cookbooks of Julia Child and Rachel Ray), food blogs and TV-shows, and essays by Bill Buford and Calvin Trillin among many others. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

**USSY 287F. Telling True Stories: Literary Journalism in America. 3 Units.**

Literary journalism is a genre of nonfiction writing that employs all of the reportorial and truth-telling covenants of traditional journalism, while employing rhetorical and storytelling techniques more commonly associated with fiction. In short, it is journalism as literature. This course will introduce you to major themes in American literary journalism, the genre’s representative writers, and the enduring questions of the field. For example, we will ask how these stories work as narratives, as scientific explanations, as political tools, and as entertainment. How do these categories overlap? How do they motivate us to act? Where are these stories published and who is the readership? How do historical and cultural contexts influence and appear in the works? What is the relationship between (literary) journalism and democracy? What is the relationship between form and content? Is there a difference between physical truth and emotional truth? In the process of answering these questions, this course will emphasize close reading, interdisciplinary thinking, and the writing process. Through reading assignments, class discussions and presentations, and paper writing we will have the opportunity to examine, analyze, and develop our own interpretations about these multifaceted writings and the diverse cultural experiences and meanings they chronicle. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

**USSY 287G. Shadowplay/East and West. 3 Units.**

Shadows flicker across the screen, drawing us back to the precursors of the cinema and forward to digital effects. To borrow Gorki’s phrase, the cinema is truly a “train of shadows.” This course focuses on interactions between shadow theatre, dance, visual arts, the cinema, and traditional forms of play. While the main focus is on traditional artistic forms, we also explore modern variants, including the use of shadows in contemporary photography. We will look at shadows in different (yet overlapping) contexts, and compare the effects of still and moving shadows. All of these contexts involve moments of narrative and silence. Through a series of short papers which will be integrated into a longer paper, each student will explore his/her approach to a central question: What does it mean to play with shadows? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 287H. Cityscapes in 20th-Century and Contemporary Visual Culture. 3 Units.
This seminar will explore the dynamic meanings of modern and contemporary urban environments through visual representation. What does a city look like? As great complex entities of constant change, we will see that cities have been portrayed in a myriad of ways. What social ideals have engaged the vision of architects, urban planners, and landscape designers in the making of the metropolis since the late 19th century? How have artists interpreted major cities as sites of modernity, technological advancement, civilization and cultural vanguard; or, in contrast as sites of failed experiment? How can forms of representation help us envision the entirety of urban spaces of diverse geographies, including typically un-aesthetic forms of fringe areas, the abandoned zones of prior use, and infrastructures? What recent developments in convergent media might be employed as catalyst for achieving an enhanced understanding of the interrelationship of urban structures, spaces, and human need? Our chief objective is to begin to comprehend the enormity of these questions. Thus, we will view and discuss selected examples of architecture, design, art, photography, film and video, in essence sampling the roles they have played in the process of conceiving and imagining the design and significance of cities. Our examination of visual material will be organized over the course of the semester according to three major overlapping themes: the utopian and visionary city, the visual culture of cities, and the emerging city. The methods by which we will seek to interpret the visual component of our studies in the three categories will be adapted from the perspectives of visual culture, urban studies, urban design and landscape urbanism, and architectural history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287M. Literature of 9/11. 3 Units.
Nearly 10 years after the September 11, 2001 terrorist attacks, politicians, economists, artists, and educators continue to use the umbrella term "post-9/11" to describe our general cultural sensibility. Yet, what does it mean, specifically, to live in a "post-9/11" America? How have the cataclysmic events of that day altered our political and intellectual points of view? In this course, we will explore these questions by considering how novelists, poets, and other writers have and continue to represent September 11th. We will analyze techniques used to narrate the story of 9/11, investigating how American cultural values—or critiques of such values—impact the aesthetic choices that writers make. Our course will begin chronologically at "Ground Zero," as we examine representations of the immediate urban trauma while exploring the tensions between memorial and commemoration, spectacle and commercial pursuits. We will then focus on works by both American and international authors addressing the days and months following the attacks. We will examine how America is depicted with respect to its foreign policy and domestic politics, paying particular attention to the space of the “home.” In addition to novels, short fiction, and poetry, we will read cultural criticism and some philosophy. Students will be given additional opportunities to explore film and other visual or new media representations of 9/11. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287N. Fantasy and Philosophy. 3 Units.
