Welcome to Butler University, Future Bulldogs

By now, you have likely visited campus, chosen a major, and signed up for Virtual Registration. During Virtual Registration, you will have an appointment with your academic advisor, plan your very first college course schedule, and learn more about your academic college.

Choosing the courses that you will take during your first semester will help you to establish the foundation of your academic journey. We believe that your input and engagement in the advising process is crucial to creating a schedule that you will be excited about and that supports your academic goals and interests.

This booklet has been designed to help expose you to the wealth of course choices that are available to you during your first semester as a Bulldog, specifically to courses in the Core Curriculum. The Core Curriculum is the beating heart of a liberal arts education at Butler University. Home to things we believe all students should experience regardless of which major they pursue, the Core is a set of courses designed to make you a sharper thinker, a more accomplished writer, and someone who has the ability to make connections between unrelated concepts. Core courses emphasize the development of key skills—like written and oral communication, intercultural awareness, and analytical reasoning—that will directly transfer to your dream career, post-graduation. All Butler undergraduates, no matter their major field of study, complete the Core Curriculum.

We encourage you to engage with this booklet in the following ways:

- **Explore the Core**—Take a look at the Core Curriculum Worksheet to get a sense of each category within the Core. Have fun exploring Core courses, and check back regularly, especially as you get closer to your advising appointment.
- **Find an FYS**—All new first-year students take FYS 101—First Year Seminar (or HN 110—Honors First Year Seminar for students in the Honors program). Review the descriptions in your Course Recommendations booklet and identify several topics that pique your interest.
- **Don’t worry**—Your academic advisor will guide you through this process and ensure that you are taking the courses needed for your major, the Core, and your electives.
- **Be brave**—College is about learning, exploring, and growing. The Core Curriculum allows you to take classes outside of your major and outside of your comfort zone. Embrace the challenge to learn about something new and different.

We wish you the very best in your academic journey and can’t wait to meet you!
### Butler University Core Curriculum Worksheet

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Course: ___________________</th>
<th>Term Completed: _________</th>
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</thead>
<tbody>
<tr>
<td><strong>FYS: First Year Seminar (2-semester sequence in the 1st year)</strong> (6 credit hours)</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>No Exemption</td>
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<tr>
<td><strong>GHS: Global &amp; Historical Studies (sophomore-year sequence)</strong> (6 credit hours)</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption for 1 semester (3 credit hours) after successful completion of 9 or more credit hours of coursework while studying abroad in a Butler-approved program. In addition, all International students automatically receive a 1-semester (3 credit hours) exemption for GHS.</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td><strong>AR: Analytic Reasoning (3 credit hours)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption after successful completion of at least 5 credit hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or LSB) with college mathematics requirements. MA 106 and MA 162 satisfy the AR requirement.</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td><strong>NW: The Natural World (5 credit hours, with lab)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td>Exemption after successful completion of at least 8 credit hours of laboratory science</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td><strong>PCA: Perspectives in the Creative Arts (3 credit hours)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption after successful completion of at least 9 credit hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td><strong>PWB: Physical Well Being (1 credit hour)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption for students who have fulfilled 3 credits of activity-based and wellness courses, including specific DA and PE courses</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td><strong>SW: The Social World (3 credit hours)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption after successful completion of at least 9 credit hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication &amp; leadership; media, rhetoric &amp; culture; strategic communication; political science; sociology; economics; psychology; STS; or communication sciences &amp; disorders</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td><strong>TI: Texts and Ideas (3 credit hours)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>Exemption after successful completion of at least 9 credit hours in the humanities, including most English; history; philosophy; religion; or literature courses taught in classical and modern languages</td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td><strong>Speaking Across the Curriculum (1 course)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<tr>
<td>No Exemption</td>
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<tr>
<td><strong>Writing Across the Curriculum (1 course)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td>No Exemption</td>
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<td><strong>Social Justice and Diversity (1 course)</strong></td>
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<td><strong>Indianapolis Community Requirement (1 course)</strong></td>
<td>Course: ___________________</td>
<td>Term Completed: _________</td>
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<td>No Exemption</td>
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<tr>
<td><strong>Butler Cultural Requirement</strong></td>
<td>Documented attendance at 8 events</td>
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<tr>
<td>Exemption for JCA majors</td>
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UNIVERSITY CORE CURRICULUM

FIRST YEAR SEMINAR (FYS)
The First Year Seminars are for entering first-year students new to Butler University. Completing FYS 101 in the fall, and FYS 102 in the spring, fulfills first year core requirements.

FYS 101 Art, Politics & Social Justice (3 credit hours)
This course examines visual art and culture used to offer critical social commentary about militarism and to promote peaceful change and social justice. How does such art work? Who or what are its targets? How does it affect (or even effect) political memory? We will focus on critical and pro-peace efforts, including famous works such as Picasso’s *Guernica*, the work of street artists such as Banksy, as well as the work of lesser-known contemporary artists and activists around the world who use the arts for raising awareness of human rights violations, for protest, and for community healing and peacebuilding.

FYS 101 Breaking Bad (3 credit hours)
Breaking bad, or “behaving violently without a reason,” implies violence is prompted by either sane or insane impulses. Inspired by the ambiguity of “breaking bad,” we will explore intersections of crime and madness. We will examine artworks featuring issues of guilt, justice, abnormality, and deviance to uncover particular and universal social commentaries on moral values and community constructs. Focusing primarily on written and visual German and American texts from the 18th century to the present, multidisciplinary fields will inform our interpretations. Students will have the opportunity to incorporate their own interests within a wide range of topics including “men behaving beastly” (animal studies), “wild women”—vamps and hysterics (gender issues), “gang mentality” (sociology), “surveillance” (I.T.), and “mass paranoia” (politics). This course will assist students in the development of the necessary communicative skills to read critically, to write analytically and creatively, and to express ideas clearly and persuasively.

FYS 101 Coming of Age in a Changing World (3 credit hours)
What tells us who we are? How does one develop an image of self? Students will use the lenses of literature, psychological theory, art, and history to examine depictions of “coming of age” across cultures and time periods. Aristotle wrote, “The aim of art is to represent not the outward appearance of things, but their inward significance.” Through this seminar, students will use “art” in its broadest sense to explore the significance of “coming of age.”

FYS 101 Contemporary Writers (3 credit hours)
In this course, we’ll read texts written in this century, most of which will be connected to a writer visiting campus this year. Through responding to these texts (books, TV shows, podcasts, etc.), you’ll hone your skills of writing, research, critical thinking, and verbal communication. An introduction to the liberal arts, this class is about engaging with ideas, and engaging with each other.

