HUMANITIES & SCIENCES

MODEL PROGRAM

All baccalaureate degree candidates must complete 30 credits in the Humanities and Sciences.

FOR PERFORMING ARTS STUDENTS:

Twelve credits are earned through the Integrated Studies Program in the student's first year. This two-semester program provides entering students with an introduction to college learning through explorations in the humanities and sciences. Integrated Studies courses fulfill the College writing requirement and create a foundation for future study by assisting students with the development of college-level skills, particularly in reading, writing, research, critical thinking, and communication. After the first year, Performing Arts students take eighteen more credits distributed across the humanities, sciences and social sciences. These courses are primarily theme and inquiry-based and span both disciplinary and interdisciplinary perspectives.

Integrated Studies

All students are required to have at least six credits of college writing in their program and that requirement is either satisfied by successful completion of Integrated Studies in the first year, or by completion of coursework in expository writing and research writing or their equivalent. Integrated Studies is required for all students with fewer than fifteen transfer credits in areas of study that do not include expository writing.

Students with twelve transfer credits, inclusive of three credits of expository writing or freshman composition, may opt to complete this first-year requirement by taking one more writing course in expository or research writing and can consult with the Registrar and/or the Department Chair to determine the appropriate course.

After the first year, in order to ensure breadth of study, students are required to distribute the remaining eighteen credits of their Humanities and Sciences requirement in the following manner:

| Humanities: 3 credits |
| Social Sciences: 3 credits |
| Sciences: 3 credits |
| Humanities & Sciences Electives: 9 credits |

FOR ADFM STUDENTS:

The first two years of the ADFM programs are integrated, intertwining Studio, Critical & Contextual Studies and Humanities & Sciences. Students’ placement in the program is dependent on both portfolio review and transfer credits. Writing and breadth requirements are satisfied through H&S coursework in the Foundation and Sophomore years.

For ADFM students, the 30 H&S credits are satisfied in the following way:

| Foundation Program: 9 credits (HS 113/114, FN 133) |
| Sophomore Year: 6 credits (HS 213/214) |
| Junior Year: 9 credits (H&S Continuing Studies elective courses) |
| Senior Year: 6 credits (H&S Continuing Studies elective courses) |

ADFM students admitted in 2015 will receive a maximum number of H&S transfer credits as follows:

- Foundations Program placement: maximum of 15 H&S transfer credits
- Sophomore placement: maximum of 25 H&S transfer credits
- Junior placement: maximum of 30 H&S transfer credits

Humanities and Sciences courses may not be repeated for credit towards degree requirements.

A limited number of courses from other departments are applicable, for non-majors, towards the Humanities and Sciences Electives category. These courses are clearly identified within the course descriptions. A maximum of two non-Humanities and Sciences courses may apply towards the Humanities and Sciences Elective requirement.

Once matriculated into a degree program at Cornish, Humanities and Sciences requirements may not be completed at another institution. The Humanities and Sciences Program does not award credit for prior learning experience.

COURSE DESCRIPTIONS

The curriculum is subject to change and courses may vary from year to year. The Schedule of Classes and course descriptions, including new course offerings, are regularly updated on the Cornish website at https://compass.cornish.edu.

Below is a sample of both continuing courses and recent offerings.

HS 103 Expository Writing
3 Credits, Fall/Spring
What does it mean to be “literate”? What significance does writing have in our daily lives? In this class we’ll investigate our notions of what writing and literacy are and how they form our identities and communities by studying various forms of writing – essays, memoirs, Facebook, websites, etc. – and composing works of our own. We’ll question what it means to be literate in a time when communication is a hybrid of languages and media and distributed across multiple (sometimes conflicting) audiences.

Students will write papers that address the course themes, analyzing both their personal history with writing and the ways writing functions in the physical and virtual communities they belong to. Students can expect to gain confidence as writers as they develop their papers into focused, cohesive, and detailed pieces of prose. The course will emphasize the significance of audience, purpose, genre, and context in effective communication.