Fantasy novels and films can be philosophical catalysts. One can read philosophical arguments and debate ethical and epistemological issues. Or, one can become immersed in a work of art and imagination that presents a fiction expressing the same profound human issues. Such a work dramatizes philosophical debates and conflicts, and hurls readers and viewers into poigniant, gripping, suspenseful, horrific, or beautiful stories that convey those very same struggles with truth and morality. Indeed, while many philosophical works are inaccessible to everyone but those with a specialized vocabulary (or prescient ability to discern tortured language), literary and cinematic works actually stimulate a different part of the brain. The ideas are conveyed and processed differently, and this is why works of fiction can have such poignant and lasting effects on the emotions, provoke us to meditate on the grave and constant in human sufferings, and revisit those works as we relive our own struggles with truth, morality, love, identity, conflict, violence, and death. In this course students will read short works of fiction and philosophy, and watch films that delve into philosophical issues. These include selections from The Seventh Seal, Dr. Strangelove, Lord of the Rings, Harry Potter and the Half-Blood Prince, Star Trek, Futurama, House, M.D., True Blood, Dexter, Woman in the Dunes, The Denial of Death, The Dharma of Dragons and Daemons, Death’s Dream Kingdom, Thus Spake Zarathustra, Philosophy and the Mirror of Nature, Serial Killers and Philosophy, and The Bhagavad Gita. Students who have taken USSO 286W for credit may not take this course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287O. What is Art for?. 3 Units.
Together we will study a crucial and distinctive aspect of the human mind: the uniquely human ability to engage in the production and reception of art. This course will explore human responses to artistic works in a wide range of media: literature, music, painting, and performance. Some of the larger questions we will be addressing in this course are the following: What is art for? Is art simply a kind of cognitive play that refines behavioural options over time? How is art related to (or dependent on) simulation, empathy and aspects of social cognition? What precisely can science contribute to explaining the aesthetic response and the artistic impulse? What, given the inherent constraints on human creativity imposed by human cognitive abilities, are the unique artistic conventions that contribute to experiencing a work of art as a work of art? What are the conceptual, intentional, emotional dimensions of art, manifested as they are in artistic creativity, talent and appreciation? Like most big questions, these are addressed in different ways by the disciplines of psychology, neuroscience, evolutionary biology, philosophy, and aesthetics. By exploring some collisions among these multiple perspectives we will learn more than through any single perspective. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 287T. King Arthur’s Days and Knights. 3 Units.
Few legends have remained popular and vital as long as the story of King Arthur has. Beginning with brief references in sixteenth-century histories, Arthur has risen again and again in medieval adventure stories, Victorian lyrics, and contemporary cinema. Over thirty-five films, in fact, have depicted the adventures of the Round Table. How can we explain this phenomenon? To investigate this question, this seminar will trace the development of the legend from its oldest remaining written manifestations to the present day. A chronological approach will allow us to see how Arthur's story accumulated new elements over time, including the famous love affair between Lancelot and Guinevere and the equally famous quest for the Holy Grail—neither of which appeared in the earliest versions of the story. We will discuss topics such as what Arthur has represented at different periods in time and how his story changes when it is retold in different genres and media. We will also consider how writers have adapted Round Table stories to suit political and social agendas. Finally, to broaden our perspective we will spend a unit exploring legends from a variety of cultures and comparing their presentation of heroism. Texts will include Sir Gawain and the Green Knight, pieces of Sir Thomas Malory’s The Death of Arthur, the indispensable Monty Python and the Holy Grail, and portions of its new incarnation, Spamalot. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 287X. Paris in the Arts. 3 Units.
Since the late eighteenth century, Paris has been a favorite subject for visual artists and writers alike, as well as the birthplace of several seminal artistic movements, such as Impressionism, Cubism, and the New Wave. This course will use representations of Paris in the arts as lenses through which the identity and recent history of this major city will come into focus. Further, stories, photographs, and films that stage the city of Paris and its people will also allow us to explore the broader relationship between art, the city, and the plight of modern man. The course will include a wide range of artworks, from mid-nineteenth century photographs documenting the destruction of Medieval Paris and the advent of a rational capital, to stories chronicling the fate of hopeful newcomers, and films where the city is treated either as intimate landscape or impersonal grid. The course will be both discussion based and writing intensive: students will be encouraged to envision class participation and writing assignments as means to analyze collaboratively, as well as individually, the material at hand. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288E. Fantastic Voyages: The Journey in the Ancient and Medieval World. 3 Units.