FYS 101 Disability Studies & the Arts (3 credit hours)
This course will examine representations of disability in American culture in the 20th and 21st centuries through literary texts, film, art, music, and dance. Our class will use disability studies theory to analyze how artists with disabilities critique ableism and complicate conventional narratives of disability. Stereotypical depictions of the disabled figure in literature, art, and popular culture reinforce, sometimes inadvertently, discrimination towards people with physical, intellectual, and psychiatric disabilities. The disabled subject is often represented as
the object of pity, scorn, or as heroic inspiration for ableist culture. Works by artists with disabilities tend to challenge these depictions in content and form in unconventional and radical ways. We will engage with a variety of texts to discuss how artists draw attention to inclusivity, access, and social justice.

**FYS 101 Dystopias in Literature and Religious Cults** (3 credit hours)
Dystopias are real or imagined societies full of injustice and suffering. In creative works, dystopias frequently take place under totalitarian regimes, or in burnt-out, post-apocalyptic landscapes. Both in creative works and in the real world, however, dystopias often emerge from idealistic striving, from utopian visions gone wrong. Herein lies the connection between literary and religious dystopias: Religions, by definition, involve utopian thinking—think “The Kingdom of Heaven” in Christian thought—but their utopian striving occasionally turns to ruin, as in the groups we call “cults” (e.g., Jonestown, Waco, Heaven’s Gate, the Rajneesheis). Encountering literary and religious dystopias therefore allows us to think simultaneously about the good society, on the one hand, and, on the other, how/why attempts to bring it into being periodically end in calamity. In addition to the prominent theme of religion, significant sub-themes of the course include technology, women’s rights, and race.

**FYS 101 Exploring the Human Condition** (3 credit hours)
Part of your brain says, "Let’s go back the way we came," while another part says, "but we have to find out what’s around that corner." In this class we are a party of explorers: of books, movies, art, and perhaps all that entails the human condition. We could get lost or we could stumble upon magnificent treasures, or both. Some authors we are likely to encounter: Toni Morrison, Bernard Malamud, Walter Kempowski, Franz Kafka, Lorraine Hansberry, Kazuo Ishiguro, George Saunders, William Carlos Williams, Kelly Reichardt, Chloe Zhao, Robert Bresson, and Jim Jarmusch.

**FYS 101 Fairy Tale, Self, and Society** (3 credit hours)
Often trivialized as "just for kids," fairy tales have a centuries-long global history as wonder tales told by and for adults striving to articulate the complexities of power relations within social life: identity, gender roles, sexuality, and more. In this class, we will engage with fairy tales from oral and literary traditions, as well as retold fairy tales in the forms of short stories, novels, and films. Our goals are to learn about the messages fairy tales convey about self and society, as well as understand how narrative structure and story appeal apply to both scholarly writing and real life. In other words, we’ll study why the fairy tale is a classic template for coming-of-age experiences as well as more sophisticated political commentaries. Disney will provide only the briefest starting point on this journey.

**FYS 101 Faith, Doubt, and Reason** (3 credit hours)
Reading and discussion of classic philosophical religious and literary texts exploring the ways in which human beings have reflected on their relationship to God, the world, and their fellow human beings. In the first semester (‘The Search for God’), we will focus on how human beings have sought to know and understand God and the world and on how that search has shaped the way humans define themselves. In the second semester (‘The Search for Community’), we will focus on how human beings have sought to define themselves in terms of the various communities to which they belong, including families and clans, ethnic communities, nations and faith communities. The interaction and interconnections of faith, doubt and reason will receive attention in both semesters.
FYS 101 Film as Philosophy (3 credit hours)
We might be accustomed to hearing movies dismissed as “entertainment,” but in the mid-20th century the philosopher Gilles Deleuze argued that film was a serious enterprise. Like philosophers, filmmakers pose questions about life and death, joy and sorrow, good and evil, and hate and love, using image rather than logic to explore these ideas. In this class, we will examine how filmmakers combine light, color, music, sound, camerawork, special effects, and editing to explore the nature of human existence, applying Deleuze’s film theory to understanding how watching “movies” can enhance our experience of the real world.

FYS 101 Freedom of Expression (3 credit hours)
We live in a divided nation, and every day we are exposed to a multitude of ideas. Some of which we fully support. Others we vehemently oppose. Ideas—even those we detest—hold a special place in U.S. constitutional law. This course examines the central role ideas have played in securing our freedom of expression. In this class, we will explore the stories that have shaped and defined our current speech environment and examine how the protection of speech has changed overtime, what types of speech can be restricted, and whether social media companies can censor speech.

FYS 101 From Story to Screen (3 credit hours)
The U.S. cultural landscape is filled with examples of novels that have become movies, newspaper articles that have become TV shows, and biographies that have become stage plays. The process of “adaptation” is fundamental to how we see ourselves as citizens and artists and writers. This two-semester course will track some of the greatest examples of adaptation. From Alice in Wonderland to today’s YA fiction, from Great Gatsby to Hamilton, from Shakespeare to Star Wars, this course will study how we engage and transform the cultural materials that are most important to us.

FYS 101 Human Factors & Intentional Design of your Life (3 credit hours)
In this class, students will be exposed to the field of Human Factors Psychology, which, broadly defined, examines the relationship between human beings and technology in an attempt to make human-technology interactions safe, effective, and efficient. Students will be presented with background on human factors and various real-world applications before transitioning to thinking about what has been learned to design their own life in accordance with human factors principles. For instance, students will be asked to reassess their study routines, sleeping habits, and daily technology usage. Students will also be tasked with making changes in their lives which will impact things like their happiness and state of mind. The goal of this class is for students to learn about the field of human factors psychology, and to take what is being learned and make intentional changes to how they live their lives.

FYS 101 Imaginative Sojourns (3 credit hours)
In this course we will be reading texts from various genres (personal essay, memoir, graphic “novel,” and poetry), each focusing on some aspect of the Self- self-image, self and community, self and culture. We will discuss how self-expression manifests itself in each genre—how each genre reveals or clarifies particular insights about the self. The class will be discussion-based, but students will keep a journal, respond to a variety of writing prompts and write essays triggered by the readings. Semester one is not prerequisite to semester two, but students who enroll in this topic in the fall are expected to enroll in this topic in the spring.

FYS 101 Mad Men and The American Dream (3 credit hours)
Throughout the symbolically and historically rich TV series, Mad Men, Don Draper is a hard-living advertising executive—a ‘mad man’—on the fast track of American life. Don and his
Madison Avenue counterparts peddle dreams of what a modern, happy life should look like. This two-semester course will use *Mad Men* as a source to explore contemporary culture, politics, the roles of women and men, class and society, and the family unit, as well as how advertising and public relations impact all. An art in storytelling, the timeless series helps us develop critical understanding about our culture, social justice, ethical dilemmas, and consumption.

