

# Humanities, Arts, and Social Sciences

## Program Description

As the twenty-first century unfolds, individuals, communities, and nations face major challenges in energy, natural resources, and the environment. While these challenges demand practical ingenuity from engineers and applied scientists, solutions must also take into account social, political, economic, cultural, ethical, and global contexts. Mines students, as citizens and future professionals, confront a rapidly changing society that demands core technical skills complemented by flexible intelligence, original thought, and cultural sensitivity.

Courses in Humanities, Arts, and Social Sciences Department (HASS) expand students' professional and personal capacities by providing opportunities to explore the humanities, social sciences, and fine arts. Our curricula encourage the development of critical thinking skills that will help students make more informed choices as national and world citizens – promoting more complex understandings of justice, equality, culture, history, development, and sustainability. Students, for example, study ethical reasoning, compare and contrast different economies and cultures, develop arguments from data, and interrogate globalization. HASS courses also foster creativity by offering opportunities for self-discovery. Students conduct literary analyses, improve communication skills, play music, learn media theory, and write poetry. These experiences foster intellectual agility, personal maturity, and respect for the complexity of the world.

## Undergraduate Minors

At the undergraduate level, Humanities, Arts, and Social Sciences offers minors in Culture, Creativity, and Communication; Environment and Sustainability Studies; Global Politics and Society; Music, Audio Engineering, and Recording Arts; and an Individualized Undergraduate minor. See the minor tab for details.

## Graduate Degree and Programs

At the graduate level, Humanities, Arts, and Social Sciences offers a 30-hour degree in NREP, Natural Resources and Energy Policy. It also offers graduate certificates and graduate minors. See the graduate catalog for details.

## Hennebach Program in the Humanities

The Hennebach Program in the Humanities, supported by a major endowment from Ralph Hennebach (CSM class of 1941), sponsors a regular series of Visiting Professors and the general enhancement of the humanities and social sciences on campus. Recent visiting professors have included scholars in Classics, Creative Writing, Environmental Studies, Ethics, History, Literature, Philosophy, and Social Theory as well as the interdisciplinary fields of Environmental Policy and Science, Technology, and Society Studies. The program is dedicated to enriching the lives of both students and faculty through teaching and research, with visiting scholars offering courses, giving lectures, conducting workshops, and collaborating on projects. The Hennebach Program creates opportunities for meeting the needs of undergraduate students who would especially benefit from more focused study in the humanities that would appropriately complement technical degree curricula.

## Undergraduate Humanities and Social Science

### Educational Objectives

In addition to contributing to the educational objectives described in the Mines Graduate Profile and the ABET accreditation criteria, the coursework in the department of Humanities, Arts, and Social Sciences is designed to help students develop the ability to engage in life-long learning and recognize the value of doing so by acquiring the broad education necessary to

1. Understand the impact of engineering solutions in contemporary, global, international, societal, political, and ethical contexts.
2. Understand the role of Humanities and Social Sciences in identifying, formulating, and solving engineering problems.
3. Prepare to live and work in a complex world,
4. Understand the meaning and implications of "stewardship of the Earth."
5. Communicate effectively in writing and orally.

### PRIMARY CONTACT

Humanities, Arts, and Social Sciences Department  
<https://hass.mines.edu/>

## Culture and Society

Culture and Society courses provide cultural and social perspectives to advance students' understanding of the contemporary, global world. These courses help students contextualize scientific and technical knowledge and practice to better understand their potential impacts on people, organizations, the economy, and the environment. Culture and Society courses also enhance students' abilities to communicate, explore diverse perspectives, and grapple with ethics and professional responsibilities. Ultimately, these courses provide the opportunity for students to explore what it means to be human in an interconnected world.

The 9 credits of mid-level and 400-level CAS electives must meet the following requirements:

- At least 3 credits must be at the 400-level.
- At least 3 credits must have a HASS course code.
- No more than 6 credits can have the LIFL (Foreign Languages) course code.
- Courses with the LIMU (Music) course code cannot be used to satisfy this requirement.
- HASS498 special topic courses can be used to satisfy this requirement. #EBGN498 and #EDNS498 special topic courses will be determined to satisfy this requirement on a course-by-course basis, and that determination will be made prior to the beginning of the term the course is offered.
- Except for foreign languages, no AP or IB credit can be used to meet this requirement. (AP/IB credits will be applied as free electives.)
- Single majors in Economics cannot use courses with the EBGN course code to satisfy this requirement.

## Music (LIMU)

Courses in Music do not count toward the Culture and Society restricted-elective requirement, but may be taken for **free elective credit only. A maximum of 3 semester hours of concert band, chorus, physical**

**education, athletics, or other activity credit combined may be used toward free elective credit in a degree-granting program.**

## Foreign Language (LIFL)

Typically, three foreign languages are taught through the department. In order to gain basic proficiency from their foreign language study, students are encouraged to enroll for two semesters in whatever language(s) they elect to take. **No student is permitted to take a foreign language that is either his/her native language or second language.**

## Culture and Society Electives

HASSXXX	All courses with the HASS prefix are eligible for CAS credit	
LIFLXXX	All LIFL courses are eligible for CAS (midlevel) credit	
HNRSXXX	All HNRS courses are eligible for CAS credit (see your advisor)	
<b>Economics and Business Courses approved for CAS credit</b>		
EBGN201	PRINCIPLES OF ECONOMICS	3.0
EBGN301	INTERMEDIATE MICROECONOMICS	3.0
EBGN302	INTERMEDIATE MACROECONOMICS	3.0
EBGN310	ENVIRONMENTAL AND RESOURCE ECONOMICS	3.0
EBGN320	ECONOMICS AND TECHNOLOGY	3.0
EBGN315	THE ECONOMICS OF STRATEGY	3.0
EBGN330	ENERGY ECONOMICS	3.0
EBGN340	ENERGY AND ENVIRONMENTAL POLICY	3.0
EBGN430	ECONOMICS OF INTERNATIONAL ENERGY MARKETS	3.0
EBGN434	PROPERTY RIGHTS AND NATURAL RESOURCES	3.0
EBGN435	ECONOMICS OF WATER RESOURCES	3.0
EBGN437	REGIONAL ECONOMICS	3.0
EBGN441	INTERNATIONAL ECONOMICS	3.0
EBGN443	PUBLIC ECONOMICS	3.0
EBGN470	ENVIRONMENTAL ECONOMICS	3.0

### Engineering, Design, and Society courses approved for CAS credit

EDNS220	PROBLEM FRAMING & STAKEHOLDER ENGAGEMENT	
EDNS315	ENGINEERING FOR SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	
EDNS477	ENGINEERING AND SUSTAINABLE COMMUNITY DEVELOPMENT	
EDNS478	ENGINEERING AND SOCIAL JUSTICE	3.0
EDNS479	COMMUNITY-BASED RESEARCH	3.0

### Other courses approved for CAS credit

MNGN335	COMMUNITIES AND NATURAL RESOURCE DEVELOPMENT	3.0
PEGN430	ENVIRONMENTAL LAW AND SUSTAINABILITY	
SCED333	EDUCATIONAL PSYCHOLOGY AND ASSESSMENT FOR EDUCATIONAL LEADERSHIP	

SCED363	DYNAMIC TEACHING: LEADING CLASSROOMS AND TEAMS THROUGH MOTIVATION, MANAGEMENT, AND DIFFERENTIATION
SCED415	SCIENTIFIC PRACTICES AND ENGINEERING DESIGN AND THE NATURE OF SCIENCE: LEADERSHIP AND INNOVATION

## Minor Programs

The Department of Humanities, Arts, and Social Sciences Studies (HASS) offers five minor programs. Students who elect to pursue a minor **usually** will satisfy the Culture and Society (CAS) requirements; however, the Music Technology ASI will not satisfy these requirements. Students will need to use free elective hours to complete a minor.

A minor requires a minimum of 18 credit hours; an area of special interest (ASI) requires a minimum of 12 credit hours. No more than half the credits to be applied toward a Humanities, Arts, and Social Sciences minor or ASI may be transfer credits. The Humanities, Arts, and Social Sciences undergraduate faculty advisor must approve all transfer credits that will be used for a Humanities, Arts, and Social Sciences minor or ASI.

The student must fill out a Minor/Area of Special Interest Declaration (available in the Registrar's Office) and obtain approval signatures from the student's Mines advisor, from the head or director of the student's major department or division, and from the Humanities, Arts, and Social Sciences faculty undergraduate advisor. Students should consult the listed program directors for the specific requirements of each minor.

The available minors or ASI's are listed below with their program directors.

- Culture, Creativity, and Communication (CCC), Paula Farca and Seth Tucker;
- Environment and Sustainability Studies (ESS), Tina Gianquitto;
- Global Politics and Society (GPS), Derrick Hudson;
- Music, Audio Engineering, and the Recording Arts, Jonathan Cullison;
- Individualized Minor, Sandy Woodson;
- Area of Special Interest in Music Technology, Bob Klimek

### HASS100. NATURE AND HUMAN VALUES. 3.0 Semester Hrs.

Equivalent with

CSM191, CSM192, HNRS105, HNRS115, HNRS198A, LAIS100, Nature and Human Values (NHV) is a writing-intensive course, workshop, and discussion seminar that focuses on ethics and inquiry and uses humanities perspectives to examine big questions about the interdependence of human life, society, and the environment. The class links personal, professional, and environmental ethics to engineering, energy, and emerging technologies. Written and oral communication are stressed as a crucial component of professional and civic dialogue, while encouraging critical reading, thinking, and conversation about students' ethical obligations as world citizens with broader moral, social, and environmental responsibilities to stakeholders. The culminating research paper asks that students consider the ethical dimensions of their arguments within science and engineering contexts while engaging different viewpoints, evaluating sources, and supporting an original position. 3 hours seminar; 3 semester hours. Prerequisites: None. Corequisites: None.

### Course Learning Outcomes

- Demonstrate understanding of major ethical theories and concepts and apply them to current and past debates on technology, resource use, and environmental issues.
- Read and think critically about course reading assignments and lecture topics; discover personal biases and values, diverse perspectives, and rhetorical strategies.
- Construct original written and oral arguments about course topics that are supported by relevant experts and accurately cited evidence.
- Find and employ relevant research to writing assignments on engineering, ethics, and the environment; consistently and correctly cite use of sources in-text and in bibliographies.
- Develop clear, readable, grammatical written work through a process of drafting and revision to produce strong summaries, analyses of texts, and researched arguments.
- Demonstrate understanding of the impact of engineering and applied science in social, ethical, and environmental contexts.
- Develop habits of mind while completing the coursework, such as curiosity, openness, engagement, creativity, persistence, responsibility, academic integrity, flexibility, and metacognition to help in a variety of learning contexts.

#### **HASS101. ACADEMIC ENGLISH PROFICIENCY. 3.0 Semester Hrs.**

Academic English Proficiency will help non-native English speakers understand and apply advanced reading and writing skills required for success at the university level. Working with content from a wide range of academic and professional disciplines, students will master advanced grammar, inference, analysis, and vocabulary. The course will teach students how to incorporate complex sentence structure, diverse clauses, and word forms to improve their composition abilities in multiple writing contexts. To support these components, students will also improve their reading fluency and comprehension through academic texts specifically chosen to engage English language learners. Content and coursework will promote critical thinking and responses in English. Overall, students will learn about the cultural expectations associated with academic writing in American universities.

#### **Course Learning Outcomes**

- Construct and incorporate appropriate tenses and advanced grammar including, but not limited to, passive vs. active voice, subject-verb agreement, and conditional clauses.
- Understand American collegiate expectations and culture.
- Understand intellectual property and apply this concept to appropriate source citation.
- Accurately interpret oral and written information for research purposes.
- Integrate sources using reporting verbs and rhetorically correct vocabulary.
- Use adverbials, tense agreement and other linking techniques to improve cohesion in academic papers.
- Incorporate academic vocabulary and evaluate appropriate word choice and form.
- Read fluently and accurately by understanding inference and context.

#### **HASS110. NHV Writing Proficiency. 3.0 Semester Hrs.**

#### **HASS111. NATURE AND HUMAN VALUES SHORT FORM. 2.0 Semester Hrs.**

Nature and Human Values will focus on diverse views and critical questions concerning traditional and contemporary issues linking the quality of human life and Nature, and their interdependence. The course

will examine various disciplinary and interdisciplinary approaches regarding two major questions: 1) How has Nature affected the quality of human life and the formulation of human values and ethics? (2) How have human actions, values, and ethics affected Nature? Themes will include professional ethics, environmental ethics, and ethics of justice. This course that will assess research skills and written argumentation and requires in-class discussion and written reflection on course content. Prerequisites: HASS110 or AP English score of 5.

#### **Course Learning Outcomes**

- Identify and explain the historical, social, and cultural contexts that influence professions in science, technology, engineering, and mathematics and examine the impact of such work on social, environmental, and ethical systems.
- Identify issues key to the future of STEM fields such as equity, implicit bias, climate change, and environmental racism and discuss these issues in a professional context..
- Analyze course reading assignments and lecture topics; (compare, contrast, and criticize); successfully interpret and demonstrate rhetorical strategies.
- Construct written and oral arguments about course topics that are supported by relevant experts and evidence.
- Find and employ relevant research to writing assignments; consistently cite use of sources in-text and in bibliographies.

#### **HASS125. BEGINNING DRAWING AND PAINTING. 1.0 Semester Hr.**

This course is designed to be a friendly, practical introduction to drawing, painting, charcoal and mixed media approaches to creating art. In this class students learn basic approaches to creating visual art, which include color theory, composition, observation, and different kinds of subjects, e.g., landscape. The class is open to all skill levels, but is designed for beginners. Prerequisite: None. Co-requisite: None.

#### **Course Learning Outcomes**

- Learn the basic elements of artistic compositions, e.g., sketching, color and value, shading and blending.
- Produce work using different media, e.g., pencil, charcoal, acrylic paint, found objects, paper, etc..
- Incorporate/evaluate feedback and coaching.
- Articulate and justify artistic vision.

#### **HASS198. SPECIAL TOPICS. 1-6 Semester Hr.**

Equivalent with LAIS198A,  
(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### **HASS1XX. HASS FREE ELECTIVE. 0-6 Semester Hr.**

Equivalent with LAIS1XX,

#### **HASS200. GLOBAL STUDIES. 3.0 Semester Hrs.**

Equivalent with LAIS200,SYGN200,  
Part of the Mines core curriculum until Spring 2025. Modern scientists and engineers operate in an increasingly interconnected world. This course is designed to enhance student capacity to understand, appreciate, and critically analyze the global contexts in which they will live and work. Course material examines the modern world through specific thematic lenses, with an emphasis on the major patterns of cultural, political, and/or environmental change. Students will develop original analysis through comparative empirical research on diverse societies and

regions, and will communicate this analysis orally and in writing. 3 hours lecture; 3 semester hours. Prerequisite: HASS100.