When we make a record of a journey to an unfamiliar place (regardless of whether or not we really went there), we are framing difference. On the one hand, we create a record of what we see and experience, while on the other, we reveal our own cultural standpoint based on how we represent that experience. In this seminar, students will read a selection of narratives from antiquity to the late medieval era that purport to depict a “real” journey into the unknown, with the intent of examining how the representation of different cultures by the traveler, whether real or imaginary, shapes and defines cultural boundaries. Our focus will be on journeys within the cultures of the Mediterranean and Europe (including Britain), and will include texts from Greek, Roman, Middle Eastern, and Western travelers. Students will consider the texts in relation to their context and audience, evaluate the authority of the author’s account using primary source material, and draw on subsequent scholarship. By undertaking a symbolic journey through the eyes of different travelers, students will learn not only to examine texts from several perspectives, but also to recognize the ways in which cultural differences and “otherness” are constructed. We will begin with the concept of the journey in the ancient world, particularly how different cultures traveled and how their mode of transport (horse, boat, foot) and mode of living (nomadic, sedentary) influenced their perception of the people they encountered. As we move from antiquity into the medieval era, we will trace how religious, political, and economic changes influenced representations of other cultures. In addition to written texts, we will study visual references, including illustrations based on the seminar’s required texts as well as early maps. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288I. Diversions: Experimental Stories and New Media. 3 Units.
In this course, students will study works in which the authors and artists have experimented with traditional linear forms and created stories that are, for instance, labyrinthine, framed, collaged, geometrical, digressive, and even networked. While both print-based and digital texts offer spaces for diverse and deeply engaging written or visual performances, they also require further critical inquiry into the ways in which they create, reflect, or resist social and cultural values. Our focus in this course will be exploring how stories (and other texts) - in print, on screen, on canvas, in digital formats - that don’t follow or that play with conventional rules of order encourage us to participate in making sense of our contemporary world. The goals of the course include: exploring the relationship between form and content in written and visual productions, developing a critical perspective from which to enjoy, assess, and respond creatively to traditional print and multimedia presentations, and making excellent use of research resources at CWRU and cultural resources at University Circle. In addition, students will work to develop their writing and presentation skills and to innovate novel models of research writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288J. Cultural Representations of Violence. 3 Units.
The twentieth century was arguably the most violent in human history. That legacy has carried into our own time: from 9/11 to school shootings to the recent conflict in Libya, violence surrounds us. But what exactly is violence? How is it that we all recognize it when we see it? How do we represent it to ourselves? Most importantly, how do we make sense of it? Can we make sense of it? This class will explore these questions by studying the uneasy role violence plays in literature, film, performance art, and other cultural productions. As we do so, we will consider two central and potentially conflicting ideas. On the one hand, violence tends to resist our abilities to represent it; any depiction seems somehow inadequate to the real thing. At the same time, representations of violence surround us constantly, and for any number of political, cultural, and social reasons. Thus, violence in modern and contemporary culture is paradoxical, both permeating and resisting our imaginations. Through class discussions, written responses, presentations, and independent research projects, we will explore these and other ideas, considering how art attempts to comprehend violence and how artistic representations of violence relate to (implicate?) their audience. Although our focus will be largely on art, and primarily literature, our approach will be necessarily interdisciplinary. Be prepared to weigh in on topics as diverse as politics, aesthetics, philosophy, gender and sexuality, war, trauma, and colonialism. Undoubtedly, violence can be a painful subject, but the goal of our seminar is to pursue a rigorous intellectual and imaginative inquiry into one of the most pressing topics of our time.

Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288K. Hiroshima: History, Memory, Representation. 3 Units.