**FYS 101 Medical Humanities** (3 credit hours)
In this class, we will explore such topics as mental illness, birth, death, the AIDS epidemic and addiction by reading works that offer ethical, historical, cultural and scientific perspectives. By reading patient and physician memoirs and literary works, we will gain an understanding of how the experience of illness as well as the experience of treating illness can be influenced by socio-economic and cultural factors. We will learn about the ethical, economic, and political dilemmas facing patients, doctors, and communities. Suffering comes not only from medical condition itself but from injustices, unequal access to care, stigma, neglect, and isolation. As patients and perhaps future health care providers, we need a fuller understanding of these dimensions of illness and health care.

**FYS 101 Music & Language across Communication Disorders** (3 credit hours)
Is music the universal language? Is music independent of language? This class will examine the relationship between music and language from the perspective of philosophy, psychology, communication science, and neuroscience. We will explore the relevant data and theories from various perspectives such as linguistics and music cognition, and we will investigate music and language across the lifespan and in different populations, such as aphasia and amusia.

**FYS 101 Physics and the Arts** (3 credit hours)
From a graphic novel about Marie Curie to a film on Stephen Hawking, from plays and symphonies inspired by quantum physics to fiction and poetry on astrophysics and relativity, the arts are a powerful way to investigate the beauty and complexity of scientific ideas. Physics and literature have a rich historical past, reaching at least as far back as two millennia, with Lucretius’ didactic epic poem about atoms. And yet there is often a perceived division between science and art. This seminar will examine representations of physics in literature, celebrating their common ground, whether in essays by Alan Lightman and K. C. Cole, poetry by Arthur Sze and Brenda Hillman, fiction by Italo Calvino, plays by Steve Martin and Tom Stoppard, or graphic novels on great physicists such as Richard Feynman and Marie Curie. Contemporary poets such as A. Van Jordan, Rae Armantrout, Robert Hass, Tracy K. Smith, Forrest Gander, Bin Ramke, Alice Fulton, Alison Hawthorn Deming, Diane Ackerman, and more have brilliantly incorporated modern physics into their projects. Students will explore opera, dance, painting, photography, and sculpture that engage with the most fundamental questions physics poses, and in the process will discover how physics approaches the world.

**FYS 101 Seeking Justice: Local and Global** (3 credit hours)
When we see injustice, we feel driven to alleviate it. But, we don't always recognize injustice as such, and when we do, it's often difficult to identify what in particular needs to be done about it. In this course we will explore various forms of injustice (including but not limited to gender, racial, environmental, and economic) primarily through a philosophical lens. Engaging with diverse materials including literature and film, we will begin by thinking about our duties of justice to those close to us, and end by shifting our focus to the global scale.

**FYS 101 So, where are you from?** (3 credit hours)
Innocent question or a microaggression? Who is asked? Who is not asked? Does anyone really know where they are from? How does “knowing” where we and where others are from influence
our own concept of identity? During the semester our exploration of immigration, identity, and marginalized life in the United States will take a three-pronged approach. Through analyzing a wide variety of texts, reflecting on our own identities, and serving the immigrant and refugee community we will crystalize our own beliefs about what it means to be a member of our community.

**FYS 101 Stranger Things** (3 credit hours)
Focusing on the Duffer Brothers television series *Stranger Things* (2016–), this course examines issues such as gender and racial dynamics, psychological and educational policies and coming-of-age in a time of uncertain political and cultural movements—as well as brooding monsters. To understand the commentary inherent within the series, we will study various texts from the ‘80s—ranging from discussions of blockbusters such as E.T. to the politics surrounding Reaganism and the Cold War. We will also examine canonical literary and cinematic works of “Weird Fiction” and “Afrofuturism” including readings by H. P. Lovecraft, E. A. Poe, Tananarive Due and Octavia Butler.

**FYS 101 Student Power** (3 credit hours)
Since the formation of universities, students have been activists. They have protested against universities and governments and sometimes pushed for outright revolution. Student power exploded during the 1960s, when young people across the world led anti-war and anti-imperialist movements and fought for civil and human rights. This course traces the history of global youth activism from its medieval roots through the 20th century to the present, asking how we got to the 1960s; what made the decade unique; and how student power has changed since. Along the way, we use student manifestos, press, photographs, films, and protest art to develop critical analysis, reading, and writing skills. The course emphasizes U.S. history in a global frame and invites course participants to actively interrogate their own position in the context of our university in the present moment.

**FYS 101 The Call of the Wild** (3 credit hours)
The Call of the Wild: Nature, Nurture, & Justice
Drawings of horses, stags, and bulls on the caves of Lascaux illustrate that animals have captured the human imagination since the dawn of the Paleolithic era as food, workers, companions, and fellow warriors: our path to modernity tells the tale of a relationship paradoxically fraught with violence and affection. The intensity of this primordial fascination erupted with new vehemence in the nineteenth century as discussions of transmutation (what became evolution) destabilized the fragile line distinguishing man and beast. The burgeoning fields of anthropology, psychology, and criminology bolstered by the convergence of biology, zoology, and economics chart the birth of a surprisingly rigid taxonomy of class, race, sex, and gender whose legacy still governs our conversations about which lives matter. This First Year Seminar adopts an interdisciplinary approach to how questions of animals, animality, nature, nurture, and justice developed across generic and national boundaries. In addition to the controversial writings of Descartes, Darwin and Lombroso, texts include Edgar Allen Poe’s *The Murders in the Rue Morgue*, Anna Sewell’s *Black Beauty*, Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, Jack London’s *The Call of the Wild*, and D.W. Griffith’s *Birth of a Nation*, F.W. Murnau’s *Nosferatu*, Ava DuVernay’s *13th*, and Richard Wright’s *Native Son*.

**FYS 101 The F-Word: What is Feminism?** (3 credit hours)
Feminism. A word loaded with historical significance and contemporary baggage, often misrepresented and misunderstood, used to both unite and divide. What is feminism? Do we need it? Can anyone be a feminist? Should we want to be? In this First Year Seminar, we’ll
explore these questions and more, using books, films, speeches, and music to guide us through the histories of feminist thought to the present, from Sojourner Truth and John Stuart Mill to Sheryl Sandberg and Beyoncé.

**FYS 101 The Meaning of Life** (3 credit hours)
What is the meaning of life? What does it mean to be happy? This course will explore historical and contemporary accounts of what gives life meaning and brings us happiness. Through philosophy, fiction, films, and graphic novels we will learn about a variety of perspectives on living a meaningful life. These accounts will include philosophical traditions, such as Stoicism, Epicureanism, and Existentialism; religious traditions such as Buddhism, Hinduism, and Christianity; as well as explorations of current psychology on the nature of happiness. Along the way, we will investigate questions about the most important things in life: love, family, ethics, work, and play.