HS 113 Foundation Studies I: H&S & HS 114 Foundation Studies II: H&S
3 Credits, Fall/Spring
HS113 & HS114 is taught through a sequence of three modules that broadly introduce students to the critical lenses, language, discourse conventions, and significant premises integral to the broad disciplinary domains of Science, Social Science, and Humanities. HS113 & HS114 is fully integrated with linked units FN123/124 (Studio) and FN133/134 (Critical + Contextual Studies) to examine existing assumptions about discipline and methodology. Teaching and learning methods include direct instruction, seminar, peer response and workshop, with outcomes that demonstrate critical thinking, expository writing, quantitative reasoning and research methodologies.

HS 121 & 122 Integrated Studies
6 Credits, Fall/Spring
Integrated Studies is the Humanities and Sciences Department's foundation program for first-year

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students, fulfilling the first twelve credits of their general education requirements for the BFA degree. This two-semester course provides entering students with an introduction to college learning through explorations in the humanities and sciences. Integrated Studies courses fulfill the College writing requirement and create a foundation for future study by assisting students with the development of college-level skills, particularly in reading, writing, research, critical thinking, and communication. The Integrated Studies curriculum offers students the choice of a range of thematic topics which are explored while practicing and developing these skills.

**HS 196 Tutorial Study**

2-3 Credits, Fall/Spring

Tutorial study is a variable credit course defined as college-level complementary training which may include study, research, or other learning experience. Students may apply for tutorial study after meeting with their department chair and by submitting a Tutorial Study application to the Registrar. This course meets once a week for the full semester.

**HS 197 Group Study**

2-3 Credits, Fall/Spring

Group Study is defined as project based study, research, or other learning experience, that is developed by student(s) or a department to augment existing curricula. Group study must be approved by the department and structured by clearly defined criteria and with learning outcomes. There is a five student minimum enrollment required for all group study courses with a maximum enrollment of nine students per course. Students may not enroll in more than one Group Study per semester.

**HS 201 Writing Center Theory and Pedagogy**

3 Credits

Designed for those hired as Peer Consultants in the Writing Center, students will learn about, analyze and apply multiple theories of one-to-one writing consultation. Themes will include history and theories of Writing Centers and writing acquisition, collaborative learning, peer-to-peer education, and issues of race, class, and gender in education. Projects will include assigned reading and writing as well as a self-directed research and Writing Center curriculum design project. In addition to preparing students to be effective consultants in the Cornish Writing Center, the course will enrich students’ abilities to participate in collaborative projects and provide a foundation for future work as teachers.

**HS 204 Fiction Craft: How to Tell a Story**

3 Credits, Fall/Spring

This course is designed to begin laying the groundwork for a mastery of the craft of fiction. What is craft and why does it matter? Simply put, craft is how you tell your stories — from whose point of view, using what kinds of structures, whether through scene or narration, with close attention to language — so that characters and place are alive on the page. Mastery of craft enables the writer to develop depth and to find and explore the subject matter that moves him or her most so that it will move a reader. We’ll look at published stories, which we’ll “read like a writer” to figure out why and how the authors made the choices they made. And we’ll write our own stories, guided by exercises and prompts. Along the way, we’ll also consider the creative process and how it affects the work we do.

NOTE: This course does not satisfy English Composition/Writing requirements.

**HS 205 Creative Non-Fiction Writing**

3 Credits, Fall/Spring

This course is designed to explore the varieties of creative nonfiction from the perspective of writers and practitioners of the craft. What is creative nonfiction? It is writing composed of the real or true (the “nonfiction” part) that relies on the same literary devices as fiction and poetry, such as expressive language and the use of sensory detail (the “creative” part). Beyond that, it’s a big umbrella, and includes personal history; writing about nature, science and medicine; travel and food writing; writing about the arts; meditations on ideas; graphic (visual) memoirs, and more. We’ll read published work to see how accomplished writers construct their texts, and we’ll write our own from exercises and prompts. We’ll also take up such thorny issues as the reliability of memory, what it means to make a story out of someone else’s life, and how truth can be a slippery thing.

NOTE: This course does not satisfy English Composition/Writing requirements.

**HS 208 Intro to Digital Humanities**

3 Credits, Fall/Spring

In Digital Writing we’ll explore the intersection between digital environments and the professional writing life of an artist. Digital culture has altered how artists may publicly express and promote themselves. But the choices represented by online self-publishing via Tumblr, Facebook, or Kickstarter present new challenges for writers. How can we use brief posts to create polished prose rather than perfunctory leetspeak? How do we use video, visual, and textual content to promote our work to potential audiences who we’ve never met? This course is designed for all skill levels from students who are adept in digital mediums to those who are new to digital writing and software. Writers can expect to dabble in a variety of online writing environments and to engage in a substantive self-directed online writing project. Students should expect to not only write but also read and discuss how digital mediums affect our relationships, communication, and culture.