On August 6, 1945, when the U.S. first used nuclear weapons against Japan, the name “Hiroshima” ceased to designate merely a place, and came to signify an event, an anxiety, and a prognosis for the future. This course seeks to interrogate the various and overlapping discourses which constitute the symbolic nexus around Hiroshima--and, to a lesser extent, Nagasaki. We will be asking how the event of the bombing has been understood according to different disciplinary perspectives (history, psychology, literature, and film) and how it is represented from both American and Japanese perspectives. Accordingly, our investigation will be an intensely comparative attempt to answer the question: if there is something like what Robert Lifton calls “the atomic bomb experience,” then how is that experience captured in different forms of cultural expression? Or, perhaps more importantly, how do these cultural objects speak to an ongoing negotiation with historical trauma in the present? What differences and similarities do we find among different, cross-cultural encounters with the atomic bomb? Our investigation into the politics of representation around this event will lead us ultimately to ask whether it is even possible to capture the novelty and horror of an event that in many ways exceeds language altogether. After orienting ourselves to the history of the bombings and the psychological and philosophical issues at stake in them, we will turn to some of its canonical representations in John Hersey’s Hiroshima and Masuji Ibuse’s Black Rain. From there, we will look at Yoshihiro Tatsumi’s graphic novel Goodbye. And we will conclude with the cinematic representations of Alain Resnais’s Hiroshima mon amour and Ishiro Honda’s Godzilla. As a University Seminar, the course will also include substantial instruction in research and writing, leading to students’ production of a medium-length research paper which they will work on throughout the semester.

Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288R. Cultural and Ethical Issues in American-Chinese Business Relations. 3 Units.
The American and Chinese economies are the two biggest economies in the world. The Chinese economy is the fastest growing large economy in the world. The dynamic American economy is unique in its combination of large multinational enterprises and small entrepreneurial firms. The American economy is characterized by a vast private sector, the rule of law, and the largest private capital markets in the world. The Chinese economy is 30 years into a period of reform from communist industrial organization to “socialism with Chinese characteristics”, which includes a significant role for the private sector. The Chinese economy is still an experiment. The established American business system exists within a democratic political system, where corporate lobbying has a significant influence on the creation of laws and government policy. The Chinese economy is still under the tight control of the Chinese Communist Party, a one-party dictatorship. When Americans go to China to do business, they find the cultural, social, political, and moral systems vastly different than what they are familiar with. Transparency International Ranks China 27 out of 28 of the most corrupt large economies in the world. In China, bribery of government officials and kickbacks to sales and purchasing managers is common. Key questions we will investigate are: 1. In what ways are the two business systems similar and different? 2. What is the nature of Chinese social relations? How do they differ from American social relations? What effect do they have on business? 3. What is the nature of the Chinese political system? What impact does it have on business in China? 4. How do American business people negotiate the Chinese business system? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288V. Seclusion, Gender and the Exotic: Imagining the Harem. 3 Units.
When the term "harem" is invoked, the first image that comes to mind is of scantily clad women living in sequestered opulence in some exotic, yet vaguely "Eastern" place. This image has been reproduced and perpetuated through art, literature and music to the degree that even today, familiar themes of seduction, passivity and mystery related to the harem can be found throughout popular culture. Historically, gender segregation reaches into antiquity and existed in a variety of forms, cross-culturally. The term “harem” was not used regularly until the 13th century, and then only referred to the specific form of gender segregation used by the Ottoman court. Application of the word “harem” to all women's quarters in other cultures was the result of European contact with the Ottoman Empire, despite the fact that other cultures often had their own, distinct, terminology for women's spaces. In this seminar, we will explore the history and practice of gender segregation as a means to examine how the idea of the harem was constructed in the Eastern and Western imagination. Under what circumstances did women live separately? How were gendered spaces created, justified and maintained? Where did our image of the harem come from? Using primary and secondary sources, we will examine a selection of histories and representations of the harem in literature, slave and travel narratives, and religion. As the Western idea of the harem is part of what Edward Said theorized as “Orientalism”, we will explore Said's theory as well as subsequent theories related to gender and the exotic. In addition, we will look at images of women's quarters from antiquity to the present and listen to representations of the exotic in music. Our goal is not only to study the historical fact of the harem, but also to engage issues related to gender, the exotic and representation from different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288W. A History of Noise: Music and Politics from Beethoven to Jimi Hendrix. 3 Units.
This writing-intensive course examines the roles that noise has played in political discourses throughout the nineteenth and twentieth centuries. Its charged bookends--Beethoven and Jimi Hendrix-- invite students to challenge supposed differences between "Art" and popular music and examine relationships between music and society. "Who does 'Art' serve?", "Is it possible to distinguish between 'Art' and noise?", and "Is sound capable of influence at all?" are among the chief questions this course explores. The curriculum’s historical breadth allows students to consider these larger questions through a variety of case studies, including (among others) the bombast and nationalism of Beethoven’s ninth symphony; the Marxist-inspired “emancipation” of sound, as presented by Arnold Schoenberg; the gender-bending metal of Eddie Van Halen; and the protest-by-distortion of Hendrix’s national anthem at Woodstock. By the end of this course, students will gain more awareness of the ways in which the music surrounding them seeks to shape society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 288X. 1939. 3 Units.