**FYS 101 The Modern American Memoir** (3 credit hours)
Memoir writing in the U.S. has bloomed during the last couple of decades, and the Age of the Memoir, the critics tell us, is upon us. This seminar will focus on trends in the writing of the modern American memoir. We’ll first glance back at some of the earliest and most popular memoirs, both inside and outside of the U.S., reading selections from as early as Augustine before reading a few pages of Ben Franklin’s Autobiography. We will also read selections from essayists who write memoirs before settling in with the memoirs of six writers: Richard Wright's *American Hunger*, Patti Smith's *Just Kids*, Mary Karr's *The Liars Club*, Tobias Wolff's *This Boy's Life*, Mark Doty's *Heaven's Coast*, and Richard Rodriguez's *Hunger of Memory*. Memoirs and novelists have a great deal in common - in fact, John Updike, who wrote novels and a memoir, once suggested that memoirs are novels in disguise - and we’ll look at the problems that arise when people attempt to write about their lives, particularly the issue of fabrication. But the course will focus on the importance of life writing in modern American culture and how such writing might help us to better understand others, as well as ourselves.

**FYS 101 The Monster Mash: Monsters in Literature and Film** (3 credit hours)
Jeffrey Jerome Cohen writes that “the monster’s body is a cultural body.” In other words, monsters are a cultural repository—a narrative space—where our communal anxieties and fantasies are put. In this class, we will explore Cohen’s provocation that monsters are cultural signs of prohibition, difference, and desire. From fairy-tale wolves to science experiments gone awry, from a zombie apocalypse to the ghosts of American slavery, we will examine how authors imagine the physical and psychological permutations of monstrosity. Moreover, we will consider how various forms of difference, such as gender, race, sexuality, and disability, are conceptualized through the monstrous, the grotesque, and the obscene. In particular, we will pay special attention to the key devices that textual and visual stories use to represent otherness, to mark bodies, to narrate identity, to engender fear, and to represent memory and trauma.

**FYS 101 The Multiracial Experience: Seeking and Claiming Our Identity** (3 credit hours)
America is more diverse than ever before. Not only is our society filled with a multitude of cultures, including but not limited to, African Americans, Hispanics, and Asian Americans, but many of these citizens identify as two or more races. Multiracial citizens often question their identity in a country that once prohibited and punished interracial relationships. This course will explore that all too familiar question posed on multiracial individuals: what are you? We will explore what this question means by focusing on America’s history regarding the discrimination towards interracial relationships and individuals, how multiracial individuals can self-identity, and what a growing multiracial country means for America’s future.
FYS 101 The Poetic History of Hip Hop: Since rap first rose from the South Bronx nearly three decades ago, the hip hop movement has remixed pop music playlists and redefined American culture. Though the profound rhythm and rhyme of rap are often obscured by crassness and controversy, the loaded literary wordplay of artists like Common and Mos Def rewards a sophisticated listener. In this course, we will train our ears to hear rap's connection to African-American oral culture and the tradition of Western poetry, as well as the instrumental lineage that links hip hop to jazz, blues, funk, and soul music. We'll examine how MCs past and present relate to their poetic forefathers and how the inclusive multicultural history of rap reflects the reality of a nation.

FYS 101 The Power of Everyday Stories (3 credit hours)
To be human is to tell stories. Yet far from innocuous entertainment, stories wield great power to oppress as well as liberate, create as well as destroy. This course will explore the wide-ranging power of the stories we tell, from the humble anecdotes of embarrassing first dates to the politically powerful legends about geopolitical conspiracies. Focused on oral rather than written traditions, we will consider stories as performances rooted in social settings that reveal our beliefs, ideologies and identities. We will pay close attention to the forms and structures of stories, asking whether we shape our world through the stories we tell, or whether the stories we tell shape our view of the world.

FYS 101 The Psychology of Your Reality (3 credit hours)
This course focuses on texts that are psychological in nature in addition to memoirs with the goal of fostering a deeper understanding not only of self but of how we interact with society. Through our reading, discussion, and writing, we will build empathy for and an understanding of people with various intersectionalities, examine origins of prejudice, and learn what drives the impulses behind our seemingly hard-wired behaviors and reactions (both good and bad). We will utilize a variety of learning modalities to reflect, examine, and discuss personal and world perspectives.

FYS 101 The Things we Believe (3 credit hours)
This class is all about beliefs: what they are, where they come from, and the significance they have in our lives. We’ll explore different kinds of beliefs—ordinary beliefs about the world around us, beliefs about other people, about religion, about science, and about what is good or beautiful. We’ll ask questions about the possible grounds or bases of these beliefs, whether we have a choice in what we believe, and whether we can ever be held responsible for the things we believe.

FYS 101 The Wanderlust Project (3 credit hours)
This course will celebrate and deconstruct the art of travel and the act of travel writing. Through readings, discussions, local adventures, and a variety of critical and creative assignments, we will expand our understanding of the self, the other, the sources of our restlessness, the shifting identities born of traveling, and the dynamic between external and internal journeys. We will analyze the rhetoric of travel narratives to inform our own writing and to better comprehend the human impulse to move. We will consider place not as a setting but as an ancestor, a storied part of the moving world, and we will inventory a variety of cultures, histories, and voices along the way.

FYS 101 The Writers’ Room (3 credit hours)
Have you ever wondered how the screenwriting industry works? In this course, we will evaluate TV pilots and feature scripts, but we will also learn about show bibles, treatments, film reviews,
agencies, production companies, as well as underrepresented voices in past and present Hollywood. Finally, we will attempt to find our own voices within this rich tradition of cinematic writing.

**FYS 101 Tweeting Poems: Language & the 21st Century:** In this course we will consider how poetry serves as witness to the personal lives around us, and also how poetry responds to the larger world of politics, culture, and current events. We may think of a poem as a concise snippet of our lives, encapsulating in few words the immensity of the human condition. We will consider how poetry, like tweets and texts, should appear with the same frequency in our news feed. We will focus primarily on contemporary authors and visiting writers as we examine poetry and the importance of meaningful communication.

**FYS 101 Unpacking the Hunger Games** (3 credit hours)
Along with its roles in contemporary pop culture, Suzanne Collins’ Hunger Games can be interpreted through numerous disciplinary perspectives. This FYS invites you to “unpack” numerous layers of meaning embedded within Collins’ dystopian tale and her most recent prequel, The Ballad of Songbirds and Snakes. We will first examine this allegory as a cultural and literary phenomenon before moving into connections with our own world. While sampling a variety of academic perspectives including sociology, cultural studies, philosophy, feminism, political science, media studies, and psychology, we will highlight the human geography of Panem and especially the central Appalachian home of an unlikely heroine, Katniss Everdeen.

**FYS 101 Women Writing the World** (3 credit hours)
This course will examine the works of international women writing in the 20th and 21st centuries. By studying contemporary literary texts and other cultural materials, our class will examine the ways in which the politics of sex and gender intersect with and challenge the politics of race, class, ethnicity, sexual orientation, nationality, and other markers of difference in varying cultural contexts

**ANALYTIC REASONING (AR)**

**AR 210-MA Statistically Speaking** (3 credit hours)
Who needs statistics in the 21st century? Anyone looking critically at numerical information who does not want to be misled by incorrect or inappropriate calculations or anyone dealing with issues in their environment, state/nation, or career would benefit from studying the methodology of statistics. These problems include finding ways to improve our environment and living standards or studies conducted in an effort to fight diseases. This course is an introduction to applied statistics in the natural, social, and managerial sciences through the use of current environmental and global issues. Topics include sampling, data analysis, experimental design, and the use of computer-based statistical software.