**HS 209 Life & Art by the Numbers**

3 Credits

Our subject is the quantification of reality and its language: numbers. We will survey the history, from the Pythagorean Theorem in ancient Greece, to double-entry bookkeeping in the Renaissance, to today’s string theory. We will also learn about the practical meaning of numbers in your life, and their role in paying off loans, improving your credit rating, or staying healthy. Together we will discuss relevant books, articles, and videos, share some fun and timeless problems and puzzles, and experience the satisfaction and wisdom derived from recording numbers over time and discovering their patterns. No math tests.

**HS 210 Sophomore Studies II: H&S**

3 Credits, Fall/Spring

See full description in Art, Design, and Film sections.

**HS 212 Diseases in the Population**

3 Credits, Fall/Spring

Does coffee increase or reduce the risk for heart disease? Every week, the news seems to report contradictory information based on the newest health research. What advice should we heed, and how do we know if information is valid? In epidemiology, we aim to understand the environmental, social, and biological / genetic factors that affect disease risk in a population. If we can reduce the effects of diseases or prevent them all together, we can live longer healthier lives. This course will explore the science of epidemiology, and begin to give you the knowledge to be critical evaluators of the health news you may read in order to make informed choices. It will also help you understand the way diseases are tracked, prevented, or reduced in a population.
HS 219 Urban Ecology  3 Credits, Fall/Spring
Ecology is the study of how organisms interact with each other and the environment. This course addresses ecological principles with a strong focus on urban ecosystems. We will explore factors that affect urban biodiversity and ecosystem health across the urban landscape and become familiar with a few plant and animal species common to Seattle. We'll discuss the influence of natural and built environmental factors, and the significance of both "wild" and intentionally introduced organisms. We'll consider how people influence organisms and their habitats through deliberate action and neglect. The course will incorporate interactive lectures and discussions, readings, fieldwork, and reflective assignments. Desired outcomes include increased understanding of ecological processes and problems, and increased ability to make informed decisions in relation to these issues. Some classes will involve field trips: field trips will either be walking distance from campus, or transportation options (e.g., bus, carpooling) will be coordinated in advance.

HS 225 Physics in the Arts 3 Credits, Fall/Spring
This course will introduce the principles of physical sciences relevant to both performing and visual arts. Students will learn about the physical principles necessary to understand dynamics of the human body as they perform various dance moves. For those in majors such as Performance Production, Theater, and Design, the basic principles of optics, light and color and sound will be discussed. To state the obvious, a piece of fine art, be it, visual or performing art, depends on the talent and imagination of the artists, the environment in which the art form is produced and presented, and equally importantly the 'sensors' (human sensory organs, a CCD array, a photographic film or a microphone) that receive the input. This course will address all the three aspects. This course does not have a prerequisite and will be mostly qualitative and conceptual. Any rudimentary high school level mathematics (arithmetic, trigonometry and geometry) refresher that is necessary will be supplemented in the lectures.

HS 235 Envisioning Sustainable Futures 3 Credits, Fall/Spring
Sustainability is a buzz word these days, but everyone has a different idea about what sustainability is and what a sustainable society might look like in the future. This class will examine the conflicts around topics such as climate change, agriculture, consumption, and alternative energy as well as the variety of proposed solutions from a range of academic disciplines, activist organizations, and fiction. Some of the questions we will discuss are: What is sustainability anyway? How are different approaches to sustainability dependent on worldview and ideology? What is the link between justice and sustainability? What are the roles of structure (e.g. the economy and the built environment) and agency (i.e. "free will") in developing sustainable practices? What are the roles of urban populations in working towards a more sustainable world? What is the role of literature on the collective imaginations and social change? How might we envision more sustainable future(s)?