#### **Course Learning Outcomes**

- Examine and critically assess major cultural, political, and/or environmental patterns in the emergence of the modern world, with an emphasis on analytical comparisons across diverse regions and societies.
- Identify and evaluate relevant empirical evidence from selected fields of study, and create persuasive arguments linking this evidence to larger trends, concepts, and themes covered in class.
- Articulate and defend persuasive arguments related to the above subject matter, orally and in writing.

#### **HASS202. TECHNICAL COMMUNICATION. 3.0 Semester Hrs.**

Technical Communication introduces students to the written and oral communication of technical information, and prepares students for effective professional communication. The course covers workplace writing, such as memos, proposals, and reports, visual communication, best practices for layout and design, ethical practices in the workplace, multimodal communication technologies, and oral presentations. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

#### **Course Learning Outcomes**

- Rhetorical Adaptation (Apply/Analyze - Conceptual Knowledge) Apply rhetorical principles (audience, purpose, and context) to translate complex engineering data into accessible narratives for non-technical stakeholders, ensuring project buy-in and informed decision-making.
- Multimodal Document Design (Create - Procedural Knowledge) Design and produce a suite of professional technical documents (e.g., formal reports, white papers, or specifications) that integrate effective visual hierarchies and data visualizations to solve specific communication challenges.
- Ethical Advocacy & Risk Assessment (Evaluate - Conceptual/ Metacognitive Knowledge) Evaluate the ethical implications of communication choices—including data representation, accessibility (ADA compliance), and safety warnings—within real-world engineering case studies to prioritize public safety and professional integrity.
- Collaborative Project Management (Apply - Procedural Knowledge) Execute iterative project management workflows within a team environment, utilizing industry-standard tools for version control, peer review, and conflict resolution to deliver a high-stakes technical proposal.
- Multimodal Synthesis (Create - Procedural Knowledge) Synthesize technical findings into a creative multimodal format (such as an instructional video, interactive pitch deck, or digital prototype) that demonstrates both technical accuracy and creative engagement.
- Information Literacy & Synthesis (Analyze - Conceptual Knowledge) Analyze and curate diverse technical sources to synthesize evidence-based arguments, distinguishing between credible empirical data and biased information in the context of emerging engineering trends.
- Iterative Self-Reflection (Evaluate/Create - Metacognitive Knowledge) Assess personal growth and communication habits through a reflective digital portfolio, justifying how specific revisions made during the term align with professional industry standards and personal career goals.

#### **HASS215. FUTURES. 3.0 Semester Hrs.**

FUTURES invites students to envision possibilities around critical issues related to the future of science and engineering. It is central to the Mines core curriculum and encouraged during the first years at Mines. Guided by four instructors who share perspectives from a wide range of humanities, social science, and applied disciplines, students will explore future-oriented themes at the forefront of advances in science, engineering, technology and society, such as Energy Futures, Technology Futures, and Critical Resource Sustainability, among others. By the end of the course students will gain skills in integrating multiple perspectives and connecting them to their own interests and trajectory at Mines and beyond. Prerequisites: None. Co-requisites: None.

#### **Course Learning Outcomes**

- EXPLORATION: Explore and pursue academic interests and passions.
- VALUES IDENTIFICATION: Reflect on different learning experiences to integrate new learning with prior personal interests, needs, background, and prior experiences to enhance their own personal Mines journey and post-Mines career
- INTERDISCIPLINARY INTEGRATION: Integrate perspectives and tools from the sciences, engineering, design, business, humanities, arts, and social sciences to enhance disciplinary and professional awareness.
- BUILDING COMMUNITY & CONVERSATION: Collaborate effectively with and be supportive of communities and individuals with diverse perspectives, experiences, and backgrounds.
- DEFINE CHALLENGES & OPPORTUNITIES: Identify interconnections among technical and societal dimensions of problem identification and solution.
- PERSPECTIVE TAKING: Explore challenges from a variety of perspectives and through multiple representational modalities.
- FUTURE ORIENTATION: Practice envisioning future possibilities in science and engineering while using relevant foundational past and present knowledge.
- IMPACT POTENTIAL: Build skills around developing and refining products which contribute to impacting and creating the future.

#### **HASS220. INTRODUCTION TO PHILOSOPHY. 3.0 Semester Hrs.**

Equivalent with LAIS220,

A general introduction to philosophy that explores historical and analytic traditions. Historical exploration may compare and contrast ancient and modern, rationalist and empiricist, European and Asian approaches to philosophy. Analytic exploration may consider such basic problems as the distinction between illusion and reality, the one and the many, the structure of knowledge, the existence of God, the nature of mind or self. 3 hours lecture; 3 credit hours. Prerequisites: HASS100. Co-requisites: HASS215.

#### **HASS226. BEGINNING CLASS PIANO AND FUNDAMENTALS OF MUSIC. 3.0 Semester Hrs.**

Equivalent with LAIS226,

HASS 226 is a beginning keyboard class. Students learn to read music, develop fundamental keyboard skills, grasp basic music theory and history concepts, and understand the communal nature of music through ensemble preparation and public performance. Assessment will be based on class participation, written exams, student reflection papers, written and aural homework assignments, and public performances in class. The course will be a recommended, but not required, prerequisite for HASS 326 (Music Theory) and HASS 328 (Basic Music Composition and

Arranging). 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- All students will have a good grasp of how to read standard music notations in treble and bass clefs, and identify notes on the keyboard.
- All students will learn the basic techniques to perform simple piano music in C major, G Major, F Major, A Minor and D Minor keys.
- All students will acquire a solid understanding of "intervals" and "triads".

#### **HASS227. BEGINNING ORCHESTRAL STRINGS AND FUNDAMENTALS OF MUSIC. 3.0 Semester Hrs.**

HASS 227 is a beginning orchestral ensemble class. Students learn to read music, develop fundamental playing skills on one of four instruments available (violin, viola, cello, or bass), grasp basic music theory and history concepts, and understand the communal nature of music through ensemble participation and public performance. Assessment will be based on in-class peer and instructor critique, written exams, daily journal assignments, written, aural, and playing homework assignments, and public performances in class. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

- Read music fluently in a limited range.
- Develop fundamental applied playing skills on one of four instruments: violin, viola, cello, or bass.
- Play with physical freedom and ease in order to avoid long-term pain or injury.
- Understand basic music theory concepts related the the act of playing and the structure of notated music.
- Recognize, notate, and play back aural patterns.
- Be familiar with important historical events and figures for string instruments such as the evolution of the orchestra, formal classical Western music traditions, and a few folk traditions.
- Confidently play with accuracy and precision as an individual and also in small and moderately sized groups.

#### **HASS298. SPECIAL TOPICS. 1-6 Semester Hr.**

Equivalent with LAIS298A,

Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: HASS100. Corequisite: HASS200. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### **HASS299. INDEPENDENT STUDY. 1-6 Semester Hr.**

Equivalent with LAIS299A,

Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Prerequisite: HASS100. Corequisite: HASS200. Variable credit; 1 to 6 credit hours. Repeatable for credit.

#### **HASS2XX. HASS ELECTIVE. 0-6 Semester Hr.**

Equivalent with LAIS2XX,

#### **HASS300. INTERMEDIATE FICTION. 3.0 Semester Hrs.**

Equivalent with LAIS300,

(WI) Students will complete weekly exercises and read their work for the pleasure and edification of the class. The midterm in this course will be the production of a short story. The final will consist of a completed,

revised short story. The best of these works may be printed in a future collection. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

- Utilize a broad variety of literary sources to form and coherently express new ideas while evoking different types of themes, styles, and voice in their writing.
- Exemplify strong comparative reading and analysis skills.
- Articulate ideas in critical and creative assignments to improve high-level writing skills effective for a variety of purposes and audiences.
- Increase public speaking skills and effective communication styles suitable for professional presentations and group discussions.
- Craft fiction that shows a clear articulation of voice, metaphor, imagery, point of view, tension and immediacy, character development, description, diction and dialogue; build scenes, frame story, plot, and texture; illustrate an understanding of the shapes of fiction, Freytag's pyramid, and genre; learn how to craft allegory, allusion, understand archetypes, and demonstrate an awareness of audience and purpose, place, tone and economy. Show skill to create clarity and dénouement, structure, style, showing vs telling, symbolism, and subtly weave themes.

#### **HASS301. INTERMEDIATE POETRY WRITING WORKSHOP. 3.0 Semester Hrs.**

Equivalent with LAIS301,

(WI) This course focuses on reading and writing poetry and asks students to develop new approaches and skills that will translate into a public art. Students will learn many different poetic forms to compliment prosody, craft, lyric, and technique. Aesthetic preferences will be developed as the class reads, discusses, and models some of the great American poets. Weekly exercises reflect specific poetic craft tools, encourage the writing of literary poetry, and stimulate the development of the student's craft in poetry and compositional ability. The purpose of the course is to experience the literature and its place in a multicultural society, while students "try on" various styles and contexts in order to develop their own voice. 3 hours seminar; 3 credit hours. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- Utilize a broad variety of literary sources to form and coherently express new ideas while evoking different types of themes, styles, and voice in their writing.
- Exemplify strong comparative reading and analysis skills.
- Identify and analyze significant literary themes and poetry craft.
- Articulate ideas in critical and creative assignments to improve high-level writing skills effective for a variety of purposes and audiences.
- Increase public speaking skills and effective communication styles suitable for professional presentations and group discussions.
- Craft poetry that shows a clear articulation of voice, metaphor, imagery, point of view, tension and immediacy, character development, description, diction and dialogue; build scenes, frame poem, plot, and texture; illustrate an understanding of the shapes of poetry, Freytag's pyramid, and genre; learn how to craft allegory, allusion, understand archetypes, and demonstrate an awareness of audience and purpose, place, tone and economy. Show skill to create clarity and dénouement, structure, style, showing vs telling, symbolism, and subtly weave themes.

**HASS302. FOUNDATIONS IN CREATIVE WRITING. 3.0 Semester Hrs.**

(WI) This mid-level HASS course is a writing workshop for literary short fiction. Students will be asked to write two new pieces of short fiction while they are introduced to the major patterns of modern and contemporary masters of the story form, and students will be expected to show progress in their own approach to creative writing and creative cognition and revision. Students will peer-review and critique new works (and have their own work peer reviewed), using their new knowledge gained from discussion topics such as: contemporary literature versus genre fiction inquiries, new organizational approaches to fiction, plot, character, setting, and all the many aspects of craft in professional creative writing. Students will also examine the short story form from inception to contemporary approaches, focusing on clear and chronological narratives. Analysis of historical trends and change will also serve as a basis for developing student writing habits and strategies. Over the course of the semester, these subjects will be addressed through seminars discussion, readings, workshops, and in-class discussion and activities. The production of a short story. 3 hours seminar; 3 credit hours. Prerequisite: HASS100, HASS215.

**Course Learning Outcomes**

- Possess a growing understanding of the development, and craft approaches, for narrative theory and their own fiction writing.
- Expand skills in revision and editing.
- Discuss the ways in which major movements have impacted the development of the short fiction form from Chekhov to contemporary masters.
- Be able to think critically about contemporary short fiction and be able to analyze and review peer writing from this new perspective.
- Understand and mimic organizational theory and principles of short fiction and be ready to apply those strategies in written communication in their professional roles.
- Possess increased skills in academic research, creative inquiry, and analytical thought, developed in their own writing and in-class discussions.
- Communicate effectively and efficiently in groups and in front of large audiences.
- Apply these discovered writing and creative approaches to a number of different sub-genres and prepare a portfolio of revised work that demonstrates growth and ability.

**HASS305. AMERICAN LITERATURE: COLONIAL PERIOD TO THE PRESENT. 3.0 Semester Hrs.**

Equivalent with LAIS305,

This course offers an overview of American literature from the colonial period to the present. The texts of the class provide a context for examining the traditions that shape the American nation as a physical, cultural and historical space. As we read, we will focus on the relationships between community, landscape, history, and language in the American imagination. We concentrate specifically on conceptions of the nation and national identity in relation to race, gender, and class difference. Authors may include: Rowlandson, Brown, Apess, Hawthorne, Douglass, Melville, Whitman, James, Stein, Eliot, Hemingway, Silko, and Auster. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**Course Learning Outcomes**

- Construct arguments and original thought about literary texts by American authors.
- Propose evidence from literary works and scholarly sources to support arguments, claims, and ideas.

- Apply critical thinking to construct original arguments and original discourse orally and in writing.
- Apply concepts from class to real life and society.
- Create and design STEAM/artistic projects about issues related to American literature and society.
- Research and cite evidence of issues related to American literature and society, including scholarly sources.

**HASS307. EXPLORATIONS IN COMPARATIVE LITERATURE. 3.0 Semester Hrs.**

Equivalent with LAIS307,

This course examines major figures and themes in the modern literatures of Africa, the Caribbean, and Latin America. Reading, discussion and writing will focus on fiction and poetry representing Francophone, Arabic, and Hispanophone traditions within these world regions. Engaging these texts will foster understanding of some of the pivotal philosophical, political, and aesthetic debates that have informed cultural practices in diverse colonial territories and nation-states. Thematic and stylistic concerns will include imperialism, nationalism, existentialism, Orientalism, negritude, and social and magical realisms. Prerequisite: HASS100.

Corequisite: HASS215. 3 hours lecture; 3 semester hours.

**Course Learning Outcomes**

- Understand and formulate some of the pivotal literary movements and artistic debates that have shaped investigations of modernity and a range of major collective conflicts in Europe, the Middle East, Africa, and Latin America.

**HASS309. LITERATURE AND SOCIETY. 3.0 Semester Hrs.**

Equivalent with LAIS309,

Before the emergence of sociology as a distinct field of study, literary artists had long been investigating the seemingly infinite complexity of human societies, seeking to comprehend the forces shaping collective identities, socio-cultural transformations, technological innovations, and political conflicts. Designed to enrich recognition and understanding of the complex interplay of artistic creativity and social inquiry over time, this course compares influential literary and social-scientific responses to the Enlightenment, the Industrial Revolution, and other dynamic junctures integral to the forging of "modernity" and the volatile world we inhabit today. Prerequisite: HASS100. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

**Course Learning Outcomes**

- Understand and formulate some of the pivotal philosophical, political, and artistic movements and debates that have shaped social investigations of modernity in Europe and other world regions.