**AR 212-MA Win, Lose, or Draw** (3 credit hours)
Why do we play games? Whatever the reason, games are a big piece of life. The world has played games for a long, long time—every time period, every culture. We will study games and gambling in our culture with an emphasis on casino games. To better understand games, students will study logic, sets, Venn diagrams, combinatorics, probability, and expectation.

**AR 220-CS Robot Programming** (3 credit hours)
This introductory programming course features personal robots that can move, draw, and take digital pictures. Robot behaviors are programmed and controlled remotely using a high-level language such as Python from a desktop or laptop computer. Topics include conditional
execution, repetition, defining functions, and using arrays. No prior programming experience required.

**AR 231-PL Principles of Reasoning** (3 credit hours)
A survey of principles of reasoning used in a variety of disciplines, including philosophy, mathematics, statistics, the natural and social sciences, and law. Attention also will be paid to how to recognize and avoid fallacies.

**NATURAL WORLD (NW)**

**NW 200-BI Biology and Society** (5 credit hours)
This course will examine current societal issues with biological connections, the role scientists and others play toward helping us understand these issues, and the underlying biological concepts for each topic. Course includes lecture and laboratory components. A course for non-science majors only.

**NW 202-BI The World of Plants** (5 credit hours)
Introduction to plant biology. How the anatomy and physiology of diverse plants help them to survive, reproduce, and benefit humans and ecosystems. Lecture and laboratory. A course for non-science majors.

**NW 205-BI Urban Ecology** (5 credit hours)
The majority of the world’s population now lives in urban areas, but only recently have environmental scientists begun to explore the ecology in and of cities. This course uses the city of Indianapolis as a case study to understand the effect that cities have on the environment, the processes that take place in the urban ecosystem, and the opportunities cities hold for ecological restoration. Lecture and laboratory. A course for non-science majors.

**NW 207-BI Ecology & the Natural Environment** (5 credit hours)
This course will explore the foundational ecological principles that govern the interactions between species and the abiotic and biotic world and, in turn, determine patterns of distribution and abundance. Fundamental concepts of ecology at the population, community, and ecosystem levels will be emphasized.

**NW 208-BI Molds, Mildews and Mushrooms: The Fifth Kingdom** (5 credit hours)
Molds, Mildews, and Mushrooms is an Inquiry-based course that illustrates the scientific process from a mycocentric perspective by exploring key concepts in biology such as evolution, adaptation, and extinction. We also will explore common processes shared by fungi and other eukaryotes, how fungi interact with other organisms and their environment, and how fungi impact our daily lives.

**NW 261-BI Food: Pasture/Table/Body/Mind** (5 credit hours)
This course about food will encourage society to consider how food connects to both society and to science and how society and science connect to one another. By using a framework of pasture, table, body, and mind, we will explore the ecological relationship between a healthy environment and growing healthy food, the factors that influence our food choices, the constituents of food and how they contribute to our physical well-being, and the ways in which society and culture influence our eating habits. A course for non-science majors.
**NW 262-PH The Physical World** (5 credit hours)
A one-semester study of selected topics in physics, astronomy, chemistry, and other related fields, and the mathematical analysis of physical problems. Some mathematical tools will be introduced as needed. Four lecture periods and two hours of laboratory per week.

**NW 263-AS The Astronomical Universe** (5 credit hours)
A one-semester survey of astronomy including ancient Greek astronomy, the motions of the night sky, the solar system, other solar systems, the lives of stars including the Sun, and the origin and fate of the universe. This will be a four-lecture-hour/two-hour lab course.

**NW 265-ENV Weather, Climate, and Society** (5 credit hours)
This course explores our atmosphere, including the science behind our daily weather, weather forecasting, climate and climate change, and global atmospheric circulation. Students will gain a fundamental knowledge of meteorology and climatology and their interactions with human activities on earth. As a lab science course within the Natural World core distribution block, students of all academic interests and majors will apply atmospheric processes to their everyday lives through the analysis of real-world events and data.

**PHYSICAL WELL BEING (PWB)**

**PWB 103-DA Beginning Ballet (non-majors)** (1 credit hour)
Basic ballet technique in the recognized classic form. For students who have had no previous training. Not applicable to the dance major; open to all other students. Two meetings per week.

**PWB 104-DA Beginning Jazz (non-majors)** (1 credit hour)
Basic jazz styles and forms for non-majors. Two meetings per week.

**PWB 105-DA Intermediate/Adv Jazz (non-majors)** (1 credit hour)
Jazz styles and forms for non-majors. Two meetings per week.

**PWB 110 Hiking & Backpacking** (1 credit hour)
In this semester-long course, we will consider hiking/backpacking as a recreational sport in both its historical and cultural context. Students will have the opportunity to go on hikes and develop/plan their own backpacking trip to fulfill the Physical Well-Being requirement. This course is designed to teach the value of both urban nature and wilderness experiences and the knowledge and skill necessary for enjoyable and safe basic hiking and wilderness trips.

**PWB 115-BI Cultivating Well-Being** (1 credit hour)
This hands-on gardening course will empower students to make healthy food choices while learning how gardening can improve well-being. Students will be challenged to think about where food comes from, how to grow healthy foods at home, and the role gardening can play in a lifetime of well-being.

**PWB 124-PE Basketball** (1 credit hour)

**PWB 125-PE T'ai Chi** (1 credit hour)
T'ai Chi is a traditional Chinese system of stress relief and exercise rooted in the martial arts. Recognizing and relieving stress in conjunction with increasing strength, balance, and coordination contribute to body and mind development. This balanced approach to wellness promotes good health, encourages lifespan physical activity, and an overall quality of life.
PWB 126-PE Buda Khi (1 credit hour)
Buda Khi is a unique combination of aerobic, muscular strength, and flexibility training that combines martial arts with overall physical conditioning. The purpose of this course is for students to develop physical, mental, and emotional productivity that will enhance confidence and motivation that contributes towards health, wellness, and individual goal achievement.

PWB 129-PE Strength and Conditioning (1 credit hour)
This course is designed to provide an educational supervised weightlifting environment, which allows students to gain strength, basic knowledge of weight training principles, lifting techniques, and training strategies.

PWB 131-PE Beginning Pickleball (1 credit hour)
This course is designed for the novice, intermediate, or advanced beginner Pickleball player to develop competent or proficient Pickleball skills, and to develop confidence in the game of Pickleball that students can enjoy across a lifespan. The students will also learn to apply rules, regulations, and courtesies of Pickleball governed by the United States of America Pickleball Association (USAPA) and the International Federation of Pickleball (IFP).