HS 248 Gender Danger Desire in Fairy Tales 3 Credits, Fall/Spring
Where better to explore the nexus between archetype and social construction than in fairy tales? Certain stories have persisted and evolved over centuries marking their centrality to the cultural imagination, even as they have shifted and changed, as cultures and people do. In modern times they have re-emerged in literature, art, and pop culture—from Disney to chick flicks to pornography. In this class we will explore stories from Europe, the Middle East and the Americas, in their original and re-imagined forms, asking how they reflect cultural beliefs about gender as well as how they contribute to the social construction of gender. Course texts include literature (for adults and children), film (popular, indie and experimental), visual art, music, dance and drama as well as articles from a variety of fields including psychology, education, literary criticism, social theory and history.

HS 248 Reading Graphic Memoir 3 Credits, Fall/Spring
Graphic novels, widely recognized as an important new literary medium, encompass a wide and expanding array, including the compelling and increasingly popular genre of graphic memoir. The language of words and pictures is ideal for telling personal stories, conveying both specific information and a visceral sense of mood. Memoir is an essential, traditional literary form, but reading memoir in comics is very different from reading memoir in text. How do we decipher and enjoy a book in this singular, multimodal language? In this course, students will read, discuss, and submit response papers for several graphic memoirs, explore themes including memory, truth, identity, gender, sexuality, and culture, and examine related material including interviews, documentaries, articles, and current events.

HS 248 Machines to Think With 3 Credits, Fall/Spring
Machines to Think With is a course exploring ideas and experiences of narrative across three different forms of expressive media. Following I.A. Richard’s provocative descriptions of literary texts as "machines to think with" and "speculative instruments," we will consider how these media organize language and the aesthetic experience of information to express stories and enable complex reasoning about and criticism of ideas, such as empathy, justice, selfhood, monstrosity and humanity. We will also attend to how different forms of media challenge us to do different kinds of imaginative work, to think with them and to critically model our understanding of their particular organization and history. Coursework will be organized through focused readings of three exemplars with thematic similarities: Mary Shelley’s novel Frankenstein, Shelley Jackson’s hypertext fiction Patchwork Girl, and Jonathan Blow’s videogame Braid, and supported by selected readings on media poetics and aesthetic theory.

HS 250 Performance Art: History & Theory 3 Credits, Fall/Spring
This course is based on lectures and readings in the history and theory of performance art. The objective of the course is to acquaint the student with the historical record of production and theory in such a way that he or she will not only be informed of the fundamental principles with which to both produce and evaluate performance art, but also be conversant with contemporary issues and intellectual foundations which are developing toward a comprehensive theory of performance art. During the last three weeks of the course students will present brief performances.

HS 250 American Family in Lit & Film 3 Credits, Fall/Spring
Literature and films that portray fictional families set within a particular, realist moment in US history can show us a lot about the many meanings of family in US cultures. They express beliefs the authors hold, both personal and culturally inherited, and they respond to notions of "The Family" that have been mass produced in popular culture or political discourse. Sometimes literature, film and art can promote one side of a social debate and/or catalyze social change. Along with novels and films, we’ll study advertisements, campaign speeches and other texts that reflect social debates, from the mid...
20th century to present: an era that has seen pivotal changes within family structures, notions about “The Family”, and legal and social policies that impact families. We will examine how literary and cinematic fictions have enculturated dominant beliefs, and the power they have to change them.

**HS 260 Artists & Philosophers**  
3 Credits, Fall/Spring  
Art and Philosophy are two of humanity’s highest endeavors. These disciplines are similar insofar as philosophers and artists view human affairs from a critical distance that allows them to see with greater clarity the underlying moral, political and social implications of our thoughts and actions. But artists and philosophers often understand things from radically different perspectives. This means they often disagree on fundamental questions about human nature and how we should live. Studying how art and philosophy challenge each other, therefore, leads us to a more nuanced understanding of who we are, and why we do what we do. Regardless of whether we are poets or philosophers, thus broadening our perspective will make us better defenders and critics of our own work. Our reading list will include works by Plato, Aristophanes and Jean-Jacques Rousseau.

**HS 260 The Technological Imagination**  
3 Credits, Fall/Spring  
Humans live in and through our technology: from stone tools to computers, our society is continually altered by technical objects. Living in a networked society such as ours, one need only try to imagine life without the digital technologies that seamlessly mediate our daily routines; yet this is precisely what it is so difficult to do: to think technology, to imagine its peculiar agency in our individual experience and in our world. This situation is magnified the intricate interconnectedness and layering of digital systems, vast networks and data archives, and ubiquitous computing. Our needs go beyond literacy and practical mastery of these technologies to the development of a reflective technological imagination in which we consider the ways technologies enable and disable us, shape and reshape our lives and creative practices. This course explores the technological imagination through the discourses of media theory, software and game studies, and philosophy of technology.