**HASS314. INTRODUCTION TO THEATRICAL IMPROVISATION. 3.0 Semester Hrs.**

This course is designed to advance students' comic, improvisational and ensemble acting skills as well as offering instruction in solo and group comedic material developed from improvisation. The course will culminate in a public performance of the material generated in class. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- Demonstrate introductory level abilities to improvise given various comic situations in short form.
- Analyze recorded and live comic performances through introductory-level skills to determine the structures of comedic dialogue, physical comedy, and sketch structure.

- Employ introductory-level acting and scene analysis skills in developing comic material.
- Create and write basic-level comic sketch material derived from in-class improvisation.
- Generate introductory-level performance material using knowledge of situation, plot, and character development.
- Evaluate the comic material of their peers via introductory level.
- Perform introductory-level material before a live audience as part of an ensemble.

**HASS315. MUSICAL TRADITIONS OF THE WESTERN WORLD. 3.0 Semester Hrs.**

Equivalent with LAIS315,

An introduction to music of the Western world from its beginnings to the present. Prerequisite: HASS100. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

**Course Learning Outcomes**

- Understand an overview of the history of Western music from the 1st century to the end of the 20th century
- Critically listen to and reflect upon musical examples from a wide variety of Western music contexts
- Compare and contrast musical examples based on the composers, time periods, and cultural contexts
- Inform your own listening and build connections from music of the past to current music

**HASS316. JAZZ AND AMERICAN POPULAR MUSIC. 3.0 Semester Hrs.**

This mid-level HASS course explores the American musical style called Jazz, as well as examines the evolution and development of popular music in America. The shared history, background, differences and similarities of these artistic areas will be examined for a deeper understanding of the impact they had in the modern world. Topics analyzed include: regional influences, evolution in thematic material, technological development, important artistic contributions, political and societal factors, and music as a product vs an art form. Analysis of historical trends and change will also serve as a framework for student opinions. Over the course of the semester, these subjects will be addressed through lectures, seminars, readings, and in-class discussion and activities. Students will develop their own analytical skills, which will be demonstrated in written opinion responses, in-class discussions, and musical analysis projects. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**Course Learning Outcomes**

- Will be able to discuss and explain the impact of changing technology in the music industry.(
- Will be able to discuss and utilize appropriate basic techniques and vocabulary common in the musical world
- Will be able to discuss and explain song form, rhyme structure, and genre idiosyncrasies common to the pop and jazz idioms.
- Will be able to recognize, explain and discuss key elements and important trends in contemporary musical styles.(
- Will be able to discuss and explain the impact of cultural change and evolution on contemporary music.(
- Will be able to actively and effectively listen and analyze modern music(

**HASS317. ACTING, LOCUTION & PUBLIC PERFORMANCE. 3.0 Semester Hrs.**

This mid-level HASS course focuses on locution, public speaking and acting through realism. Students will gain the confidence and exposure to present to a large audience. Improvisation, Character Work, Presentation, Monologue and Scene Work are the focus of this class. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- Through individual and group exercises, improvisations, monologues and scene studies, this class, eclectic in method, helps students develop their acting potential and sharpen their skills in interpreting scripts. Previous theatre study is not required.

**HASS318. THEATER TECHNOLOGY, PRODUCTION & PERFORMANCE. 3.0 Semester Hrs.**

This course is intended to give students a well-rounded and developed foundation in theatrical scenery, props, lighting, sound, and costuming, which will then be transferred into a final performance, showcasing the pathway of engineering technology into performance. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- Upon completion of the course, the student should understand Theatre Production basics coupled with an Engineering concept as a base. The student will receive a foundation of the stage and its equipment, theatre safety issues, tools and materials used and an idea of the design process. With a focus of design, group planning and group work, the student will acquire the skills to perform basic construction for scenery and props and the knowledge to assist with implementing lighting and sound designs. 3. Historical traditions and practices of theatre will also be included throughout the course of the semester.

**HASS319. INTRODUCTION TO VOICE, MOVEMENT AND IMPROVISATION IN PERFORMANCE AND PRESENTATION. 3.0 Semester Hrs.**

The class will cover techniques drawn from a wide variety of voice and movement philosophies including Linklater, Suzuki, Grotowski, Alexander, yoga, and others. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- This class will introduce students to a range of vocal and physical techniques for creative expression in performance. 2. Through a series of exercises, trainings, and performances, students will have the opportunity to reduce habitual tensions, connect their movement and voice to imagery and text, and increase the strength, flexibility, and dynamic of their voices and bodies in performance.

**HASS320. ETHICS. 3.0 Semester Hrs.**

Equivalent with LAIS320,

A general introduction to ethics that explores its analytic and historical traditions. Reference will commonly be made to one or more significant texts by such moral philosophers as Plato, Aristotle, Augustine, Thomas Aquinas, Kant, John Stuart Mill, and others. Prerequisite: HASS100. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

**HASS323. INTRODUCTION TO SCIENCE COMMUNICATION. 3.0 Semester Hrs.**

Equivalent with LAIS323,

This course explores the relationship between science and the public through an examination of science writing and communication on current

events. Students will study various forms of science communication, including essays, blogs, news segments, media clips, and radio programs in order to understand the ways in which science is communicated beyond the lab or university and into the public consciousness. Science writing often explores the human condition, reflects on hopes and worries about technology, and informs our collective knowledge about the world. Students will discuss the implications of this kind of communication, analyze breakdowns in communication through case studies, and write for peer and popular audiences, including turning a lab report into a short feature article and writing a science essay. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

**HASS324. AUDIO/ACOUSTICAL ENGINEERING AND SCIENCE. 3.0 Semester Hrs.**

Equivalent with LAIS324, Audio/acoustical engineering and science teaches concepts surrounding the production, transmission, manipulation and reception of audible sound. These factors play a role in many diverse areas, such as the design of modern music technology products, recording studios and loudspeakers, civil engineering and building design, and industrial safety. This course will explore and concepts of this field and the physics/mechanics that are involved, as well as aesthetic impacts related to the subject matter. Discussion of human anatomy and psycho acoustic phenomena are also presented. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

**Course Learning Outcomes**

- Explain and discuss headphone design and technical development
- utilize and be cognizant of noise control ordinances and OSHA regulation for future student workplaces
- diagram, explain, and protect the human hearing system.
- Participate in the redesign of a personal interior space for better acoustic results

**HASS326. MUSIC THEORY. 3.0 Semester Hrs.**

Equivalent with LAIS326, The course begins with the fundamentals of music theory and moves into more complex applications. Music of the common practice period (18th century) and beyond is considered. Aural and visual recognition of harmonic material is emphasized. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

**Course Learning Outcomes**

- Read and write musical notations with at least 90% accuracy - specifically intervals, chord inversions, figured bass, and rhythmic values
- Have the tools to configure standard chordal progressions in proper counterpoint that are at least eight measures long
- Decipher and discuss patterns within musics from various styles and cultures.

**HASS327. MUSIC TECHNOLOGY. 3.0 Semester Hrs.**

Equivalent with LAIS327, An introduction to the physics of music and sound. The course includes history of music technology from wax tubes to synthesizers and the construction of instruments and studio. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

**Course Learning Outcomes**

- Will be able to utilize multiple examples to discuss and explain the impact of technology on multiple stylistic developments in contemporary music

- Will be able to explain and discuss the application and uses of multiple types of sound system
- Will be able to build and play basic synthesizers.
- Will be able explain and discuss multiple types of audio effects and processes.

**HASS328. BASIC MUSIC COMPOSITION AND ARRANGING. 1.0 Semester Hr.**

Equivalent with LAIS328, This course begins with the fundamentals of music composition and works towards basic vocal and instrumental arrangement skills. Upon completion of this course the student should: 1) Demonstrate basic knowledge of (music) compositional techniques; 2) Demonstrate primary concepts of vocal and instrumental ensemble arrangement; 3) Demonstrate an ability to use notational software and Midi station hardware. Repeatable for credit. 1 hour lecture; 1 semester hour. Prerequisite: HASS100. Co-requisite: HASS215.

**HASS329. REEVALUATION OF DESIGN AND SUSTAINABLE FUTURE OF MUSICAL INSTRUMENT. 3.0 Semester Hrs.**

The history of musical instruments will be surveyed with particular emphasis on the evolution of designs, materials, and engineering. A musical instrument of choice will be built by each small group of students reflecting their own solution to current design issues identified through their research. Special consideration will be given to sustainable materials, including finishes, and new engineering ideas. Prerequisite: HASS 100. Co-requisite: HASS 215.

**Course Learning Outcomes**

- Appreciate the traditions and languages of other cultures, and value diversity in their own society.
- Have the skills to communicate information, concepts and ideas effectively orally, in writing, and graphically.
- Have the flexibility to adjust to ever changing professional environment and appreciate diverse approaches to understanding and solving society's problems.
- Have the creativity, resourcefulness, receptivity and breadth of interests to think critically about a wide range of cross-disciplinary issues.

**HASS330. MUSIC TECHNOLOGY CAPSTONE. 3.0 Semester Hrs.**

Equivalent with LAIS330, Project-based course designed to develop practical technological and communication skills for direct application to the music recording. 3 hours lecture; 3 semester hours. Prerequisite: HASS100 or LAIS100 or HNRS105, HNRS115 or CSM191, CSM192, HASS327. Co-requisite: EDNS292, HASS215, LAIS200, HNRS315, SYGN200.

**Course Learning Outcomes**

- Will be able to explain and discuss contemporary audio synthesis, audio editing software, and operate basic synthesizers.
- Will be able to explain and discuss contemporary audio synthesis, audio editing software, and operate basic synthesizers(
- Will be able to utilize multiple examples to discuss and explain the impact of technology on multiple stylistic, technical, and recording developments in contemporary music.
- Will be able to discuss, and demonstrate sound proofing and sound treatment techniques in interior spaces with respect to audio recording application.

**HASS339. MIDDLE EAST: POLITICS & SOCIETY. 3.0 Semester Hrs.**

Equivalent with LAIS339,

(WI) A broad survey of the interrelationships between the state and market in the Middle East as seen through an examination of critical contemporary and historical issues that shape polity, economy, and society. Special emphasis will be given to the dynamics between the developed North and the developing South. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

#### HASS344. INTERNATIONAL RELATIONS. 3.0 Semester Hrs.

Equivalent with LAIS344,

This course surveys major topics and theories of international relations. Students evaluate diverse perspectives and examine a variety of topics including war and peace, economic globalization, human rights and international law, international environmental issues, and the role of the US as the current superpower. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### HASS360. RESEARCH, VALUES, AND COMMUNICATION. 3.0 Semester Hrs.

This 3-credit class, which is one of the HASS electives, helps students prepare to be effective in research in science or engineering, for communicating research to an intended audience, and for developing ethical standards that are grounded in personal values. The class covers elements of doing research, such as choosing a research topic, generating research questions, making a work plan, dealing with the ambiguity and hurdles of research, research ethics, broader social and ethical impacts of research, as well as publishing scientific papers, scientific writing, giving oral communications, and writing research proposals. Students acquire hands-on experience by choosing a research project, performing a literature search, develop critical thinking, making a work plan, writing a proposal, and presenting that proposal. The proposal can be the upbeat to a senior design project.

#### Course Learning Outcomes

- Describe the challenges and opportunities in carrying out research, creating SMART goals, ethical conduct of research, and identifying strategies for optimizing the research experience.
- Communicate proposed research professionally by writing an introduction, a plan for execution of the research, the broader social and ethical impacts of the research, and a bibliography for a research proposal to a potential sponsor.
- Generate research questions with at least 4 techniques and use the questions to construct a workplan using creativity-enhancing software for a research project.
- Demonstrate how to communicate effectively with oral presentations, written work, and posters/slide design, while adapting to the appropriate tone and detail for the intended audience.
- Clarify personal values and explain how these values affect everyday life, professional practice, and the choice of future career goals.
- Apply practical ethics tool(s) (e.g., professional ethical codes, three ethical theories, Davis's Seven Step Guide) and personal values to analyze professional ethics cases.

#### HASS365. HISTORY OF WAR. 3.0 Semester Hrs.

Equivalent with LAIS365,

History of War looks at war primarily as a significant human activity in the history of the Western World since the times of Greece and Rome to the present. The causes, strategies, results, and costs of various wars will be covered, with considerable focus on important military and political leaders as well as on noted historians and theoreticians. The course is primarily a lecture course with possible group and individual presentations as class size permits. Tests will be both objective and

essay types. Prerequisite: HASS100. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

#### Course Learning Outcomes

- Identify significant overall themes in the development of the theory and practice of science over the course of human history.
- Think critically about modern scientific issues through reference to relevant historical examples, and formulate convincing arguments based on these evaluations.
- Demonstrate the skills of advanced academic research, analysis, and argumentation as developed in written essays and in-class discussions on the subjects above.

#### HASS366. DIVIDED STATES OF AMERICA. 3.0 Semester Hrs.

This course explores the historical underpinnings of contested developments in recent U.S. history. Students learn about various social movements, economic changes, and political developments that have created fractures in contemporary American society. Through readings, writings, and discussions, students develop analytical tools for identifying and assessing differing economic, political, environmental, and social contexts within the United States. The course further emphasizes the application of critical skills for assessing conflicting evidence and interpretations. Topics include economic growth and change, government power and policy, social movements across the political spectrum, wars and international relations, political parties and movements, and racial, class, gender, regional, and religious influences on American life. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

- Recall major political, social, and cultural events in the history of the United States from 1890s to the present, including the major divisions and conflicts that have shaped our contemporary environment -- THUS developing student understanding of the societal context in which they work and live and enhancing their knowledge of contemporary issues.
- Analyze major paradigms for interpreting U.S. history, including structure vs. contingency, economic vs. political, continuity vs. aberration, social vs. political, realism vs. idealism - THUS developing student capacity to analyze societal happenings past and present
- Identify and articulate ways in which historical and contemporary experience differs according to race, class, gender, geographic, and religious identities -- THUS developing student empathy and knowledge of divergent community experiences, traditions, and needs
- Summarize accurately, and evaluate critically, competing historical arguments and evidence -- THUS developing student ability to read critically and assess complex and contradictory data
- Construct and communicate persuasive evidence-based historical arguments that assess, critique, and synthesize the interpretations and evidence of two major and contrasting interpretations of U.S. history -- THUS developing student higher-level analytical skills and comprehension of American life
- Apply claim, data, justification model to communication of original argument at paragraph & essays levels -- THUS developing the capacity to organize logically information & arguments
- Cite varying forms of primary & secondary evidence using discipline-specific style -- THUS developing the ability to research & apply conventions from other disciplines and professional contexts

- Create visual and audio-visual representations of historical arguments and developments – THUS developing student capacity to apply knowledge in multiple communication contexts

**HASS370. HISTORY OF SCIENCE. 3.0 Semester Hrs.**

Equivalent with LAIS370,

An introduction to the social history of science, exploring significant people, theories, and social practices in science, with special attention to the histories of physics, chemistry, earth sciences, ecology, and biology. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisite: HASS215.