PWB 140-MU Marching Band (1 credit hour)
Butler University’s Marching Band has a dual role in providing quality spirited performances on behalf of the University, and in the development of its member’s musicianship, movement skills, and personal wellness. The objective of this course is to develop and instill in its members a lifelong love of music making and the development of good habits of personal wellness and physical activity.

PWB 141 Cheerleading (1 credit hour)
This course is designed to advance the overall well-being for members of the Butler cheerleading squad. Cheerleading is a sport-related activity that requires proficient gymnastics, tumbling, and rhythmic skills for individuals and groups. Emphases will be on skillful performance, sufficient levels of health-related physical fitness, application of fitness principles, proper nutrition, safety, interpersonal relationships, and community awareness that contribute to the centrality of health, wellness and the pursuit of a good life.

PWB 166 Intercollegiate Athletics (1 credit hour)
This course is designed to advance sport-specific knowledge, optimal skill levels, health and motor performance fitness, and personal wellness towards sustaining a health-enhancing and physically active lifestyle.

PERSPECTIVES IN THE CREATIVE ARTS (PCA)
PCA 200-ART Introduction to Visual Art (3 credit hours)
This course combines the study of visual art (art history, art criticism, and aesthetics) with studio art experience (the elements of art and the principles of design put into practice). A wide variety of media are considered, including those sometimes termed popular culture: film, television, advertising art, and web design in addition to more traditional forms such as painting and sculpture. Students develop a critical awareness of art and develop a vocabulary with which to describe their own and others’ work. The coursework primarily comprises class discussion, written assignments, and creative projects. Art + Design majors are not eligible for enrollment.

PCA 202-ART Introduction to Art History (3 credit hours)
Through a series of case studies, this course examines the importance of art as cultural expression across time and from a global perspective. The course introduces art through formal
elements, medium, historical context, and themes. Students will analyze the style, subject, and patronage of works of art, and will explore art’s relationship to religion, ideology, society, economy, gender and racial identities, and the interaction of cultures. Case studies will include painting, sculpture, architecture, design, printmaking, photography, among others. The course also incorporates mandatory assignments and activities related to a local museum, for example, the Indianapolis Museum of Art at Newfields.

**PCA 232-EN Seeing the World & the Self (3 credit hours)**
Over the past two decades, critics, publishers, and readers have celebrated the growth of a field of writing known as “creative non-fiction.” Among the forms of creative non-fiction, none are more popular than those that allow the writer to tell the story of his or her own experience. Students will read memoirs, personal essays, autobiographies, and travel writing. We will experiment writing in and about each of these forms.

This course helps students develop cognitive and affective appreciation for the process and products of artistic creation. Students will participate actively in the creation of an artistic product and reflect on the nature and sources of aesthetic value. This course is designed to develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

**PCA233-EN Storycraft: A Good Scary Story (3 credit hours)**
As Stephen King writes in Danse Macbre, “the work of horror is not interested in the civilized furniture of our lives” (4). Yet people are interested in horror, it litters Amazon.com in myriad lengths and forms, and populates theaters, VOD, and the bargain bins at big box stores. But much of what is out there can come up wanting for any number of reasons, and it’s the aim of this course to develop your appreciation for written and cinematic horror, and use that development as a way to crafting “good scary stories.” We’ll cover the basics of the horror genre, develop and practice with a set of tools to use these elements in our own work, and share and revise our own efforts in this wildly popular genre. A note about the content here; Horror has many forms and its content’s power is varied. What bothers one may not bother another. If the thought of dealing with terrifying or troublesome subject matter creates problems for you, then maybe this course is not a good choice.

**PCA 241-MU Music in Action (3 credit hours)**
The arts are a fundamental expression of the human condition, and as such, a key element in developing an understanding of cultures. This course provides both an historical overview of music and its development within Western civilization as well as an exploration of what gives music its meaning and emotional charge. Students will examine and discuss music from a variety of historical periods; attend live performances; participate in written exercises and class activities relating music to the sociocultural environment in which it was created; investigate the lives and ideas of leading composers and artists; and engage in creative projects.

**PCA 242-MU Music Ensemble (3 credit hours)**
This course provides PCA credit for participation in the Butler University music ensembles. In addition to the requirements for the music ensemble, this course includes written assignments in an online module that focus on developing context for the pieces being studied and formal reflective practice.
PCA 255-TH Theatre: The Actor’s Perspective (3 credit hours)
Students will learn about the actor’s process through a series of acting exercises culminating in performance. Visiting artists will contextualize the students’ acting work as it relates to other aspects and forms of theatre. Acting experience is not necessary, but a willingness to participate during each class session is!

PCA 262-CLA Greek Art & Myth (3 credit hours)
In ancient Greece, mythology and myth-inspired art helped people process their lived experiences, communicate their ideas and beliefs, and explain their world. This class will explore the intersection of Greek myth and art while considering the many ways these two media have been used to convey meaning over time, particularly through various art forms. Close attention will be given to: the reception of myth and artistic renderings of myth that illuminate contemporary issues of social justice; critiques of traditional & contemporary readings of ancient stories; and the diversity of experiences and perspectives myth can encompass.

PCA 263-RL The Bible and Music (3 credit hours)
This course explores the intersection of the Bible and music, focusing on musical settings of Biblical texts across a range of time periods and cultures, from synagogue and church chanting, through classical music, to jazz and rock.

SOCIAL WORLD (SW)
SW 200-SO Understanding Society: Race & Ethnicity-Sociological Perspective (3 credit hours)
This course is designed for students interested in understanding how racism affects our social institutions and interactions. We will take a close look at prejudices and myths about race and our own beliefs, behaviors, and biases. During the semester, case studies and readings will be used to help students understand ethnic relations and the unique creation of race within societies. Issues of inequality as related to institutions will be discussed along with ethnic values and socialization.

SW 200-SO Understanding Society: Health & Illness-Sociological Perspective (3 credit hours)
In this course students will use a sociological perspective to examine American life and culture, honing their abilities to link the seemingly mundane experiences of life in the U.S. to sociological understandings of individuals and societies. Specifically, students will learn what it means to think sociologically and how sociology is “done” before turning to a number of topics that explore our contemporary world.

SW 200-SO Understanding Society: Environment and Society (3 credit hours)
In this course students will learn to develop and apply their sociological imaginations in order to better understand the interconnections between themselves, social interactions, institutions, and the social and natural worlds through examinations of the connections between society and the environment. Social systems and environmental systems are deeply connected. Social systems impact and alter environmental systems, while at the same time environmental systems shape social formations and social processes. Throughout the course we will use cases of society-environment interconnections to explore various social theories, methodologies, and core sociological concepts including culture, socialization, social change/stability, social structures and institutions, political-economy, social movements, and others.
SW 215-AN Being Human—Anthropological Approaches to Life and Meaning (3 credit hours)
Cultural anthropology is a discipline focused on how humans create meaning, forge alliances, and assert differences. This course allows students to explore conceptual, theoretical, methodological, and ethical issues central to the anthropological study of what it means to be human and make meaning in the world.