This course will examine the year 1939. At the time, people in the United States and Great Britain were invested in creating an active and lush fantasy world. There were debutant balls, the World's Fair, college sports, "The Big Sleep," "Gone With the Wind," and "The Wizard of Oz." Meanwhile Hitler was also conceiving of his dream world. The history of 1939 is the history of these competing fantasies and their collision. In addition to bettering their writing and research skills, students in this class will learn to understand the language and imagery of films, speeches, propaganda, social mores, diplomacy, and other various modes of communication that were used to construct and reinforce the sundry of imagined realities of 1939. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 288Y. Shots in the Dark: Investigating Crime Films. 3 Units.
Crime movies and their subgenres (Gangster, film noir, detective, police) are the most enduringly popular of all Hollywood genres. They've been around since the silent era and attest to America's fascination with crime. But another reason we are so attracted to crime films stems from a pair of contradictory narrative projects that underlie the genre. On the one hand, these films valorize the distinctions between the genre's stock characters--criminal, victim and avenger--in order to affirm the social, moral or institutional order. On the other hand, crime movies explore the relations between the three roles in order to mount a critique that challenges that order. In addition to emphasizing film studies, we will study the films for what they say about crime, criminals and criminal law. As most crime films contain an investigation, so too will the organization of the course. There are methods for analyzing film just as there are methods for investigating a crime scene. Investigation requires identifying, collecting, analyzing and interpreting evidence. We'll start by investigating what makes the genre so enduring--its mise-en-scene, intent or characters? You will be reporting your findings in three scholarly papers: a formal analysis on a specific film, a sociological analysis of a specific film and a research paper with documentation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289A. Do We Have Free Will?. 3 Units.
Concepts such as freedom, choice, moral responsibility, and autonomy are commonly invoked to describe our sense, as human beings, that our actions and thoughts are really our own. This seems like experiential commonsense-when I choose to read a novel instead of a philosophy text it feels like the decision to do so was made by me, that there was no coercion, or other seen or unseen force, that intervened to make me choose as I did. We extend this logic to the judgment of moral and legal responsibility. If you engage in good behavior, you get the praise; if you do bad things, you are blameworthy. Despite our self-perception that we freely make decisions and choose our actions, we sometimes invoke the notion that certain events are the result of some prior cause or circumstance that determines what occurs in the present. In this instance, we do not appear to be fully free in our choices because we cannot undo the causes that dictate what is taking place here and now. To the extent that we experience current actions as having a cause in the past, we are flirting with the idea that our behavior is not wholly free, but determined or conditioned by what has come before. Determinism, necessity, fate, destiny, predestination: these are terms typically used to describe the sense that our actions and thoughts are the result of unknown forces or circumstances beyond our control. This course uses classic and contemporary texts, taken from multiple cultural traditions, to explore the problem of free will and related issues of body/mind dualism and personal identity. Although the term "free will" does not appear in all cultural contexts, found everywhere are questions of whether we are free to act and think as we wish or whether our thoughts and actions are in some way determined. We also read science fiction short stories as thought experiments in order to help us understand the ramifications of various positions on free will and related problems. This course is discussion-based and writing-intensive. Classes focus on analysis and interpretation of texts and ideas. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 289E. Poets of Ohio. 3 Units.
More often than not, contemporary society views poetry as a strange and dated art form. When the genre actually does receive recognition, it is usually under the guise of Hip-Hop or Slam Poetry. While both of those offshoots contain their own poetic and artistic merit, this course intends to familiarize you with contemporary, literary poetry and highlight the dynamic poetry community of Ohio. Luckily for us, many of the poets we will read during the course agreed to visit our class this semester to talk about their work and read their poems. In addition to demonstrating that poetry is alive, well, and thriving all around us, we will also attempt to think critically about this genre. Why do poetic texts, both of the present and the past, seem so difficult to read and understand? What writing techniques, strategies, and styles do poets use that make comprehending their work such a challenge? More importantly, why would anyone choose to write in this manner? Through close readings of the primary texts, researching the historical and literary contexts surrounding contemporary poetry, and discussing the art form with each other (as well as with the poets themselves), we will come to a better understanding of how these texts function. To this extent, our course will engage the symbolic world as we explore the local and national poetry communities, noting how writers found relationships upon geography, aesthetics, and demographics (just to name a few), using written texts to express some emotion, thought, or identity. In order to accomplish these goals, we will read, participate in class discussions, and write extensively about poetry composed by contemporary Ohio poets. Therefore, you will be expected to engage our course texts critically, thinking through the manner in which language operates as a tool for generating and sustaining, as well as undermining, community formation. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289F. Reading and Writing The City. 3 Units.