**Course Learning Outcomes**

- Identify significant overall themes in the development of the theory and practice of science over the course of human history.
- Think critically about modern scientific issues through reference to relevant historical examples, and formulate convincing arguments based on these evaluations.
- Demonstrate the skills of advanced academic research, analysis, and argumentation as developed in written essays and in-class discussions on the subjects above.

**HASS372. HISTORY OF MEDICINE. 3.0 Semester Hrs.**

This class explores the history of western medicine from antiquity to modernity, examining both how western ideas about the causes and cures of human ailments have changed overtime, how culture and society informed these ideas, and how disease has shaped human history. In addition to this, topics to be covered include how the medical profession and identity of medical professionals evolved overtime, the histories of psychiatry, hospitals, surgery, public health, and tropical medicine, and how medicine intersects with power and discrimination. 3 hours lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- Understand the history of medicine from antiquity to the late twentieth century.
- Understand how culture informs medicine and medicine informs culture.
- Understand how disease has shaped human history, including social and economic structures, religion and culture, and relationship between citizens and the state.
- Analyze primary sources, and use them to construct historical arguments.
- Conduct historical research using primary and secondary sources and write a research essay that adheres to the disciplinary conventions of history.
- Craft and deliver strong oral presentations.

**HASS376. COMMUNITY ENGAGEMENT THROUGH SERVICE LEARNING. 3.0 Semester Hrs.**

Equivalent with LAIS376,

Community Engagement through Service Learning combines a traditional classroom environment with an off campus learning experience with a local non-profit or community organization. Students spend 3-4 hours per week serving the organization they choose and meet in class once per week to discuss reading assignments, present research findings, and share experiences and insights about the course material. Instructors may choose to focus on a particular topic or social issue, such as poverty and privilege, or may engage with community issues more broadly. The course focuses on several aspects of a student's learning, including intra- and interpersonal learning, discovering community,

and developing communication skills and critical and interdisciplinary approaches. Course work will focus on critical reading, group discussion and deliberation, oral presentations of research, and writing assignments. 2 hours lecture; 3 hours lab; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

**HASS398. SPECIAL TOPICS. 1-6 Semester Hr.**

Equivalent with LAIS398A,

Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: HASS100. Corequisite: HASS200. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**HASS399. INDEPENDENT STUDY. 1-6 Semester Hr.**

Equivalent with LAIS399A,

Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Prerequisite: HASS100. Corequisite: HASS200. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**HASS400. ADVANCED SHORT FICTION WRITING WORKSHOP. 3.0 Semester Hrs.**

(WI) This upper-level HASS course examines the major patterns of modern and contemporary written forms of fiction, and asks students to apply what they learn in their own writing. Topics analyzed include: prose and narrative theory, organizational approaches to fiction, plot, character, setting, and all the many aspects of professional creative writing. Critical prose writing by the students will examine the development of the short story from inception to contemporary approaches. Analysis of historical trends and change will also serve as a basis for developing student writing habits and strategies. Over the course of the semester, these subjects will be addressed through seminars, readings, workshops, and in-class discussion and activities. Students will advance their own literary fiction-writing skills, which will be demonstrated in two new short stories over the course of the semester, and will turn in a final portfolio and critical paper to show their growth. We recommend taking HASS300 - Intermediate Fiction Workshop first if possible. Prerequisite: HASS100. Co-requisite: HASS215.

**Course Learning Outcomes**

- Possess an advanced understanding of the development and craft approaches for narrative theory in order to produce publishable fiction writing.
- Expand and master skills in advanced professional revision and editing.
- Understand the ways in which major movements have impacted the development of the short fiction form, and critically inquire into how these work in the form.
- Think critically and deeply about contemporary short fiction in order to analyze and review peer writing from this new perspective.
- Apply organizational theory and principles to short fiction, and apply those strategies in written communication in their professional roles.
- Communicate effectively and efficiently in groups and in front of large audiences.
- Apply these advanced writing and creative approaches to a number of different sub-genres, and prepare a publishable final chapbook that demonstrates growth and ability.

**HASS401. ADVANCED POETRY WRITING WORKSHOP. 3.0 Semester Hrs.**

Equivalent with LAIS401,

(WI) This course is a continuation of HASS 301 for those interested in developing their poetry writing further. It focuses on reading and writing poetry and creating a final project tied to literary reviews or portfolios. Students will learn many different poetic forms to compliment prosody, craft, and technique. Aesthetic preferences will be developed as the class reads, discusses, and models some of the great American poets. Weekly exercises reflect specific poetic tools, encourage the writing of literary poetry, and simulate the development of the student's craft. The purpose of the course is to experience the literature and its place in a multicultural society, while students "try on" various styles and contexts in order to develop their own voice. 3 hours seminar; 3 semester hours. Prerequisite: HASS100, HASS301 or Instructor Consent. Co-requisite: HASS215.

#### Course Learning Outcomes

- Utilize a broad variety of literary sources to form and coherently express new ideas while evoking different types of themes, styles, and voice in their poetry.
- Exemplify strong comparative reading and analysis skills.
- Identify and analyze significant literary themes and poetry craft approaches.
- Articulate ideas in critical and creative assignments to improve high-level writing skills effective for a variety of purposes and audiences.
- Increase public speaking skills and effective communication styles suitable for professional presentations and group discussions.
- Craft poetry that shows a clear articulation of voice, metaphor, imagery, point of view, tension and immediacy, character development, description, diction and dialogue; build scenes, frame poem, plot, and texture; illustrate an understanding of the shapes of poetry, Freytag's arc, and genre; learn how to craft allegory, allusion, understand archetypes, and demonstrate an awareness of audience and purpose, place, tone and economy. Show skill to create clarity and dénouement, structure, style, showing vs telling, symbolism, and subtly weave themes.

#### HASS404. WOMEN, LITERATURE, AND SOCIETY. 3.0 Semester Hrs.

Equivalent with LAIS404,

(WI) This reading and writing intensive course examines the role that women writers have played in a range of literary traditions. Far from residing in the margins of key national debates, women writers have actively contributed their voices to demands for social, racial, economic, and artistic equality. We will examine the writing produced by women from a diversity of racial, ethnic, and social backgrounds, as we examine the ways in which women writers respond to the various pressures placed on them as artists and activists. 3 hours seminar; 3 semester hours.

Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Construct arguments and original thought about literary texts by women.
- Propose evidence from literary works and scholarly sources to support arguments, claims, and ideas.
- Apply critical thinking to construct original arguments and original discourse.
- Create and design STEAM/artistic projects about women's issues and society
- Research and cite evidence of gender and women's issues in society, including scholarly sources.

#### HASS406. THE LITERATURE OF WAR AND REMEMBRANCE. 3.0 Semester Hrs.

Equivalent with LAIS406,

(WI) In "The Literature of War and Remembrance," students survey poetry, prose, and film ranging from classical to contemporary war literature. The course considers literary depictions of the individual and society in war and its aftermath. Critical reading and writing skills are demonstrated in creative presentations and written work. Students will investigate war literature and commemorative art inspired by recent world conflicts, and place a contemporary work into the thematic structure of the course. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Develop your understanding of the societal context in which you work and live through art, and develop your knowledge of contemporary war through literature, and how those are informed by your relationship to current and past wars.
- Develop your ability to work collaboratively and communicate effectively by exploring the foundations of effective presentations and by engaging in collegial debate with your peers and instructor.
- Develop your ability to write persuasively and effectively by exploring the writing process from beginning to end, and through practice, instruction, extensive preparatory writing and revision, and in-class exercises and peer review.
- Develop your ability to read critically by exploring how our arguments for or against war is constructed, how to discern and evaluate bias, how sources and evidence and creativity are used to allow us to experience war through the literary arts.
- Develop your capacity for intellectual and professional growth, by delegating to you the responsibility for your own education and by helping you prepare an individualized plan for experiential learning via the practicum project.

#### HASS407. SCIENCE IN LITERATURE. 3.0 Semester Hrs.

Equivalent with LAIS407,

(WI) Science fiction often serves as a cautionary tale that deals with the darker side of humanity's desires in order to find a better understanding of who we are and what we hope to become. This class examines scientific and social progress as it is imagined by some of the greatest authors of the genre. We will examine the current events that may have influenced the writing and position our lens to the scientific and technological breakthroughs, as well as the social, cultural, and political state of the world at the time of our readings. This course focuses on classic science fiction from the late 1800's to the present which may include: Jules Verne, H.G. Wells, Sir Arthur Conan Doyle, Jack Williamson, Isaac Asimov, Robert Heinlein, Alfred Bester, Philip Jose Farmer, Marion Zimmer Bradley, Ray Bradbury, Philip K. Dick, William Gibson, Arthur C. Clarke, Ursula K. LeGuin and Mary Doria Russell, among others. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### HASS408. CREATIVE NONFICTION WRITING: LIFE STORIES. 3.0 Semester Hrs.

Equivalent with LAIS408,

(WI) Using texts by published contemporary authors we will explore the pleasures and challenges of creating and interpreting narratives based on "real life." The class will consider critical theories about the relationship between the self and the stories we tell and the focus of this course will be on the workshop model where students will create new written work that will be presented for written and oral critique. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

- **Narrative Craftsmanship:** By the end of the semester, students should be able to demonstrate a mastery of narrative techniques used in creative nonfiction, including voice, style, metaphor, imagery, point of view, immediacy and tension, description, character development, showing vs. telling, dialogue, theme development, and narrative structure.
- **Understanding Critical Theories:** Students should acquire a deep understanding of critical theories related to the self and narrative, allowing them to critically analyze and interpret texts by contemporary authors within the context of these theories.
- **Creative Exploration:** Through workshops and peer feedback, students should develop the ability to experiment with various creative nonfiction forms, such as personal essays, memoirs, and literary journalism, pushing the boundaries of their own writing and identifying the most effective means for expressing ideas.
- **Effective Writing Process:** By the end of the course, students should have honed their writing process, from brainstorming and drafting to revising and editing, demonstrating an understanding of the iterative nature of drafting creative nonfiction writing.
- **Self-Reflection and Insight:** Students should be able to reflect on their own life experiences and synthesize personal insights into their creative nonfiction narratives, exploring the transformative power of storytelling.
- **Oral Communication:** Through class discussion, oral critiques and presentations of their work, students should develop effective communication and presentation skills, allowing them to articulate their creative choices and respond constructively to peer feedback.
- **Ethical Considerations:** Students should gain an awareness of ethical considerations in creative nonfiction writing, including issues related to truth, representation, and the responsibilities of the writer when crafting narratives based on real life.
- **Portfolio Development:** By the end of the semester, students should have assembled a portfolio of polished creative nonfiction pieces and reflections on their writing process that showcase their growth as writers and their ability to craft compelling life stories.

#### **HASS410. CRITICAL PERSPECTIVES ON 20TH CENTURY LITERATURE. 3.0 Semester Hrs.**

Equivalent with LAIS410,

(WI) This course introduces students to texts and cultural productions of the 20th Century literature. We will examine a diverse collection of materials, including novels and short stories, poems, plays, films, painting, and sculpture. Science, technology, violence, history, identity, language all come under the careful scrutiny of the authors we will discuss in this course, which may include Conrad, Fanon, Achebe, Eliot, Kafka, Barnes, Camus, Borges, and Marquez, among others. We will also screen films that comment upon the fragility of individual identity in the face of modern technology. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

##### **Course Learning Outcomes**

- Understand and formulate some of the pivotal philosophical, political, and artistic movements and debates that shaped twentieth-century investigations of modernity and its aftermath, with emphases on modernism, existentialism, and postmodernism.

#### **HASS411. LITERATURES OF THE AFRICAN WORLD. 3.0 Semester Hrs.**

Equivalent with LAIS411,

(WI) This course examines wide-ranging writers' depictions of collective transformations and conflicts integral to the making and remaking of

African and Afro-diasporic communities worldwide. Fiction, poetry, and essays representing diverse linguistic, aesthetic, and philosophical traditions will constitute the bulk of the reading. Alongside their intrinsic expressive values, these texts illuminate religious and popular cultural practices important to social groups throughout much of sub-Saharan Africa, the Caribbean, Latin America, and the United States. Primary socio-historical themes may include the slave trade, plantation cultures, generational consciousness, ethnicity, gender relations, urbanization, and collective violence. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

##### **Course Learning Outcomes**

- Understand and formulate some of the pivotal philosophical, political, and artistic concerns that have inspired the production of modern African and Arabic literatures.

#### **HASS412. LITERATURE AND THE ENVIRONMENT. 3.0 Semester Hrs.**

Equivalent with LAIS412,

(WI) This reading and writing intensive course investigates the human connection to the environment in a broad range of literary materials. Discussions focus on the role of place - of landscape as physical, cultural, moral, historical space - and on the relationship between landscape and community, history, and language in the environmental imagination. Readings include texts that celebrate the natural world, those that indict the careless use of land and resources, and those that predict and depict the consequences of that carelessness. Additionally, we investigate philosophical, legal, and policy frameworks that shape approaches to environmental issues. 3 hours seminar; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

##### **Course Learning Outcomes**

- Construct arguments and original thought about literary texts on the environment.
- Propose evidence from literary works and scholarly sources to support arguments, claims, and ideas.
- Apply critical thinking to construct original arguments and original discourse.
- Create and design STEAM/artistic projects about environmental issues.
- Research and cite evidence of environmental issues, including scholarly sources.
- Participate in discussing literary texts about the environment and sharing insights by utilizing critical skills involved in literary analysis and writing about literature.

#### **HASS413. ENVIRONMENTAL FILM. 3.0 Semester Hrs.**

(WI) This class explores the ways in which films convey competing narratives about the relationship between humans and the environment. Students will learn to analyze and interpret visual culture in order to understand how cinematic narratives have shaped our societal understandings of the so-called "natural" world and our engagement with energy sources. By examining competing stories that embed different messages about what audiences should think, feel, and do in order to balance energy needs against environmental crises, students in the class will be able to answer the following questions: In what ways are terms like "nature" and the "environment" constructed, and how do these constructions substantively change not only environmental imaginaries but the lived experience of global citizens? How have the cultural and historical contexts in which environmental discourses have been produced affected the production and reception of those narratives and the people who perpetuate them? How do representations of the

environment and energy on film impact popular opinions and inflect the ways in which we are able to communicate politically on individual, national, and global scales? This class explores the ways in which films convey competing narratives about the relationship between humans and the environment. Prerequisites: HASS100. Corequisites: HASS215.