**HS 260 Gender, Sex and Society**  
3 Credits, Fall/Spring  
This course will develop an understanding of the ways in which gender and sexuality is formed and performed within the context of biological and cultural identity. We will examine the relationship between personal identity and biological identity within and outside of categories such as feminine/masculine, gay/straight, and male/female. Specifically, we will look at the performance and production of gender and sexuality within science and culture to form an historical context by which to situate the current progress of queer politics and gender identity. Additionally, we will examine the role of new technology in relation to forming and reforming gender, such as cyberfeminism and reproductive and transgender science.

**HS 260 War and Remembrance**  
3 Credits, Fall/Spring  
World War II is generally remembered as the “good war,” but how do we fit the bombing of Dresden or Hiroshima into this narrative? This class explores the remembrances of modern global conflicts, and it affords students the opportunity to view cultural memory through transnational and national perspectives. Crossing the academic disciplines of history, cultural studies, and political science, this class engages students in the study of civics. Since we weigh the remembrances of war, we consider how history is produced and how present politics shape the memory of the past. We begin the course studying changing depictions of World War I and then spend much of our time on World War II, with the final few weeks devoted to the Cold War. Course themes include the role of the individual within the state, the state’s responsibilities to its citizenry, heroism, myth-making, cultural sensitivity and awareness, and the ideal of peace. Class meetings involve large-group discussion, but there will be several that are devoted to small group work and analysis. We will study a wide variety of source materials including architecture, statuary, poetry, graphic narrative, photographs, paintings, posters, music, film, and on-line museum exhibits. Specific materials include clips from the classic film, J’Accuse (Gance, 1919), British poetry from WWI, Soviet propaganda posters, and documents about the controversial Enola Gay exhibit at the Smithsonian. As a capstone to the class, students design and present a memorial that allows them to express civic responsibility.

**HS 270 The Science of Aging**  
3 Credits, Fall/Spring  
Nearly all organisms undergo changes with age, but how and why this happens is a fascinating question that we are still trying to fully understand. Using the process of aging as our lens, we will look at topics such as cellular function and cellular replication by studying microscopic images, looking at video simulations and interpreting data. We will then look at emerging evidence about how errors or changes in biological processes can lead to aging and disease. Throughout the course we will explore how science is produced, published and interpreted. Students will leave this class with a basic understanding of the cellular processes that lead to aging and disease as well as an appreciation for the culture of science and how the scientific process seeks to answer questions about the natural world.

**HS 270 Why Microbes Rule the World**  
3 Credits, Fall/Spring  
Students will gain an appreciation of the diversity and ubiquity of microbes. They will learn how our understanding of these tiny organisms has changed, beginning with the discovery of these “Wee, animalcules,” and concluding with contemporary views of their impact on the earth and human health. Topics we will cover include: extremophiles—microbes that live in seemingly unlivable conditions, microbes and your health—from probiotics to disease causing agents, microbes and their crucial impact on climate change, and fascinating relationships between microbes and animals. We will also discuss how scientists try to find alien life, which will likely be microbial if it exists. Exploring microbes in our lives and the environment will show students that organisms do not need to be large in order to be mighty.

**HS 270 Mathematical Mysteries**  
3 Credits, Fall/Spring  
This course explores ways that mathematics connects with fields of knowledge and questions that humans intrigue themselves with every day. How do we wrap our minds around the concept of infinity? How are choices, rooted in probability, made in games, gambling, and the stock market? What relationships exist between nature and geometric patterns? How can we conceptualize more than three dimensions? What makes a fair voting system? Why is group-think different than majority rule or swarm mentality? This course investigates these questions by developing mathematical thinking and critical analysis skills
and by practicing the algebraic and geometric tools that form the core of mathematics. Possible topics include: measurement, numeration systems from Egypt to Greece, set theory, Euclidian and non-Euclidian cosmology, fractals, logic paradoxes, probability, game theory, graphing statistical data, codes, majority/group-think, and voting systems. Class meetings will consist of lecture, inquiry-based discussion, in-class exercises and practice of concepts.