This seminar will follow Joyce Carol Oates by asking, “If the City is a text, how shall we read it?” To explore this question, we will study a wide range of writings and other cultural productions. The first part of the course will examine classic and contemporary texts about city life from urban studies, history, philosophy, and geography, among other fields. These texts will provide useful frameworks and insights for the second part of the course, where we will analyze contemporary cultural productions that offer their own intriguing urban visions, including fiction, poetry, film, and music. We will analyze how these texts suggest ways of both reading/interpreting and writing/rewriting the city. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289G. The American West on Film. 3 Units.
Few geographical areas in the United States contain as many tall tales and mythological figures as the American frontier. From an extreme point of view, the West is the only American myth because no other nation can claim the cowboy, the Native American, or the immigrant worker on the transcontinental railroad. And yet, each of these figures remains spectacularly diverse. We celebrate their variety and lionize their individuality in film, popular novels, and cultural criticism. From the visions of the New World to the conquest of the frontier, the color of the American West proliferates and transforms, defining our culture. In this course, we will investigate how critics have understood our fascination with the Western frontier. The class will broadly explore version of the frontier in novels, films, and historical accounts. Reading about the history of the actual west, the course will then examine how the films of the twentieth century alter history in order to express the fantasies and anxieties of their own time. By studying both history and film, we will be able to interrogate manifest destiny and the myth of American exceptionalism. What makes the West such an integral part of our understanding of America? How has its actual history become myth? What does the American fascination with the cowboy, the Native American, or the outlaw imply about our nation? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 289J. Beauty Myths Today. 3 Units.
Published just over 20 years ago, Naomi Wolf's influential study “The Beauty Myth” significantly influenced popular thinking about body image. Analyzing both cultural trends and empirical data, Wolf argued that as women made unprecedented advances in public life in the latter half of the 20th century, they were at the same time held to increasingly unrealistic standards of physical beauty. Wolf's study not only contributed to extant analyses of sexism in the media, but also introduced to mainstream readers the politics of the representation of women's bodies in popular culture. This course will examine to what extent Wolf's original claim hold true today. In other words, what physical standards must one meet in order to be considered professionally and personally successful? In exploring this question, we will look at the origins and current workings of the American beauty industry, considering the changing representation of the ideal body throughout the 20th century. We'll read texts by historians, philosophers, novelists, poets, cultural critics, and journalists who examine the politics of beauty. To both (re-)define and trace the continuing effects of beauty myths in the 21st century, we'll consider the rhetoric of ideal womanhood as it shows up in popular texts such as websites promoting anorexia, TV shows about plastic surgery, diet books, magazines, and guides for mothers. Students will have opportunities to define the beauty myth more broadly, exploring its effects on men and its mediating presence in other cultural sites. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
**USSY 289Y. Reading and Writing Biography. 3 Units.**
The study and practice of biography, that is, writing about someone's life, is an important tool for understanding how meaning is constructed. In this class, we will learn some of the history of biography and what it hopes to accomplish in its various sub-genres. Why are biographies so popular? Why are we so interested in them? What do they do? Is it possible to perfectly represent an objective truth of someone or does the discussion of someone else's life require a more symbolic interpretation of things? We will engage in reading and discussing some important and contemporary biographies in a variety of styles and genres from autobiography to works of near-fiction. We will learn how researchers use facts to construct more symbolic narratives around an argument that tells a story about someone's life in a way that engages with important issues of self, audience, and the location of truth. As our final research project, we will undertake our own biographical projects where we will do primary research in order to construct focused narratives of people of our own choosing. To work up to this point, we will work on our own autobiographies, look at the lives of things, and look at some films which foreground the narrative of life. This course will be of great use to writers and researchers who must be able to communicate by any kind of true account in a way that is both engaging and comprehensive. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