#### Course Learning Outcomes

- Identify major events, themes, and concepts that have shaped the modern American environmental movement
- Successfully utilize environmental studies methodology.
- Write cogent essays that make strong and logical arguments using primary and secondary sources
- Analyze various scholarly debates about visual culture and the politics of environmental narratives

#### HASS415. MASS MEDIA STUDIES. 3.0 Semester Hrs.

Equivalent with LAIS415,

(WI) This introduction to mass media studies is designed to help students become more active interpreters of mass media messages, primarily those that emanate from television, radio, the Internet, sound recordings (music), and motion pictures (film, documentary, etc.). Taking a broad rhetorical and sociological perspectives, the course examines a range of mass media topics and issues. Students should complete this course with enhanced rhetorical and sociological understandings of how media shapes individuals, societies, and cultures, as well as how those groups shape the media. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Demonstrate an increased tolerance and appreciation for subtlety and ambiguity.
- Display a heightened understanding of how individual identities and societies are shaped by the mass media and how individuals and societies shape the mass media.
- Express a clear understanding of how the mass media shape our perceptions and thinking styles and vice versa.
- Show proficiency with rhetorical and analytical tools that help us ferret out biases, myths, and commonsense assumptions in mass media texts.

#### HASS416. FILM STUDIES. 3.0 Semester Hrs.

Equivalent with LAIS416,

(WI) This course introduces students to the basics of film history, form, and criticism. Students will be exposed to a variety of film forms, including documentary, narrative, and formalist films, and will be encouraged to discuss and write about these forms using critical film language. Students will have an opportunity to work on their own film projects and to conduct research into the relationship between films and their historical, cultural, and ideological origins. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Narrative Craftsmanship: By the end of the semester, students should be able to demonstrate a mastery of narrative techniques used in creative nonfiction, including voice, style, metaphor, imagery, point of view, immediacy and tension, description, character development, showing vs. telling, dialogue, theme development, and narrative structure.
- Understanding Critical Theories: Students should acquire a deep understanding of critical theories related to the self and narrative,

allowing them to critically analyze and interpret texts by contemporary authors within the context of these theories.

- Creative Exploration: Through workshops and peer feedback, students should develop the ability to experiment with various creative nonfiction forms, such as personal essays, memoirs, and literary journalism, pushing the boundaries of their own writing and identifying the most effective means for expressing ideas.
- Effective Writing Process: By the end of the course, students should have honed their writing process, from brainstorming and drafting to revising and editing, demonstrating an understanding of the iterative nature of drafting creative nonfiction writing.
- Self-Reflection and Insight: Students should be able to reflect on their own life experiences and synthesize personal insights into their creative nonfiction narratives, exploring the transformative power of storytelling.
- Oral Communication: Through class discussion, oral critiques and presentations of their work, students should develop effective communication and presentation skills, allowing them to articulate their creative choices and respond constructively to peer feedback.
- Ethical Considerations: Students should gain an awareness of ethical considerations in creative nonfiction writing, including issues related to truth, representation, and the responsibilities of the writer when crafting narratives based on real life.
- Portfolio Development: By the end of the semester, students should have assembled a portfolio of polished creative nonfiction pieces and reflections on their writing process that showcase their growth as writers and their ability to craft compelling life stories.

#### HASS417. INDIGENOUS LITERATURE. 3.0 Semester Hrs.

(WI) This course investigates indigenous literature in formerly colonized countries and ways in which indigenous peoples around the world survive, adapt, and even thrive in contemporary contexts. From the Arctic to the South Pacific, indigenous people possess unique languages, stories, and belief systems and a valuable understanding of sustainability practices. Reading literature by indigenous writers from North and South America, Australia, New Zealand, African and Asian nations, students delve into identity issues; land dispossession; assimilation; gender and class; social and environmental justice; tribal identity and city life, among other themes. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- Read and think critically about course readings and lecture topics focused on indigenous literature.
- Investigate the historical, cultural, social, and political contexts within which indigenous literary works emerge.
- Develop an understanding of the literature and experiences of different indigenous groups, including the relationship between indigenous and settler culture and literature.
- Construct written and oral arguments about course topics that are supported by relevant experts and evidence.
- Develop written work through a process of drafting and revision to produce clear analyses of texts.
- Find and employ relevant research to writing assignments; consistently cite use of sources in-text and in bibliographies.

#### HASS418. NARRATING THE NATION. 3.0 Semester Hrs.

Equivalent with LAIS418,

(WI) The novel, nationalism, and the modern nation-state share the same eighteenth and nineteenth-century roots. Relationships between the works of novelists, local nationalisms, and state politics have,

however, always been volatile. These tensions have assumed particularly dramatic expressive and political forms in Latin America and postcolonial South Asia and Africa. This course examines the inspirations, stakes, and ramifications of celebrated novelists' explorations of the conflicted and fragmentary character their own and/or neighboring nationstates. Beyond their intrinsic literary values, these texts illuminate distinctive religious, ritual, and popular cultural practices that have shaped collective imaginings of the nation, as well as oscillations in nationalist sentiment across specific regions and historical junctures. Studies in relevant visual media -films, paintings, and telenovelas - will further our comparative inquiry into the relationships between artistic narrative and critical perspectives on "the nation." Alongside the focal literary and visual texts, the course will address major historians' and social theorists' accounts of the origins, spread, and varied careers of nationalist thought and practice across our modern world. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **Course Learning Outcomes**

- Understand and articulate various literary and socio-historical accounts of the origins, spread, and careers of nationalist thought and practice across our modern world.
- Specify complex relationships between nationalism as political sentiment or strategy and local cultural and religious dynamics.
- Specify complex relationships between urban experience and imaginings of cultural diversity and socioeconomic conflict within the nation.

#### **HASS419. ENVIRONMENTAL COMMUNICATION. 3.0 Semester Hrs.**

Equivalent with LAIS419,

(WI) This course explores the ways that messages about the environment and environmentalism are communicated in the mass media, fine arts, and popular culture. The course introduces students to key readings in environmental communication, media studies, and cultural studies, in order to understand the many ways in which the images, messages, and politics of environmentalism and the natural world are constructed and contested. Students critically analyze their roles as science and/or technology communicators in the context of environmental issues and will apply their skills to creating communications projects for diverse audiences. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **Course Learning Outcomes**

- Identify major events, themes, and concepts, and narratives that have shaped the modern environmental movement and societal understandings of environmentalism
- Analyze environmental debates in both academic discourse and popular culture
- Understand and engage critically with the roles that scientists and engineers play as communicators in environmental debates
- Research and develop professional written products that make strong and logical arguments using primary and secondary sources
- Sharpen oral communication and presentation skills

#### **HASS420. SPECULATIVE FICTIONS: CREATIVE WRITING, SCIENTIFIC INNOVATION, AND THE FUTURE. 3.0 Semester Hrs.**

This seminar and speculative fiction writing course is focused on the creation of high literature that descends far (or near) into the future. Our topic is loosely focused on "speculative literature," which is the artistic investigation of invented worlds that one might find in science fiction and fantasy. For our purposes, we will focus on any contemporary literature that investigates the plausible and implausible future of technology,

science, culture, and society. This course will endeavor to develop student skills in reading, writing, critical thinking, and oral communication by having them deeply read and discuss speculative literature as a genre and will require participation in (and submissions to) our creative writing workshop. Writing and communication skills will be improved through the exploration of selected topics related to the social, cultural, and political ideas that are featured in literature of the future, and we will use the role of the creative literary arts and research in our understanding of the futures we create. Prerequisite: HASS100. Co-requisite: HASS215.

#### **Course Learning Outcomes**

1. Understand the societal context in which you work and live through art and also develop your knowledge 'future-oriented' speculative literature.
2. Work collaboratively and communicate effectively by exploring the foundations of effective presentations and by engaging in collegial debate with your peers and instructor
3. Write persuasively and effectively by exploring the writing process from beginning to end, and through practice, instruction, extensive preparatory writing and revision, and in-class exercises and peer review
4. Read critically by exploring how our current beliefs and biases and developments are integral to our utopic or dystopic or apocalyptic futures. We will use the literary arts to critically investigate these possible futures (and how to prepare for them)
5. Develop your capacity for intellectual and professional growth, by delegating to you the responsibility for your own education and by helping you prepare an individualized plan for experiential learning through a final project
6. Develop communication and planning skills through reading and writing and critical inquiry

#### **HASS421. ENVIRONMENTAL PHILOSOPHY AND POLICY. 3.0 Semester Hrs.**

Equivalent with LAIS421,

(WI) A critical examination of environmental ethics and the philosophical theories on which they depend. Topics may include preservation/conservation, animal welfare, deep ecology, the land ethic, eco-feminism, environmental justice, sustainability, or non-western approaches. This class may also include analyses of select, contemporary environmental issues. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **HASS422. ART AND ENVIRONMENTALISM. 3.0 Semester Hrs.**

(WI) This course introduces students to the basics of art history and criticism with a focus on how environmental philosophies manifest in works of art. Students will be exposed to a variety of art forms, including painting, photography, and sculpture, and will be encouraged to discuss and write about these forms using the language of visual analysis. Students will have an opportunity to work on their own art projects and to conduct research into the relationship between art objects and their historical, cultural, and ideological origins. Prerequisite: HASS100. Co-requisites: HASS215.

#### **Course Learning Outcomes**

- Interpret the ideology behind an artwork
- Classify major works of art into movements based on their formal and narrative properties (2)
- Explain how conceptions of "nature" and environmental philosophy have changed over time (3)
- Interpret environmental philosophies present in works of art (2)

- Evaluate a work of art by making an original argument and supporting it with research and formal analysis. (3)
- Create an original artwork that has a strong environmental philosophy (4)

#### **HASS423. ADVANCED SCIENCE COMMUNICATION. 3.0 Semester Hrs.**

Equivalent with LAIS423,

(WI) This course examines historical and contemporary case studies in which science communication (or miscommunication) played key roles in shaping policy outcomes and/or public perceptions. Examples of cases might include the recent controversies over hacked climate science emails, nuclear power plant siting controversies, or discussions of ethics in classic environmental cases, such as the Dioxin pollution case. Students will study, analyze, and write about science communication and policy theories related to scientific uncertainty; the role of the scientist as communicator; and media ethics. Students will also be exposed to a number of strategies for managing their encounters with the media, as well as tools for assessing their communication responsibilities and capacities. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **HASS425. INTERCULTURAL COMMUNICATION. 3.0 Semester Hrs.**

Equivalent with LAIS425,

(WI) The course examines intercultural communication theory and practice. In particular, the course provides students with a window into how intercultural (mis)communication cases arise, evolve, and are resolved. Students investigate communication cases and issues across a broad range of cultural divides, such as national, ethnic, gender, and social class cultures. Some case studies are situated in engineering and applied science contexts. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **Course Learning Outcomes**

- Apply cultural self-awareness, other-culture awareness, and awareness of the dynamics that arise in interactions between people from different cultures.
- Examine how communication processes differ among cultures and classify knowledge and skills that increase intercultural competence and humility.
- Recognize that socially constructed systems of exploitation and exclusion—racism, sexism, and classism, for example—are historically based; investigate how privilege, disadvantage and discrimination are perpetuated today and develop alternative attitudes and actions to challenge and dismantle these systems of exclusion and oppression.
- Make critical connections between local and global issues as well as the past and the present by describing the historical, political and economic dimensions of intercultural communication in the context of globalization and social justice.

#### **HASS427. RISK COMMUNICATION. 3.0 Semester Hrs.**

(WI) How do people perceive risk, as well as make decisions and communicate under conditions of uncertainty and risk? This course explores multiple perspectives on that overarching question. Although risk perception, risk management, and risk communication are three major course components, they are not treated separately but in terms of how they interrelate. Case studies include engineers and applied scientists coping with complex forms of uncertainty and risk, communicating in organizational and public sphere contexts with multiple audiences via the press and directly to the public, stockholders, co-workers, local communities, and more. In addition, students will critically reflect on the

social consequences of living with risk in our contemporary moment. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### **Course Learning Outcomes**

- Applying the following dimensions of risk analysis: hazard identification, probability analysis, potential consequences, identifying mitigation strategies, cultivating resiliency, and designing communication.
- Analyzing contemporary case studies of risk and crisis messaging as they pertain to industrial processes, environmental hazards, and public safety.
- Taking account of their own personally and culturally derived dispositions towards risk in professional and civic contexts.
- Utilizing experiential scenarios to illuminate the lived experience of risk perception, protective action, and precautionary discourse.

#### **HASS429. REAL WORLD RECORDING/RESEARCH. 3.0 Semester Hrs.**

Equivalent with LAIS429,

(WI) This reading and writing-intensive course explores the acoustical, musical, and technical aspects of recording a variety of live ethnomusicological music genres and/or performances, towards the purpose of learning how to research, document and capture the most accurate and authentic recording. Historical research, non-traditional recording techniques; archival documentation, and editing will all be a part of this course. Prerequisites: HASS100 and HASS315 or HASS327. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

#### **Course Learning Outcomes**

- Will be able to identify, address, and discuss cultural traits through music and music performance.
- Will be able to create accurate and representative field recordings.
- Will be able to evaluate and compare traditions, musical practices, and other factors between cultures.
- Will be able to record, edit, evaluate, and discuss musical performances relevant to a culture.

#### **HASS430. PSYCHOLOGY FOR ENGINEERING. 3.0 Semester Hrs.**

A general introduction to psychology with a focus on how it relates to technology, engineering, and computing. We will explore the general psychological lenses through which human thoughts, feelings, and behavior are studied and understood including behavioral, cognitive, developmental, humanistic, and social perspectives. Students will learn how psychological principles and knowledge can be applied to investigate and solve real-world problems such as how to make technology more inviting, reliable, useful, and safe. Gaining a better understanding of how humans think, feel, and behave can also be useful in our personal lives, thus this course will also focus on supporting students in navigating their own environments and careers by examining meaningful topics such as human learning and development, motivation, stress and health, and personality and society. Prerequisite: HASS100. Co-requisite: HASS215.

#### **Course Learning Outcomes**

- Contextual Appreciation: Understand the history of psychology theory and research and its perpetual interplay in the history and development of other science, engineering, and computing developments
- Concept Understanding: Define, explain, and apply the major concepts, theories, and perspectives of psychology including their strengths, limitations, and applications.

- **Critical Thinking:** Critically think about, discuss, evaluate, and report implications of psychology as it is communicated in science and engineering domains.
- **Scientific Investigation:** Understand common research methods used in the science of psychology and be able to discuss their strengths, limitations, and applications.
- **Synthesis and Application:** Demonstrate application of psychological perspectives and research in science, technology, and engineering domains by learning to apply basic psychological principles, theories, and procedures as well as critically analyze concepts and laws as relevant to all applied sciences.