SW 220-EC The Economy and Society (3 credit hours)
This course examines important concepts of microeconomics and macroeconomics and analyzes issues such as energy prices, prescription drug costs, pollution, and globalization of markets using these concepts. It explores how economic life is intertwined with a society’s culture, politics, values, and history. Further, it considers the limitations of the economic methodology to place economics in a context with the other social sciences.

SW 223-GWS Resistance for Social Change (3 credit hours)
Civil rights, social movements, resistance, and liberation are the subjects of this course. We will examine the ways in which such minoritized populations as people of color, women, the LGBT-identified, and the poor have demanded rights and responsibilities.

SW 242-PO Introduction to U.S. Politics (3 credit hours)
This course is an introduction to the study of the United States government. Fundamentally, this class is about how we evaluate the quality of American democracy. To do so, we first will focus on the normative debates and values that helped shape the foundations of our democracy. We then will explore how and to what extent mediating and political institutions reflect the attitudes and behavior of individual Americans. By the end of the course, students will have a deeper understanding of, and the ability to better navigate, the American political system.

SW 250-PS Psychological Inquiry (3 credit hours)
An introduction to the general principles and facts of behavior, cognition, and emotion as established by the methods of social science.

SW 260-RL Religions, Cults, (In)Tolerance (3 credit hours)
A basic introduction to the religions and religious communities of Indianapolis, and an exploration of prominent issues and themes related to our city’s (and our country’s) increasing religious diversity.

SW 266-CCM Media Literacy (3 credit hours)
This course is an exploration of the cultural implications of electronic media. Through systematic analysis of the grammar of mediated messages, students develop sensitivity to and a critical understanding of the interplay between popular culture and electronic media, i.e.; how mediated messages influence our lifestyles, attitudes and values and reflect who we are.

SW 270-IS Understanding Global Issues (3 credit hours)
The course addresses the intensification of globalization during the first decade of the 21st century. It introduces students to contemporary issues related to globalization.

SW 275-BI Mental Illness: Biological, Psychological, and Sociological Perspectives (3 credit hours)
Mental illness affects nearly one fourth of adults and involves both biological and social influences. This team-taught, interdisciplinary course will explore mental illness from biological,
psychological, and sociological perspectives, including the methods used by researchers in each of these fields and the experiences of patients with mental illness.

**SW 280-ST Science and Society: Hunger and Obesity** (3 credit hours)
Why do we eat what we eat? Why are food-insecurity and obesity both growing problems in the United States? What are food deserts, and how/why do they form? Why do we need food stamp programs? What are the consequences of industrializing and globalizing systems of food production? This course will begin to answer these and other questions through critical readings, reflections, and discussions of important texts and ideas in the area of food studies. Students will develop their abilities to think critically about how food production and consumption has significant human health, societal, and environmental consequences.

**TEXTS & IDEAS (TI)**

**TI 200-CLA Roman Perspectives: Roman Perspectives Among the Ruins** (3 credit hours)
This course will examine civic engagement in the Roman world, both as a pagan and Christian capital for the West. We will undertake this investigation by looking at a variety of original sources translated into English. As we examine the texts of these authors, we will also have the opportunity to think about how the ideas of the ancient Romans have influenced cultures from Britain, France, and Spain in the West to the shores of North Africa to the civilizations of the Eastern Mediterranean.

**TI 201-CLA Ancient Greek Perspectives** (3 credit hours)
An examination of areas of ancient Greek culture. Sources include texts of poetry, history, drama, law, medicine, and philosophy, as well as works of art. Themes will vary depending on the professor. Possible themes: deep thinking and free thinking, participating in democracy, gender roles, warfare, and empire.

**TI 204-HST Questions in History: People’s History of U.S. War** (3 credit hours)
The history of warfare is often considered through the narrow lens of military engagement or diplomacy. Yet waging war requires vast mobilization of people, labor, and resources, and it often re-makes important social categories of belonging and exclusion in the process. This course examines the people’s history of modern U.S. war-making from the 1898 Spanish-American War through the War on Terror. We consider themes such as soldiers and citizenship; racializing the enemy and the home front; and gender and war. Bringing more people into the story of war-making requires different kinds of texts: we use comics, photographs, films, literature, and even material objects like clothing to analyze how war-marking has been a transformative social process in modern U.S. history.

**TI 204-02-HST Questions in History: Tourism in the Americas** (3 credit hours)
This course combines historical and anthropological methods to investigate how the near-universal experience of travel and tourism allows different types of encounter, across lines of race, class, gender, nationality, and politics. Students learn about how national governments use tourism to construct nationalism and patrimony, and how licit and illicit activities have fueled enduring myths and stereotypes.

**TI 208-HST Chinese Civilization** (3 credit hours)
This course offers a broad survey of the history of China. It is intended to provide students with a basic introduction to the culture, society, politics, philosophies, and religious practices that constituted Chinese civilization. As Chinese civilization is roughly 5,000 years old, this course approaches its subject thematically and historically. It seeks to build connections across
disparate periods and epochs by stressing continuity in Chinese history, while also paying close attention to the many ways that China has changed.

**TI 210-EN Inquiries in American Literature and History 1** (3 credit hours)
This course will be organized around a theme in early American literature, and thereby seek to increase students’ understanding of major works, authors, and literary movements of the period. Texts for the course will come primarily from the period up to the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes.

**TI 211-EN Inquiries in American Literature and History 2** (3 credit hours)
This course will be organized around later American literature, and thereby seek to increase students’ understanding of major works, authors, and literary movements of the period. Texts for the course will come primarily from the period after the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes.

**TI 211-EN Inquiries in American Literature and History 2: Introduction to African-American Literature** (3 credit hours)
This course will introduce students to the most important writers and texts in the African-American literary canon, from 1850 to the present, including Frederick Douglass’s *Narrative*, Zora Neale Hurston’s *Their Eyes Were Watching God*, *The Autobiography of Malcolm X* and others.

**TI 212-EN Inquiries in British Literature and History 1** (3 credit hours)
This course will be organized around early British literature, and thereby seek to increase students’ understanding of major works, authors, and literary movements of the period. Texts for the course will come primarily from the period up to 1800, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes.

**TI 215-EN Theory, Culture, Criticism: Introduction to Cultural Studies** (3 credit hours)
How did we get to be who we are? Where did we get our tastes in clothes, food, music, and art? How about our sense of what’s logical, natural, and believable? This course is an introduction to cultural studies: a critical, theoretical, interpretive, and interdisciplinary way to understand our world and our place in it. Cultural studies is a disciplinary practice that attempts to unravel our assumptions about how we interact with our “culture” by interrogating the personal and political implications of what we experience as “everyday life.” In this course we will study historical and philosophical writings and learn the theoretical tools that cultural studies has developed in order to read cultural texts such as film, music, and popular culture.