**HS 276 Cross-Cultural Psychology**  
*3 Credits, Fall/Spring*  
Cross cultural psychology is the study of the diverse and rich ways in which humans across the globe think, act and relate. Following the traditions of critical psychology, post-colonialism and feminism we will first gain a historical framework about how cultural difference in psychology has tended to have been used to reproduce racist, classist and gender inequalities in modern power relations through constructs such as ‘normal’ and ‘healthy’. We will then work against this grain at a situated theoretical perspective which appreciates our limited perspective in our encounter with culturally rich diverse ways of thinking, acting and relating. The class will be discussion based as well as utilize video material, guest speakers, articles and ‘interview’ assignments. Students will conduct a group research project focusing on a more in depth study of cross cultural psychology topic or theme.

**HS 280 Politics in Action**  
*3 Credits, Fall/Spring*  
This course invites you to think about where our news of the world comes from and how we engage with it. We will investigate how influences including our own backgrounds, beliefs and the media shape our understanding of current political issues. Why do many of us feel uncomfortable about the very notion of discussing politics? Where do our attitudes about politics come from? Beginning with these questions, we will move into exploration of a variety of national and international political issues. The class will include both individual and group projects focused on exploring current political events from multiple perspectives. This course is intended to provide an introduction to thinking about our attitudes toward contemporary politics. Note: This course will include significant overlap with previous courses entitled Citizenship and Politics Today and Political Issues and Identities. Students who enrolled in those classes should not enroll in this one.

**HS 280 Hiding, Passing or Flaunting**  
*3 Credits, Fall/Spring*  
How do we present ourselves to the world? Do we celebrate our social identities publicly or do we hide, tone down, or just plain lie about some aspects of who we are? In a society that values transparency, why do some people choose to conceal parts of their backgrounds or their membership in certain groups? What roles do power, stigma and oppression play in these decisions? How do the patterns of hidden identities in the United States compare to those in other countries? This course will consider cross-cultural and historical instances of hidden identities including blacks passing as whites, Jews converting to Christianity, and gays choosing to stay in the closet vs. come out. Drawing on the work of social scientists such as Erving Goffman and Kenji Yoshino, we will think about the conditions that influence our own decisions about the identities we reveal and those we hide.

**HS 280 Mixed Identities**  
*3 Credits, Fall/Spring*  
Many of us know the feeling of not quite fitting in. We may identify ourselves in ways that differ from how others perceive us. We may feel that none of the available options to describe ourselves adequately represent who we are. These experiences may be fleeting or they may profoundly affect our lives, depending on our positions in relation to the political, social and cultural circumstances in which we live. What does it mean to identify (or be identified) as “mixed” or in between other categories? To explore this question, we will discuss how we identify ourselves as individuals and as members of groups. We will consider topics such as social boundaries and liminality, racial mixture, religion, immigration and transnationalism. Based on social science and literary texts, we will engage in a discussion of social identities that will expand our understanding of other people and ourselves.

**HS 285 Religion and Politics**  
*3 Credits, Fall/Spring*  
What role does religion play in contemporary political controversies? What is secularism and why is it important? Why are Mormons, Jews, Muslims and other religious minorities often the focus of political debates? How does the relationship between religion and politics in the United States compare to that which exists in other countries? What is the difference between religion and race? These are among the questions we will address in this introductory course focusing on the relationship between religion and politics from current, international perspectives. This course is intended to give you an opportunity to think, talk and ask questions about topics we often avoid in everyday conversations.

**HS 295 Americas and the World**  
*3 Credits, Fall/Spring*  
From Prudhoe Bay to Patagonia, American societies share common pasts, and they also connect to peoples and patterns around the globe in unique ways. This course explores the shared American histories of European colonialism, racial slavery and other labor migrations, and revolutions. Students will also examine how material exchanges, struggles for civil rights, and economic and political trends have left Americans in many different positions within a global community. Course includes readings, lectures, films, in-class activities and discussions.