**HASS431. MORAL PSYCHOLOGY, RELIGION, AND AMERICAN SOCIETY. 3.0 Semester Hrs.**

Equivalent with LAIS431,

(WI) This course introduces intersections of moral psychology and religion in American society. The course begins with an understanding of religion in the United States and how religion has influenced foreign affairs throughout history (national security). The course introduces insights from moral psychology to shed light on the political spectrum in American political life. The course then explores how faith-based organizations make decisions on when and how to enter American political life for social change (intrasecurity). Finally, the course explores the connections between religion and terrorism that have seen some rise in the early 21st century (national security). 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**Course Learning Outcomes**

- Define and trace the development of religious expression in the United States from its founding to current trends in American society in the 21st century
- Describe and identify the major historical periods in American foreign relations
- Articulate major arguments of how moral psychology explains the political differences between liberals and conservatives in the United States since the 1960s
- Compare and contrast theological perspectives that explain how and when religiously-based organizations directly engage in politics and society to impact social change
- Classify the major causes of the linkages between religious motivation in terrorist organizations, groups, and individuals
- Formulate and argue in a major research paper, how religion and/or moral psychology can shed light on United States foreign policy and national security
- Formulate, in a group presentation on a case study, a counter-terrorism national security memo to the President of the United States

**HASS432. ROBOT ETHICS. 3.0 Semester Hrs.**

(WI) This course explores ethical issues arising in robotics and human-robot interaction through philosophical analysis, behavioral and psychological analysis, research ethics education, and the integration of social and ethical concerns in scientific experimentation and algorithm design. Topics include case studies in lethal autonomous weapon systems, autonomous cars, and social robots, as well as higher-level concerns including economics, law, policy, and discrimination. Prerequisites: HASS100. Co-requisites: HASS215.

**Course Learning Outcomes**

- Understand the basic ethical theories, concepts, tools, and frameworks for analyzing the social and ethical ramifications of robotics

- Be able to critically examine the ethical significance of the use of robotics in daily and technical fields including human-robot interaction, medicine, relationship, military, etc.
- Develop a critical attitude toward the role of robotics in shaping human society including human perceptions and behaviors
- Be able to use the theories, concepts, tools, and frameworks learned from this class to critically examine emerging robot ethics issues in the society

**HASS435. LATIN AMERICAN DEVELOPMENT. 3.0 Semester Hrs.**

Equivalent with LAIS435,

(WI) A seminar designed to explore the political economy of current and recent past development strategies, models, efforts, and issues in Latin America, one of the most dynamic regions of the world today. Development is understood to be a nonlinear, complex set of processes involving political, economic, social, cultural, and environmental factors whose ultimate goal is to improve the quality of life for individuals. The role of both the state and the market in development processes will be examined. Topics to be covered will vary as changing realities dictate but will be drawn from such subjects as inequality of income distribution; the role of education and health care; region-markets; the impact of globalization, institution-building, corporate-community-state interfaces, neoliberalism, privatization, democracy, and public policy formulation as it relates to development goals. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS437. ASIAN DEVELOPMENT. 3.0 Semester Hrs.**

Equivalent with LAIS437,

(WI) This international political economy seminar deals with the historical development of Asia Pacific from agrarian to post-industrial eras; its economic, political, and cultural transformation since World War II, contemporary security issues that both divide and unite the region; and globalization processes that encourage Asia Pacific to forge a single trading bloc. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS439. MIDDLE EAST DEVELOPMENT. 3.0 Semester Hrs.**

Equivalent with LAIS439,

(WI) This international political economy seminar analyzes economic, political and social dynamics that affect the progress and direction of states, markets, and peoples of the region. It examines the development of the Middle East from agrarian to post-industrial societies; economic, political and cultural transformations since World War II; contemporary security issues that both divide and unite the region; and the effects of globalization processes on economies and societies in the Middle East. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS441. AFRICAN DEVELOPMENT. 3.0 Semester Hrs.**

Equivalent with LAIS441,

(WI) This course provides a broad overview of the political economy of Africa. Its goal is to give students an understanding of the possibilities of African development and the impediments that currently block its economic growth. Despite substantial natural resources, mineral reserves, and human capital, most African countries remain mired in poverty. The struggles that have arisen on the continent have fostered thinking about the curse of natural resources where countries with oil or diamonds are beset with political instability and warfare. Readings give first an introduction to the continent followed by a focus on the specific issues that confront African development today. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS448. GLOBAL ENVIRONMENTAL ISSUES. 3.0 Semester Hrs.**

Equivalent with LAIS448,

(WI) A critical examination of interactions between development and the environment and the human dimensions of global change; social, political, economic, and cultural responses to the management and preservation of natural resources and ecosystems on a global scale. Exploration of the meaning and implications of "Stewardship of the Earth" and "Sustainable Development." 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Assess how power in social and political contexts influences environmental issues.
- Distinguish the multiplicitous forms of human-environmental relations and situate personal perspectives within this scale.
- construct an original, argument-driven research paper by synthesizing critical analysis of scholarly evidence and adhering to professional disciplinary standards for citation and formatting.

#### HASS460. GEOPOLITICS OF NATURAL RESOURCES. 3.0 Semester Hrs.

Equivalent with LAIS460,

(WI) This seminar examines geopolitical competition between great and aspiring powers for influence, control over land and natural resources, critical geo-strategic trade routes, or even infrastructure. Using empirical evidence from case studies, students develop a deeper understanding of the interconnections between the political, economic, social, cultural and geographic dimensions of foreign policies, as well as issues of war and peace. Prerequisite: HASS100. Corequisite: HASS215. 3 hours seminar; 3 semester hours.

#### Course Learning Outcomes

#### HASS461. QUEER NARRATIVES: PAST, PRESENT, FUTURE. 3.0 Semester Hrs.

In this reading and writing intensive course, we will explore and discuss narratives by and about queer writers and artists, focusing on a variety of work that grounds us in our relationships to ourselves, each other, the past, and a safe, joyful future. The first few weeks of class, we read essays about aesthetics, poetics, and politics to anchor our conversations, and from there we dive into novels, poems, film, comics, and memoir. Students can expect a trauma-aware, fully accommodated classroom centered in rigorous discussion and readings, short papers, a presentation, and a final project. Everyone is welcome. 3h lecture; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- Demonstrate understanding of major moments and concepts in queer theory and lived queer life and apply them to current and past debates and lives.
- Read and think critically about lectures and readings, including our novels, considering personal biases and values, diverse perspectives, and narrative techniques.
- Construct original, nuanced written and oral responses to course topics, supported by relevant experts, accurately cited evidence, and lived life.
- Develop clear, consistent, and brave written work through drafting and revision, producing strong summaries, analyses, and real-world application.
- Demonstrate understanding of the impact of queer theory and its impact on life holistically and intersectionally.
- Develop habits of mind, such as curiosity, intellectual rigor, creativity, integrity, growth mindset, and metacognition.

#### HASS462. AMERICA DECLASSIFIED: THE SECRET HISTORY OF INTELLIGENCE. 3.0 Semester Hrs.

Intelligence and espionage are often ignored in history and international relations courses, but our world has been profoundly shaped by the secret actions of secret agencies. This course explores what we know, and what we don't know, about the world of spies. Its main focus is on the history of U.S. intelligence activities at home and abroad, and their impact on the contemporary world. Topics include: U.S. espionage and covert operations; the role of intelligence collection and analysis in shaping U.S. national security policies; domestic censorship, surveillance, and counterintelligence; the structure, history, and purpose of the intelligence community; and the politics of secrecy. This is a project-based course in which students will find and apply formerly declassified documents to write an original and extended research essay about a once-secret intelligence operation. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- ABET 2, 4
- ABET 6
- ABET 3, 6, 7
- ABET 2, 3, 6, 7
- ABET outcome 3, 5, 6, 7

#### HASS463. HISTORY OF EPIDEMICS. 3.0 Semester Hrs.

(WI) This course explores how epidemics and pandemics have shaped human history, from the Plague of Athens in 430 BCE to the HIV/AIDS crisis. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

#### Course Learning Outcomes

- Understand how epidemics have impacted political, social, and cultural history.
- Explain how human actions determine the course of epidemics.
- Explain how structural inequalities contribute to the spread of epidemics.
- Analyze primary sources and use them to construct historical arguments.
- Craft and deliver strong oral presentations.
- Conduct original historical research using primary source databases and secondary sources and write papers based upon this research.

#### HASS464. HISTORY OF ENERGY AND THE ENVIRONMENT. 3.0 Semester Hrs.

Equivalent with LAIS464,

(WI) This course examines the major patterns of human energy use and interaction with the natural environment on a global scale, from the origins of civilization to the present day. Topics analyzed include the dynamics of historical change in energy and resource use, the ways in which energy and the environment have shaped the development of past societies, cultural perceptions of energy and the environment during different historical eras, and the impact of past human activities on natural systems. Analysis of historical trends will also serve as a basis for discussions related to current issues in energy and the environment. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### Course Learning Outcomes

- Students will demonstrate an enhanced understanding of the major patterns of human energy use and interaction with the natural environment on a global scale through the course of human history.

- Students will be able to think critically about modern issues related to energy and the environment through reference to relevant historical examples.
- Students will demonstrate the skills of advanced academic research, analysis, and argumentation as developed in written essays and in-class discussions.

#### **HASS465. THE GOOD LIFE, FROM ARISTOTLE TO THE ANTHROPOCENE. 3.0 Semester Hrs.**

(WI) What makes a life meaningful or good? This is an interdisciplinary course that draws upon philosophy, history, and modern behavioral science, to explore how people have historically answered the question of what it means to live a good life. Students read works by thinkers from the ancient world to modernity in conversation with articles and lectures from psychologists and cognitive scientists, and write a research paper that presents your own answer to this question while critically engaging with different philosophical and historical traditions. Other assignments include a short analytical paper, journaling, four experiments conducted over two weeks each, to test some of the theories of happiness we will explore, and an oral presentation on the findings of your research project. 3 hours seminar; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

##### **Course Learning Outcomes**

- Understand, compare, and describe major historical and contemporary theories on how to live a good life, proposed by authors from a variety of cultural backgrounds
- Write sophisticated essays that combine personal narrative and argument with research and analysis
- Communicate complex concepts and ideas, orally and in writing, to a variety of audiences
- Use philosophy and history to examine big questions of enduring concern: What are my requirements for a good life? What things matter the most to me? How can I be happier? How can my life be more meaningful?

#### **HASS466. SCIENCE, TECHNOLOGY, AND CONFUCIAN ETHICS. 3.0 Semester Hrs.**

(WI) This course examines the ethical ideas in classical Confucianism (e.g., Confucius, Mencius) and how these ethical ideas can shape the ways in which scientific and technological problems are defined and solved. Students in this class will be expected to read both classical Confucian texts such as Analects and Mencius and works by contemporary authors that examine the social, ethical, and political issues in scientific and technological domains such as gene editing technology, robotics, social media technology, and engineering through the lens of Confucian ethics. A major goal of this course is to help students challenge some prevalent ideologies in Western ethics such as autonomous individualism (e.g., individuals are understood as merely rights-bearing persons). It also helps students cultivate a cultural sensitivity toward scientific and technological practice in a global context. Our exploration in this class will help students develop their self-knowledge that has been extensively missing in current engineering education system. Students are encouraged to think reflectively and critically about why they are engineers, for those benefit they want to work, and the kind of world they want to design and live in by using the powerful technologies they create. Prerequisites: HASS100. Co-requisites: HASS215.

##### **Course Learning Outcomes**

- Understand key ideas and arguments in Confucian ethics
- Be able to interpret classical Confucian ethical ideas from the perspectives of contemporary social sciences including anthropology, psychology, and political theory
- Be able to compare Confucian ethics with other major schools of thought in Western ethics (e.g., deontology, utilitarianism, social contract theory)
- Be able to use theories and tools from Confucian ethics to critique contemporary global, social, and political controversies and scientific and technological advancements
- Develop a culturally diverse attitude toward human experience, society, and technological change

#### **HASS467. HISTORY OF EARTH AND ENVIRONMENTAL SCIENCES. 3.0 Semester Hrs.**

Equivalent with LAIS467,

(WI) This course provides an overview of the history of some of the key sciences that help us understand the world we inhabit: geology, climatology, evolutionary biology, and ecology. As we investigate key scientific discoveries of the modern era, we will also consider the philosophical and cultural impacts of those scientific discoveries. Thus, our reading will include not only original texts by scientists, but also key literary, historical and other texts inspired by those discoveries. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

#### **HASS468. ENVIRONMENTAL JUSTICE. 3.0 Semester Hrs.**

(WI) This course explores the history of the environmental justice movement, current and emerging environmental justice issues, and the application of environmental justice concepts and theories to environmental decision-making. Course content and activities are designed to enrich student understanding of how environmental injustice is produced (locally, regionally, and globally), how environmental justice issues are measured and analyzed, and how environmentally just outcomes can be achieved. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Co-requisite: HASS215.

##### **Course Learning Outcomes**

- Critically analyze environmental problems, policies, and practices with attention to how and why diverse people/groups are differentially exposed to environmental benefits and burdens.
- Explain how the concept of environmental justice and social movements oriented around environmental justice have evolved over time.
- Apply and evaluate concepts, theories, and methods that are central to analyses of environmental justice.
- Reflect critically your own life and how you shape, and are shaped by, dynamics of environmental justice.
- Develop an evidence-based and well-reasoned case for what a just outcome of an environmental situation would be.
- Explore strategies for addressing environmental justice based in different theories of change (e.g., political, economic, ethical, technical).
- Apply research, writing, oral presentation, and discussion facilitation skills to environmental policy and planning issues.

#### **HASS469. SCIENCE AND SPIRITUALITY. 3.0 Semester Hrs.**

(WI) The education at Mines focuses on the development and application of science and engineering but leaves little space for the big spiritual questions that arise in most of us. In this 3-credit class, we explore the interface of science and spirituality, and we will study questions such as

the following. How did our worldview change in history? Is the universe a mindless machine? What does quantum mechanics teach us about this? What is the connection between mind and matter? (Does mind matter? Does matter mind?) Why can humans be devils or saints? What are the roles of rational thinking and intuition? This eclectic class is a true exploration in the sense that most questions above cannot be tackled as a science or engineering problem; instead, we will dive in deep together. This is a writing-intensive class that can be used as a 400-level HASS elective. 3 hours seminar; 3 semester hours. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- Describe at least 5 spiritual practices and, after trying at least 3 of these practices each for at least a week, reflect on the impacts of these practices on the development of the self.
- Identify and describe at least three different views on the degree to which science explains reality, and the need for (or absence of) a spiritual world view.
- Create a personal worldview statement on science and spirituality.
- Conduct a respectful conversation on a controversial topic in scientific practice in a spirit of dialogue, and be able to describe best practices for such conversations.
- Display a willingness to be vulnerable through sharing of personal experiences and by engaging in class activities of a different nature from regular Mines classes.
- Demonstrate the ability for non-dualistic thinking—i.e., rise above right/wrong or true/false—in the connection of science, spirituality, and religion; share this non-dualistic thinking through papers and class conversations.