**TI 239-HST Exploring Latin America** (3 credit hours)
This course presents a different vision of America, that is, the America situated south of the border from the United States. Using an array of primary sources (including literary texts and visual materials), it introduces students to the history of Latin America since its independence.

**TI 204-HST People’s History of U.S. War** (3 credit hours)
The history of warfare is often considered through the narrow lens of military engagement or diplomacy. Yet waging war requires vast mobilization of people, labor, and resources, and it
often re-makes important social categories of belonging and exclusion in the process. This course examines the people's history of modern U.S. war-making from the 1898 Spanish-American War through the War on Terror. We consider themes such as soldiers and citizenship; racializing the enemy and the home front; and gender and war. Bringing more people into the story of war-making requires different kinds of texts: we use comics, photographs, films, literature, and even material objects like clothing to analyze how war-marking has been a transformative social process in modern U.S. history.

**TI 243-PL Knowledge and Reality** (3 credit hours)
Fundamental philosophical questions about knowledge and reality will be studied through the analysis of classical and contemporary texts. Topics may include skepticism, the relationship between faith and reason, the nature of mind, free will, the nature and existence of the external world, and the nature and existence of God.

**TI 244-PL Ethics, the Good Life, & Society** (3 credit hours)
Fundamental philosophical questions about right conduct, virtues and vices, the good life, and social policy will be examined on the basis of classical and contemporary texts. Topics include issues of personal and social ethics, such as forgiveness, tolerance and hate speech, abortion, animal rights, and world poverty. Theories of justice, human rights, and meta-ethical topics may also be covered.

**TI 250-RL Religions of the World** (3 credit hours)
An introduction to the texts, practices, and ideas of the world's major religious traditions, including Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, Islam, and the indigenous traditions of Africa and the Americas.

**TI 251-RL The Bible** (3 credit hours)
Introduction to the content, historical context, methods of study, religious ideas, and cultural influence of the Jewish and Christian scriptures.

**TI 270-TH The American Family in Drama** (3 credit hours)
The course will examine various views of family relationships through the study of American plays from the 20th and early 21st centuries.
**HONORS FIRST YEAR SEMINAR (HN)**

**HN 110 Breaking Bad (4 credit hours)**
Breaking bad or “behaving violently without a reason” implies violence is prompted by either sane or insane impulses. Inspired by the ambiguity of “breaking bad,” we will explore intersections of crime and madness. We will examine artworks featuring issues of guilt, justice, abnormality, and deviance to uncover particular and universal social commentaries on moral values and community constructs. Focusing primarily on written and visual German and American texts from the 18th century to the present, multidisciplinary fields will inform our interpretations. Students will have the opportunity to incorporate their own interests within a wide range of topics including “men behaving beastly” (animal studies), “wild women”--vamps and hysteric (gender issues), “gang mentality” (sociology), “surveillance” (I.T.), and “mass paranoia” (politics). This course will assist students in the development of the necessary communicative skills to read critically, to write analytically and creatively, and to express ideas clearly and persuasively.

**HN 110 Call of the Wild: Nature, Nurture, & Justice (4 credit hours)**
Drawings of horses, stags, and bulls on the caves of Lascaux illustrate that animals have captured the human imagination since the dawn of the Paleolithic era as food, workers, companions, and fellow warriors: our path to modernity tells the tale of a relationship paradoxically fraught with violence and affection. The intensity of this primordial fascination erupted with new vehemence in the nineteenth century as discussions of transmutation (what became evolution) destabilized the fragile line distinguishing man and beast. The burgeoning fields of anthropology, psychology, and criminology bolstered by the convergence of biology, zoology, and economics chart the birth of a surprisingly rigid taxonomy of class, race, sex, and gender whose legacy still governs our conversations about which lives matter. This First Year Seminar adopts an interdisciplinary approach to how questions of animals, animality, nature, nurture, and justice developed across generic and national boundaries. In addition to the controversial writings of Descartes, Darwin and Lombroso, texts include Edgar Allen Poe’s *The Murders in the Rue Morgue*, Anna Sewell’s *Black Beauty*, Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, Jack London’s *The Call of the Wild*, and D.W. Griffith’s *Birth of a Nation*, F.W. Murnau’s *Nosferatu*, Ava DuVernay’s *13th*, and Richard Wright’s *Native Son*.

**HN 110 Confronting Fascism (4 credit hours)**
In this year-long course, we will examine the rise of fascist movements in the 1920s and 30s through works of history, literature and philosophy. In the fall semester, we will focus on the Spanish Civil War and the rise of the dictator Franco. In the spring, we will focus on Nazism and its aftermath. In both semesters, we will consider similarities between these movements and more recent political developments in the U.S. and Europe, with particular attention to the ways in which lessons learned from the past might inform the present. Reading for the course will include work works by Plato, Orwell, Hemingway, Arendt, Octavia Butler, Volker, and Ullrich.

**HN 110 Homo Ridens: Comedy and the Human Experience (4 credit hours)**
Comedy has been an essential part of the human experience throughout time. Aristotle believed that laughter marked the moment when a baby became truly human. We find comedy from antiquity to today in every corner of the globe. In this year-long course, we will look at comedies from ancient Greece and Rome, medieval Japan, modern Europe, and the United States. As we do, we will seek to understand how culture influences comedy and how comedy helps us to think more critically about society.
HN 110 Women Writing the World (4 credit hours)
This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills through an investigation of contemporary women’s literature written in a variety of global cultures. Through contemporary literary texts, the course will explore women’s perspectives on current issues influencing women’s sense of self, relationships, worldviews, opportunities, and challenges; we’ll consider the ways that sexual politics intersect with the politics of race, class, ethnicity, sexual orientation, nationality, and other markers of difference. By examining literary texts and other cultural materials, we’ll consider possibilities for understanding and changing the cultural, political, and social systems that define women in the world.

CENTER FOR ACADEMIC SUCCESS AND EXPLORATION

LEARNING COURSES (LC)
LC 100 Strategies for Success (1 credit hour)
This course is designed to offer tools and techniques to enhance academic success at the college level. Topics may include time and self-management, effective classroom strategies, goal setting, and academic planning. The course will involve discussion and reflection on the proven strategies for creating greater academic, professional, and personal success. Pass/Fail.

LC 103 Exploratory Studies (2 credit hours)
This course is specifically designed for first-year Exploratory Studies majors. Decision-making, self-assessment, academic exploration, and career planning are the foundational components. The course encourages students to reflect upon assessments, personal values, skills, interests, and decision-making styles while being exposed to various academic fields of study. Students apply this knowledge to investigate suitable career options.