**USSY 290C. Out of Proportion. 3 Units.**
In this seminar, we will explore the meaning of things great and small, from the largest buildings and greatest distances, to nanotechnology and the smallest viruses. The seminar's goal will be to inspire critical thinking by confronting our fascination with things expanding and contracting, growing and shrinking, things sped up and things slowed down. We will approach the subject from a variety of disciplines - cultural history, psychology, mathematics, philosophy, literature, economics, and the sciences - with the intention of unpacking both the topic itself and the tools that we use to explain our world. We will ask questions about why we find gigantism and dwarfism unsettling; how we define ugliness and beauty; how we understand the odds and statistics of horrific or wonderful things happening to us; and how this determines our behavior. After examining theory and examples of things "out of proportion", students will produce a research project that combines primary and secondary sources and will make an argument in behalf of an example that they find compelling. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

**USSY 290U. Poetry for People Who Hate Poetry. 3 Units.**
To gain a better understanding of the experience and history of slavery from the perspective of the enslaved, we will read the works of Octavia Butler. She knew that the problem with the historical narrative was that slaves did not write it. As a science fiction and fantasy author, Butler spent her career giving voice to the enslaved by recovering their experience and exposing it to the reader through the lens of imagined and symbolic worlds. By reading her work, we will come to understand a different way of viewing history. We will join the historical narrative with the science fiction narrative to arrive at a deeper understanding of the human experience with subjugation and oppression. The class readings will have time travel, vampires, and aliens. However, the most frightening monsters of all will be human. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
USSY 291F. Literary Arcadias: Idealized Landscapes and the Intrusion of Reality. 3 Units.
The literary genre of pastoral has long depicted the simplicity of life in a natural environment—a place situated at a time before environmental exploitation, colonization, and urbanization. These pastoral retreats are often given the generic name “Arcadia.” As many critics and authors have noted, however, literary depictions of Arcadia often expose the delicate balance of conflicting realities: peace and war, rich and poor, rural and urban. In this seminar, we will investigate what happens when external reality disrupts Arcadia’s Edenic space. Is the creation of these idyllic settings a way of masking the disturbing realities of class inequality, political power, and environmental degradation? Or are authors attempting to articulate an alternative to them? As part of our investigation, we will consider how the pastoral genre has evolved over time, noting especially how depictions of Arcadia have responded to various cultural, commercial, and political changes. We will also examine how the idea of Arcadia shapes contemporary culture and our own understanding of the relationship between nature and society in the modern world. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291Q. P.R., Spin, and Inventing Reality. 3 Units.
Is it reality or is it spin? We all know the terms: “it’s spin,” “it’s P.R.,” “he’s a flack”—and none of them are said kindly. Yet, over the past century public relations has become an often invisible multi-billion dollar manipulation of our collective perception of reality. Sometimes this manipulation is benign. But just as often it can weaken our democracy through weapons of words, images, and argument. This seminar will explore the origins and consequences of this silent, symbolic revolution. We will look at the uses of P.R. today in business, politics, and popular culture; examine the tools used to construct and sell those perceptions; and look into the values underlying these activities. We will do so through both academic and media materials, as well as through writing, research, and discussion. All of these are intended to deepen your critical thinking and writing skills, and build your research, discussion, and oral presentation strengths. Students who have received credit for USSO 260 may not receive credit for this course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.

USSY 291T. Demystifying the Guerilla Fighter: Imperialism, Race, and Revolution in Latin America. 3 Units.
The image of Ernesto “Che” Guevara is embossed in many a t-shirt, poster, and bumper sticker across college campuses. Guevara’s writings and, more specifically, select catchy quotes, also have circulated in websites and popular films for the last couple of decades. In this course we will examine the myths surrounding men like Guevara by tracing the history of conquistadores, nuns, mystics, insurgents, and revolutionaries in Latin America from the colonial to the modern period. Toward this goal we will look at an array of personal letters, diary entries, government documents, religious texts, essays, prose, and works of literature written by women and men who viewed themselves, and were viewed by others, as speaking to, or ushering in, transformative change. As a class we will also examine the connections between imperial projects and calls for action in colonial and early modern Latin America and the Caribbean, explore the relationships between slavery, gender norms, and capitalism, and assess the changing nature of what freedom, reform, and revolution meant to various actors from the late eighteenth century to the late twentieth century. Indeed, our end goal as a class is to map out what some of our assumptions have been regarding what it means to be a guerilla fighter, connect it to how calls for change have manifested themselves across time, unearth the ironies and allure of radical frameworks, and investigate what this understanding can do for us as we tackle questions of change and possibility. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSY/USSY; OR Requisites not met permission.
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