#### HASS470. SWEAT THE SMALL STUFF: MICROHISTORY AND THE HUMAN EXPERIENCE. 3.0 Semester Hrs.

This course will examine a series of seemingly ordinary and sometimes peculiar historical case studies that illustrate larger cultural, political, and social paradigm shifts. Through these case studies, students will engage in a closer experience with historical events and gain a more meaningful and inclusive understanding of how individual stories and actions can provide the impetus for reverberating change—microhistory has the power to support or refute historical themes that we commonly hold as truth. Students will learn to dissect and connect patterns, analyze primary resources, engage in substantive discussion, and evaluate different perspectives within varied historical and cultural contexts that reflect our modern world. Prerequisites: HASS100. Co-requisites: HASS215.

#### Course Learning Outcomes

- Understand the principles of microhistory and how to use this methodology within larger historical research.
- Analyze historical people, events, items, and locations through the examination of primary and secondary sources, developing critical inquiry skills.
- Interpret microhistory examples to better understand and analyze broader social, cultural, political, economic, and global history trends while also connecting them to other relevant disciplines.
- Create original historical arguments based on the evaluation of microhistory examples while synthesizing information from multiple sources to support independent research.
- Author written work that uses a variety of sources to create cohesive, articulate, and persuasive arguments.
- Communicate complex ideas in seminar discussions that are grounded in evidence, logic, and analysis.

#### HASS482. EMPLOYMENT LAW - UNDERSTANDING HOW TO NAVIGATE WORKPLACE ENVIRONMENTS FROM ONBOARDING TO TERMINATION. 3.0 Semester Hrs.

There are a wide range of laws that cover employment and understanding them can help students gain insight into your rights as an employee. Additionally, employees are sometimes subjected to unprofessional or illegal treatment by their employers or their coworkers and, therefore: it is important for employees to know the laws that were established and to protect them. Students will gain critical thinking skills and knowledge associated with most aspects of the employer-employee relationship and learn how to successfully navigate most employment climates. During this course, students will learn about discrimination, harassment, and retaliation based on various factors, such as race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic information, pregnancy, and whistleblowing. Students will also learn about equal pay for equal work, reasonable workplace accommodations and leaves of absence. This course is designed to provide information through text readings, lectures and practical exercises that connect theory to real life experiences. Students will be required to select an approved topic, write a research paper and present material to the class. Prerequisites: HASS100. Co-requisites: HASS200 or HASS215.

#### Course Learning Outcomes

- Understand the societal context in which the student works; demonstrates positive qualities to secure a job and paving the way for career advancement.
- Recognize and positively navigate ethical and professional issues in a workplace environment.
- Create and deliver engaging presentations.
- Function effectively on a team, establish goals, plan tasks and meet objectives.
- Demonstrate an understanding of employment and labor laws and apply critical thinking to effectively handle issues in the workplace.

#### HASS483. INTELLECTUAL PROPERTY FOR ENGINEERS AND ARTISTS. 3.0 Semester Hrs.

This course meets weekly, in three-hour blocks. Students will learn about the philosophical and legal concepts that form the foundation for the protection of their unique ideas and expressions. We trace the history of intellectual property, learn how to spot and secure protected intellectual property rights, use practical tools to obtain legal rights by student inventions and expressions, and develop basic business models. Students are expected to come to class prepared, and to engage in discussions and workgroups.

#### Course Learning Outcomes

- Identify specific types on intellectual property (e.g. types of patent, trademark, copyright and trade secrets);
- Articulate the different business and legal implications of property right designations.
- Create actionable business strategies to secure intellectual property rights.
- Appreciate and understand how to implement the practical, ethical aspects of respecting intellectual property rights of others.
- Understand how to respect, and avoid conflicts with other owners of intellectual property rights.
- Develop business plan components to utilize intellectual property in business; g. Understand basic documents for aspects of intellectual property protection (e.g. non-disclosure agreement).

**HASS484. US WATER POLITICS AND POLICY. 3.0 Semester Hrs.**

(WI) This interdisciplinary seminar course engages the complexities of contemporary water governance in the United States, with an emphasis on the arid American West, including the state of Colorado. It engages with governance questions such as how we are to share over-allocated water resources, how we are to engage with increasingly unpredictable hydrologic dynamics, and how changes in water science, engineering, and values shape policy and politics and vice versa. The course engages with concepts in ethics, economics, history, law, and policy, and puts them in conversation with dynamics in hydrology, engineering, and social-ecological systems theory. Prerequisite: HASS100. Corequisite: HASS215. 3 hours lecture; 3 semester hours.

**Course Learning Outcomes**

- Demonstrate an understanding of contemporary water politics and policy in the arid American West as compared to the rest of the United States.
- Thoughtfully and effectively participate in critical discussions of the challenges – past, present, and future – facing United States water stakeholders and decision-makers.
- Articulate an individual water ethic and reflect upon its connections to broader governance structures and processes.
- Practice interdisciplinary analysis by conducting a watershed assessment that integrates social with hydrologic/ecologic dynamics and articulates grounded policy recommendations.
- Synthesize ideas from diverse sources and communicate them clearly and compellingly in a variety of career- and policy-relevant formats.

**HASS485. CONSTITUTIONAL LAW AND POLITICS. 3.0 Semester Hrs.**

Equivalent with LAIS485,

This course presents a comprehensive survey of the U.S. Constitution with special attention devoted to the first ten Amendments, also known as the Bill of Rights. Since the Constitution is primarily a legal document, the class will adopt a legal approach to constitutional interpretation. However, as the historical and political context of constitutional interpretation is inseparable from the legal analysis, these areas will also be covered. Significant current developments in constitutional jurisprudence will also be examined. The first part of the course deals with Articles I through III of the Constitution, which specify the division of national governmental power among the executive, legislative, and judicial branches of government. Additionally, the federal nature of the American governmental system, in which governmental authority is apportioned between the national government and the state governments, will be studied. The second part of the course examines the individual rights specifically protected by the amendments to the Constitution, principally the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments. Prerequisite: HASS100. Corequisite: HASS215. 3 hours seminar; 3 semester hours.

**HASS486. SCIENCE AND TECHNOLOGY POLICY. 3.0 Semester Hrs.**

Equivalent with LAIS486,

(WI) An examination of current issues relating to science and technology policy in the United States and, as appropriate, in other countries. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS487. ENVIRONMENTAL POLITICS AND POLICY. 3.0 Semester Hrs.**

Equivalent with LAIS487,

(WI) Seminar on environmental policies and the political and governmental processes that produce them. Group discussion and

independent research on specific environmental issues. Primary but not exclusive focus on the U.S. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS488. GLOBAL WATER POLITICS AND POLICY. 3.0 Semester Hrs.**

Equivalent with LAIS488,

(WI) This interdisciplinary seminar course analyzes how droughts, floods, water management, global trading system, and climate change affect the hydrological and food systems that are critically important for economic prosperity and political stability. It addresses water policy at scales that range from community level to global governance regimes. It uses relevant analytical perspectives of, for example, psychology, political economy, development studies, and institutional approaches in economic geography to help students understand how certain transboundary water conflicts have emerged, their national and regional implications, and policies and institutions that can be used to resolve them. Prerequisite: HASS100. Corequisite: HASS215. 3 hours seminar; 3 semester hours.

**Course Learning Outcomes**

- Key issues in water politics and policy in the Middle East.
- The various types of threats to water infrastructure.
- The political economy of the water-food-energy nexus.
- Costs and benefits of farming abroad versus food imports.
- How domestic and international politics can affect water conflict and food security.
- How water policy and management are shaped and re-shaped by different forces and stakeholders.
- Issues pertaining to international watercourses and their effect on economic development and regional security.
- Literature in international water resources planning and development.

**HASS490. ENERGY AND SOCIETY. 3.0 Semester Hrs.**

Equivalent with ENGY490, LAIS490, MNGN490,

(WI) An interdisciplinary capstone seminar that explores a spectrum of approaches to the understanding, planning, and implementation of energy production and use, including those typical of diverse private and public (national and international) corporations, organizations, states, and agencies. Aspects of global energy policy that may be considered include the historical, social, cultural, economic, ethical, political, and environmental aspects of energy together with comparative methodologies and assessments of diverse forms of energy development as these affect particular communities and societies. 3 hours seminar; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**HASS491. ENERGY TRANSITION: POLITICS AND POLICY. 3.0 Semester Hrs.**

We will use social science approaches, theories, and methods to investigate the global, regional, state, and local politics of the energy transition, moving away from carbon-intensive sources to renewable and cleaner sources, including wind, solar, hydro, and nuclear power. We will look at the politics behind energy in the United States and several other countries and critically assess national and global policies to hasten the transition. Guest speakers, videos, and other course content will represent views from energy companies, non-governmental organizations, university and research entities, government representatives, legislators, and local activists. 3 hours lecture; 3 semester hours. Prerequisite: HASS100. Corequisite: HASS215.

**Course Learning Outcomes**

- Compare and contrast the pros and cons of various energy sources combining energy and social science concepts such as energy

density, energy security, intermittency, infrastructure costs, jobs, inter alia.

- Create an energy transition plan from fossil fuels to clean energy using energy concepts that addresses political challenges and opportunities and demonstrates knowledge of different policy instruments and how policy is made in the United States
- Compare energy production and consumption (by type of resource, amount per capita, etc.) of several countries, including at least one country in Asia and one in Africa. Assess what these differences mean for global governance of the energy transition.
- Apply social science and energy concepts to news articles from energy-focused sources.
- Differentiate between different types of research sources and when best to use each one: databases, grey literature, peer-reviewed literature, encyclopedias, news articles, podcasts, blogs/vlogs, and social media.
- Apply professional communication best practices in written and oral forms.

#### **HASS498. SPECIAL TOPICS. 1-6 Semester Hr.**

Equivalent with LAIS498A,

Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: HASS100. Corequisite: HASS215. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### **HASS499. INDEPENDENT STUDY. 1-6 Semester Hr.**

Equivalent with LAIS499A,

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

#### **HASS4XX. HASS SR LEVEL ELECTIVE. 3.0 Semester Hrs.**

Equivalent with LAIS4XX,

#### **LICM198. SPECIAL TOPICS. 0.5-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### **LICM298. SPECIAL TOPICS. 0.5-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### **LIFL1XX. Foreign Language. 0-12 Semester Hr.**

#### **LIFL2XX. Foreign Language. 0-12 Semester Hr.**

#### **LIFL3XX. Foreign Language. 0-12 Semester Hr.**

#### **LIFL113. SPANISH I. 3.0 Semester Hrs.**

Fundamentals of spoken and written Spanish with an emphasis on vocabulary, idiomatic expressions of daily conversation, and Spanish American culture. 3 semester hours.

#### **Course Learning Outcomes**

- Demonstrate improved pronunciation and intonation of the Spanish Language.

- Comprehend and respond to oral directions and questions.
- Verbalize simple and personal ideas using correct pronunciation and grammar.
- Read and Comprehend simple, brief, written selections.
- Write simple paragraphs based on everyday situations using correct grammar.
- Demonstrate knowledge of some contributions of Hispanic culture to the culture of the United States.

#### **LIFL115. GERMAN I. 3.0 Semester Hrs.**

Fundamentals of spoken and written German with an emphasis on vocabulary, idiomatic expressions of daily conversation, and German culture. 3 semester hours.

#### **Course Learning Outcomes**

- identify facts, vocabulary, definitions, terms, concepts necessary for developing basic proficiency in speaking, listening, reading, interacting and writing in German.
- recognize concepts and tools relevant to read, write and communicate effectively and appropriately in German at an elementary level.
- ask questions relevant to the analysis and comprehension of a range of elementary written and spoken authentic German texts, dialogues, and other communications.
- collect information relevant to reading and writing elementary German texts – e.g. use of glossaries, dictionaries, authentic language materials and reference grammars.
- analyze the grammar and syntax of elementary German texts and communications to arrive at a basic understanding thereof.
- gain a sense of the importance of Global Communication and the importance of Global Language as a conveyor of cultural values, thought and expression as you create, process, and negotiate meaning in German.
- gain an understanding of the Global Impact of Perspective Taking by examining the cultural values and norms revealed in traditional cultural activities and experiences of German-speaking countries and contemporary features of modern German culture.

#### **LIFL119. FRENCH I. 3.0 Semester Hrs.**

(I) French I provides basic instruction in speaking, reading, listening, and writing the French language, with emphasis in class on communicating through speaking and listening skills. French and francophone culture will also be studied. Successful completion of French I will allow students to further their french studies in level 2. 3 hours lecture, 3 semester hours.

#### **Course Learning Outcomes**

- Greet people and socialize.
- Talk about the present, expressing feelings as well as exchanging ideas and opinions.
- Ask and answer questions.
- Share information about themselves, their families, their possessions, and activities.
- Make comparisons.
- Describe future plans.
- Discover the diversity of the French-speaking world and its people.
- Compare daily life and customs in France with those in the United States.

- Read maps and recognize important facts about Francophone countries and cities.
- Identify English cognates borrowed from the French language.
- Use the French language both within and beyond the school setting for personal enrichment and career development.

**LIFL123. SPANISH II. 3.0 Semester Hrs.**

Continuation of Spanish I with an emphasis on acquiring conversational skills as well as further study of grammar, vocabulary, and Spanish American culture. 3 semester hours.

**Course Learning Outcomes**

- Demonstrate improved pronunciation and intonation of the Spanish Language.
- Comprehend and respond to oral directions and questions.
- Verbalize simple and personal ideas using correct pronunciation and grammar.
- Read and Comprehend simple, brief, written selections.
- Write simple paragraphs based on everyday situations using correct grammar.
- Demonstrate knowledge of some contributions of Hispanic culture to the culture of the United States.

**LIFL125. GERMAN II. 3.0 Semester Hrs.**

Continuation of German I with an emphasis on acquiring conversational skills as well as further study of grammar, vocabulary, and German culture. 3 semester hours.

**LIFL129. FRENCH II. 3.0 Semester Hrs.**

French 2 provides continued instruction in speaking, reading, listening, and writing the French language, with emphasis in class on communicating through speaking and listening skills. French and francophone culture will also be studied. 3 hours lecture. Prerequisite: LIFL119.

**LIFL198. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIFL198. SPECIAL TOPICS. 3.0 Semester Hrs.****LIFL198. SPECIAL TOPICS. 3.0 Semester Hrs.****LIFL199. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIFL213. SPANISH III. 3.0 Semester Hrs.**

Emphasis on furthering conversational skills and a continuing study of grammar, vocabulary, and Spanish American culture. 3 semester hours.