**HS 295 Empire: Bodies, Minds & Souls**  
*3 Credits, Fall/Spring*  
When, where, and why have modern conceptions of race arisen? How have debates about race, gender, and class influenced ideas of citizenship? This class explores these big questions as it covers the history of European colonialism in Africa, Asia, and the Caribbean from the eighteenth-century Enlightenment to the current day. In order to gain both the perspective of the colonized and the colonizer, we will examine film, paintings, political tracts, scientific writings, advertisements, and fiction, by a diverse group of people including Gandhi, Gauguin, Achebe, and Orwell. Topics range from sexuality, education, religion, independence movements and violence, to the fraught politics of Muslim immigration into Europe.
HS 360 Art of Living  3 Credits, Fall/Spring
Most humans struggle with four basic questions: Is existence meaningful, absurd, or both? How should I live my life? How do others fit into my life? What does death mean, if anything? In this course we will begin to explore these basic questions and look at some of the ways others have answered them.

HS 360 Passion and Reason  3 Credits, Fall/Spring
An introduction to some of the philosophical and psychological theories about the nature and interrelationship of emotions and reason; how both reason and emotions fill out our lives; and what we can learn about ourselves from our emotional lives.

HS 360 Existentialism  3 Credits, Fall/Spring
One of the key concepts of existentialism is the idea that the choices we make in life determine whom we become. We are what we do. Furthermore, because we are, in fact, alone in the world, we are singularly responsible for ourselves. We will be looking at thinkers from Kierkegaard to Sartre, tracing the development of existentialist ideas and what those ideas have to say about how it is that we are alone in the world, and what we should do once we realize this.

HS 381 Research Writing  3 Credits, Fall/Spring
Students in research writing will design and implement a semester-long individual research project of their choice. The class is designed to guide students through the investigation and writing process, including experimenting with library, internet, and interview research techniques while honing skills at developing strong inquiry questions, analyzing sources, and integrating multiple perspectives. The research project will culminate in a multi-draft written product, through which students will explore writing in a print or digital medium of their choice (i.e. academic paper, website, proposal, etc.). By focusing on a medium of their choice, students will choose the type of writing that best presents their research to the audience with whom they want to share their discoveries. Course emphases will include writing effectively for different audiences and purposes, developing skills at assessing a written work-in-progress and providing feedback, trying out various research methodologies, and building confidence in writing and research skills.

HS 496 Tutorial Study  2-3 Credits
Tutorial study is a variable credit course defined as college-level complementary training which may include study, research, or other learning experience. Students may apply for tutorial study after meeting with their department chair and by submitting a Tutorial Study application to the Registrar. This course meets once a week for the full semester.

HS 497 Group Study  1-3 Credits
Group Study is defined as project based study, research, or other learning experience, that is developed by student(s) or a department to augment existing curricula. Group study must be approved by the department and structured by clearly defined criteria and with learning outcomes. There is a five student minimum enrollment required for all group study courses with a maximum enrollment of nine students per course. Students may not enroll in more than one Group Study per semester.

HS 498 Independent Study  1-4 Credits
Focuses on a special project of the student’s choice and design that is unavailable within the regular curriculum. Prerequisites: senior standing and permission from Department Chair. Credits vary between 1 and 4.
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<td>Carolyn Hall</td>
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<td>MA Pacific Oaks College, Pasadena; K-12 Teacher Certification, BA The Evergreen State College</td>
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<tr>
<td>Amanda Hill</td>
<td>Associate Professor</td>
<td>Rhetoric and Composition</td>
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<td>MA Western Washington University, BA California State University East Bay</td>
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<tr>
<td>Rebeca Hughes</td>
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<td>Matthew Jacobson</td>
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<td>Katherine Marshall Lalish</td>
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<td>Joan Leegant</td>
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<td>Tanya Matthews</td>
<td>Associate Professor &amp; First Year Specialist</td>
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<td>Charles Morrison</td>
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<td>Subramanian Ramachandran</td>
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<td>PhD University of Washington, MS Birla Institute of Technology and Science, MTech Indian Institute of Technology, MS Wayne State University, Detroit</td>
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<td>Paul Rasmussen</td>
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<td>Nathan Roberts</td>
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<td>Christine Sumption</td>
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<td>Katherine Greenland Trelstad</td>
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<td>Ariel Wetzel</td>
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<td>John Kendall Wilson</td>
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<td>History and Theory of Performance Art</td>
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<tr>
<td>Nadya Zimmerman</td>
<td>Associate Professor</td>
<td>Mathematics, English, Musicology</td>
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