**LIFL298. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIFL299. INDEPENDENT STUDY. 0-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject

matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIFL299. INDEPENDENT STUDY. 1-6 Semester Hr.****LIFL299. INDEPENDENT STUDY. 1-6 Semester Hr.****LIFL299. INDEPENDENT STUDY. 1-6 Semester Hr.****LIFL398. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIFL399. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIFL399. INDEPENDENT STUDY. 1-6 Semester Hr.****LIFL498. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIFL499. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIFL499. INDEPENDENT STUDY. 1-6 Semester Hr.****LIMU101. CSM CONCERT/MARCH BAND-FRESHMAN. 1.0 Semester Hr.**

Study, rehearsal, and performance of concert, marching and stage repertory. Emphasis on fundamentals of rhythm, intonation, embouchure, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

**Course Learning Outcomes**

- Read and perform musical notations with at least 85% accuracy
- Collaborate with all wind and percussion instruments in a way that fits into the composer's and conductor's interpretations of the music
- 3. Perform in multiple venues and contexts with the appropriate musical/professional style for each: athletic bands, Mines recruitment events, concert bands, chamber music, etc.

**LIMU102. COLORADO SCHOOL OF MINES SYMPHONY ORCHESTRA - FRESHMAN. 1.0 Semester Hr.**

(I, II, S) The Colorado School of Mines Symphony Orchestra is a full orchestra including strings, woodwinds, brass, and percussion. The orchestra studies a wide range of repertoire including standard orchestral works in addition to popular selections, film soundtracks, and chamber ensemble pieces. Performances include formal concerts, silent film soundtrack productions, and chamber music recitals; while performance frequency varies by semester, there are typically one to two large-ensemble performances per semester and one to three chamber performances per semester. Grading is based on individual participation and preparation. Offered every other year. 3 hours lab; 1 semester hour.

### Course Learning Outcomes

- Generally, students will study two large symphonic works and four less complex pieces per semester in addition to one to three small chamber works of varying complexity.

#### LIMU111. CSM CONCERT CHOIR - FRESHMAN. 1.0 Semester Hr.

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

#### LIMU112. CSM CONCERT CHOIR - FRESHMAN. 1.0 Semester Hr.

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

#### LIMU121. GUITAR ENSEMBLE. 1.0 Semester Hr.

(I, II, S) Students will learn the basics of classical guitar playing in a non-threatening environment. Utilizing beginning to intermediate classical guitar tunes, students will advance the fundamental guitar technique as well as the music reading skill on classical guitar. Reading skill is the foundation of students' future engagement with all forms of music, therefore considerable amount of class resources will be devoted to this particular discipline. Participation in the departmental concert at the end of the semester is mandatory. Offered every other year. 3 hours lab; 1 semester hour.

### Course Learning Outcomes

- o Learn and understand the fundamental classical guitar technique
- o Learn to play classical guitar ensemble pieces from various time periods
- o Being able to follow the conductor and play in time
- o The ability to read standard music notation on the guitar will be stressed throughout the semester

#### LIMU189. INDIVIDUAL INSTRUMENTAL OR VOCAL MUSIC INSTRUCTION. 1.0 Semester Hr.

(I, II) The course affords the student an opportunity to study privately with CSM music faculty on a wide range of instruments including guitar, piano, bass guitar, voice, saxophone, flute, drums and world instruments. Students will be required to practice regularly and demonstrate proficiency on their instrument/voice. Topics of this class will include performance etiquette, musicianship, musical styles, stylistic vocabulary, foreign language and basic music theory. 1 credit hour.

### Course Learning Outcomes

- Will be able to demonstrate an understanding of their instrument and it's operation.
- Will be able to understand, explain, and utilize musical techniques and vocabulary common to their level and preferred musical genre.
- Will be able to understand, explain, and perform studies, etudes and repertoire appropriate to their level.
- Will be able to demonstrate proficiency and an improvement from the beginning of the semester.

#### LIMU198. SPECIAL TOPICS. 0-6 Semester Hr.

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only

once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

#### LIMU199. INDEPENDENT STUDY. 1-6 Semester Hr.

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

#### LIMU201. CSM CONCERT/MARCH BAND-SOPHOMORE. 1.0 Semester Hr.

Study, rehearsal, and performance of concert, marching and stage repertory. Emphasis on fundamentals of rhythm, intonation, embouchure, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

### Course Learning Outcomes

1. Read and perform musical notations with at least 85% accuracy
2. Collaborate with all wind and percussion instruments in a way that fits into the composer's and conductor's interpretations of the music
3. Perform in multiple venues and contexts with the appropriate musical/professional style for each: athletic bands, Mines recruitment events, concert bands, chamber music, etc.

#### LIMU202. COLORADO SCHOOL OF MINES SYMPHONY ORCHESTRA - SOPHOMORE. 1.0 Semester Hr.

(II) The Colorado School of Mines Symphony Orchestra is a full orchestra including strings, woodwinds, brass, and percussion. The orchestra studies a wide range of repertoire including standard orchestral works in addition to popular selections, film soundtracks, and chamber ensemble pieces. Performances include formal concerts, silent film soundtrack productions, and chamber music recitals; while performance frequency varies by semester, there are typically one to two large-ensemble performances per semester and one to three chamber performances per semester. Grading is based on individual participation and preparation. Offered every other year. 3 hours lab; 1 semester hour.

### Course Learning Outcomes

- While performance repertoire changes a great deal due to the nature of ensemble music education, technical studies will remain consistent. Technical studies are meant to improve physical ability on students' instruments and include scales and arpeggios as well as intonation interval drills. Bach chorales are used to study balance, blend, and intonation in a simplified setting.

#### LIMU211. csm CONCERT CHOIR - SOPHOMORE. 1.0 Semester Hr.

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

#### LIMU212. CSM CONCERT CHOIR - SOPHOMORE. 1.0 Semester Hr.

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

**LIMU298. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIMU299. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIMU301. CSM CONCERT/MARCH BAND-JUNIOR. 1.0 Semester Hr.**

Study, rehearsal, and performance of concert, marching and stage repertory. Emphasis on fundamentals of rhythm, intonation, embouchure, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

**Course Learning Outcomes**

- Read and perform musical notations with at least 85% accuracy
- Collaborate with all wind and percussion instruments in a way that fits into the composer's and conductor's interpretations of the music
- 3. Perform in multiple venues and contexts with the appropriate musical/professional style for each: athletic bands, Mines recruitment events, concert bands, chamber music, etc.

**LIMU302. COLORADO SCHOOL OF MINES SYMPHONY ORCHESTRA - JUNIOR. 1.0 Semester Hr.**

(II) The Colorado School of Mines Symphony Orchestra is a full orchestra including strings, woodwinds, brass, and percussion. The orchestra studies a wide range of repertoire including standard orchestral works in addition to popular selections, film soundtracks, and chamber ensemble pieces. Performances include formal concerts, silent film soundtrack productions, and chamber music recitals; while performance frequency varies by semester, there are typically one to two large-ensemble performances per semester and one to three chamber performances per semester. Grading is based on individual participation and preparation. Offered every other year. 3 hours lab; 1 semester hour.

**Course Learning Outcomes**

- The Colorado School of Mines Symphony Orchestra seeks to develop musicianship, communication, leadership, and social engagement through the study of standard orchestral repertoire, current popular repertoire, film soundtracks, and chamber music. Further, orchestral music education helps students develop critical listening and problem-solving skills, independently seek out new information, explore how historical and theoretical context informs interpretation, and to stimulate their desire to strive for excellence.

**LIMU311. CSM CONCERT CHOIR - JUNIOR. 1.0 Semester Hr.**

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

**LIMU312. CSM CONCERT CHOIR - JUNIOR. 1.0 Semester Hr.**

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable

using same course number. See rules limiting the number of hours applicable to a degree above.

**LIMU398. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIMU399. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**LIMU401. CSM CONCERT/MARCH BAND-SENIOR. 1.0 Semester Hr.**

(I) The Colorado School of Mines Symphony Orchestra is a full orchestra including strings, woodwinds, brass, and percussion. The orchestra studies a wide range of repertoire including standard orchestral works in addition to popular selections, film soundtracks, and chamber ensemble pieces. Performances include formal concerts, silent film soundtrack productions, and chamber music recitals; while performance frequency varies by semester, there are typically one to two large-ensemble performances per semester and one to three chamber performances per semester. Grading is based on individual participation and preparation. 3 hours lab; 1 semester hour.

**Course Learning Outcomes**

- While performance repertoire changes a great deal due to the nature of ensemble music education, technical studies will remain consistent. Technical studies are meant to improve physical ability on students' instruments and include scales and arpeggios as well as intonation interval drills. Bach chorales are used to study balance, blend, and intonation in a simplified setting.

**LIMU402. COLORADO SCHOOL OF MINES SYMPHONY ORCHESTRA - SENIOR. 1.0 Semester Hr.**

(II) The Colorado School of Mines Symphony Orchestra is a full orchestra including strings, woodwinds, brass, and percussion. The orchestra studies a wide range of repertoire including standard orchestral works in addition to popular selections, film soundtracks, and chamber ensemble pieces. Performances include formal concerts, silent film soundtrack productions, and chamber music recitals; while performance frequency varies by semester, there are typically one to two large-ensemble performances per semester and one to three chamber performances per semester. Grading is based on individual participation and preparation. Offered every other year. 3 hours lab; 1 semester hour.

**Course Learning Outcomes**

- Technical studies are meant to improve physical ability on students' instruments and include scales and arpeggios as well as intonation interval drills. Bach chorales are used to study balance, blend, and intonation in a simplified setting.

**LIMU411. CSM CONCERT CHOIR - SENIOR. 1.0 Semester Hr.**

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable using same course number. See rules limiting the number of hours applicable to a degree above.

**LIMU412. CSM CONCERT CHOIR - SENIOR . 1.0 Semester Hr.**

Study, rehearsal, and performance of choral music of the classical, romantic, and modern periods with special emphasis on principles of diction, rhythm, intonation, phrasing, and ensemble. 2 hours rehearsal; 1 semester hour. Not repeatable

using same course number. See rules limiting the number of hours applicable to a degree above.

**LIMU421. JAZZ ENSEMBLE. 1.0 Semester Hr.**

FALL The Jazz Ensemble provides an opportunity for students to participate in a musical ensemble in the jazz big band format. Jazz music is a unique American art form. The big band jazz format is an exciting way for students to experience the power, grace and beauty of this art form and music in general. The class will consist of regular weekly rehearsals and one or more concert performance (s). 1 semester hour. Repeatable for credit. See rules limiting the number of hours applicable to a degree above.

**Course Learning Outcomes**

- Will be able to demonstrate improved sight-reading skills.
- Will be able to demonstrate and explain improved intonation and performance skills.
- Will be able to demonstrate and explain improved solo performance in a Jazz context.
- Will be able to demonstrate and explain improved Jazz ensemble performance in both large and small group contexts.

**LIMU422. JAZZ ENSEMBLE - SPRING. 1.0 Semester Hr.**

SPRING The Jazz Ensemble provides an opportunity for students to participate

in a musical ensemble in the jazz big band format. Jazz music is a unique American art form. The big band jazz format is an exciting way for students to experience the power, grace and beauty of this art form and music in general. The class will consist of regular weekly rehearsals and one or more concert performance(s). 1 semester hour. Repeatable for credit. See rules limiting the number of hours applicable to a degree above.

**Course Learning Outcomes**

- Will be able to demonstrate improved sight-reading skills.
- Will be able to demonstrate and explain improved intonation. and performance skills
- Will be able to demonstrate and explain improved solo performance in a Jazz context.
- Will be able to demonstrate and explain improved Jazz ensemble performance in both large and small group contexts.

**LIMU423. JAZZ LAB. 1.0 Semester Hr.**

The Jazz Lab provides an opportunity for students to participate in a musical ensemble in the jazz combo format. Jazz music is a unique American art form. The jazz combo format is an exciting way for students to experience the joy and sense of achievement of performing this great American music form. The class will consist of regular weekly rehearsals and one or more concert performance(s). 1 semester hour. Repeatable for credit. See rules limiting the number of hours applicable to a degree above.

**Course Learning Outcomes**

- Will be able to demonstrate, explain, and utilize Music Theory in a Jazz performance context
- Will be able to demonstrate and explain improved intonation and performance skills

- Will be able to demonstrate and explain improved solo performance in a Jazz context
- Will be able to demonstrate and explain improved Jazz ensemble performance in both large and small group contexts(

**LIMU498. SPECIAL TOPICS. 1-6 Semester Hr.**

(I, II) Pilot course or special topics course. Topics chosen from special interests of instructor(s) and student(s). Usually the course is offered only once. Prerequisite: none. Variable credit; 1 to 6 credit hours. Repeatable for credit under different titles.

**LIMU498. SPECIAL TOPICS. 1-6 Semester Hr.****LIMU498. SPECIAL TOPICS. 1-6 Semester Hr.****LIMU499. INDEPENDENT STUDY. 1-6 Semester Hr.**

(I, II) Individual research or special problem projects supervised by a faculty member, also, when a student and instructor agree on a subject matter, content, and credit hours. Prerequisite: "Independent Study" form must be completed and submitted to the Registrar. Variable credit; 1 to 6 credit hours. Repeatable for credit.

**Professors**

Hussein A. Amery

Lucas Bessire

Jon Leydens

Kenneth Osgood

**Associate professors**

Tina L. Gianquitto

Kathleen J. Hancock

Adrienne Kroepsch

James D. Straker

**Teaching Professors**

Jonathan Cullison

Paula A. Farca

Cortney Holles

Joseph Horan

Derrick Hudson, NREP Graduate Program Director

Shannon Davies Mancus, Associate Department Head

Seth Tucker

Sandy Woodson, Department Head

**Teaching Associate Professors**

Eliza Buhner

Heather Fester

Masakazu Ito

## **Teaching Assistant Professors**

Mairead Case

Alison Kerr

Brianna Zrinsky

## **Hennebach Visiting Assistant Professor**

Angeline Letourneau

## **Emeriti Professors**

W. John Cieslewicz

T. Graham Hereford

Carl Mitcham

Barbara M. Olds

Eul-Soo Pang

Anton G. Pegis

Thomas Philipose, University Professor Emeriti

Arthur B. Sacks

## **Emeriti Associate Professors**

Betty J. Cannon

John Heilbrunn

Kathleen H. Ochs

Laura J. Pang

Karen B. Wiley

## **Emeriti Teaching Professors**

James Jesudason

Robert Klimek

## **Emeriti Teaching Associate Professor**

Rose Pass