Proposed IQs: Alphabetical List

1. Along the Silk Road
2. The Americas
3. Arts & Society
4. The Atlantic World
5. The Culture of European Modernity
6. The Development of U.S. Democracy
7. Environmental Issues
8. Ethics & Morality
9. Forms of Creative Expression: Theory & Practice
10. The Individual & Society
11. Language: Theory & Practice
12. Life & Physical Sciences
13. Medieval/Renaissance Art & Culture
14. Mind, Brain, Cognition
15. Modes of Inquiry & Analysis
16. Race & Ethnicity in America
17. Science & Society
18. Studies in Gender & Sexuality
19. 20th Century Political Dynamics
20. Understanding the Natural World
21. Western Roots
22. World Arts & Letters

N.B. In the proposed IQs that follow, each course parenthetically carries its new attributes and frequency information:

Area Attributes: HUM = Humanities; LCD = Linguistic & Cultural Diversity; NSM = Natural Science & Mathematics; SSC = Social Sciences

Core Attributes: AN = Applied Numeracy; SD = Social Differentiation; WI = Writing Intensive

Frequency Information: S = every semester; 1= annually; 2= every two years; etc.
Proposed IQ: Along the Silk Road

Description: Michael Frachetti

How were civilizations connected throughout history? How did societies from East Asia, Central Asia, the Near East, and Europe shape each other’s material and ideological worlds? The “Silk Routes” comprised one of the most extensive and diverse networks of trade and social interaction in history. The exchange and diffusion of material culture, technological innovations, ideology, food, and social institutions across this vast overland system resulted in the growth and development of societies from Japan to Europe and everywhere in between. This IQ is designed to provide you with a multi-disciplinary view of the history of Eurasia in light of major transformations in art and archaeology, religion, political organization, and literature that linked Eurasian societies within a wider world system.

Students must choose at least two courses, each from a different department.

**International & Area Studies**
215C – Introduction to Russian Civilization (HUM, LCD; 2)

**Jewish, Islamic, Near Eastern**
210C – Introduction to Islamic Civilization (HUM, LCD; 1)
314C – Islamic History: 1200-1800 (HUM, LCD; 1-2)

**History**
223 – Korean Civilization (HUM, LCD, SD; 1-2)
226 – Japanese Civilization (HUM, LCD, SD; 1)
227 – Chinese Civilization (HUM, LCD, SD; 1)
3162 – Early Modern China: 1350-1800 (HUM, LCD; 1)
3149 – The Late Ottoman Middle East (HUM, LCD; 2)

**Art History**
111 – Intro to Asian Art (HUM, LCD; 1)

**Religious Studies**
203 – Intro to Religious Traditions II: Asian Religions (HUM, LCD; 1)
3030 – Daoist Traditions: Ethics, Poetry, Literature (HUM, LCD; 1-2)
3090 – Chinese Thought (HUM, LCD; 1-2)
311 – Buddhist Traditions (HUM; 1)

**Literature**
333 – Modern Voice in Japanese Lit (HUM, LCD, SD; 1)
341 – Lit of Early/Imperial China (HUM, LCD, SD; 1)
350 – 19th-Century Russian Novel (HUM, SD, WI; 1-2)

**Anthropology**
3122 – Ancient Civs of the Old World (SSC; 1)
3053 – Nomadic Strategies, Extreme Ecologies (SSC; 1)
Proposed IQ: The Americas
Description: Bret Gustafson

What shared histories of indigenous settlement, colonialism and nation-building unite the Americas as the “New World” that sparked the imaginaries of so many travelers, immigrants, and empire builders of the past and present? How do the Americas today reflect this shared history, yet also reveal vast differences in cultural tradition, wealth and inequality, and visions of the future? This IQ will allow you to explore a range of historical roots – from pre-European empires and worlds of indigenous peoples to the revolutionary struggles of the 18th century and the rise of nation-states. You may also delve into the political and cultural complexities that shape the Americas today. Across these histories the IQ draws attention to struggles over identity and resources that lay the foundations for the Americas as we know them today, and to the rise of ideas and institutions that shaped these places in very different ways over the centuries. By completing this IQ, you will have a deeper understanding of our own place in the Americas and a grasp on the ways that scholars of different disciplines engage the social, historical, and political-economic complexities of world regions.

Students must choose at least two courses, each from a different department.

**Anthropology**
- 314 – Pre-History of N. America (SSC, LCD; 1)
- 3461 – Native Americans at Westward Exp (SSC, LCD; 2-3)
- 3092 – Indigenous Peoples/Movements (SSC, LCD, SD; 2-3)
- 3093 – Anthropology of Modern Latin America (SSC, LCD; 1-2)

**Archaeology**
- 310 – Ancient Civilizations of the New World (HUM, LCD; 1)
- 3351 – The Ancient Maya (SSC, LCD, SD; 1)

**History**
- 321 – Colonialism to Neocolonialism (HUM, LCD; 1)
- 322 – Reform or Revolution (HUM, LCD; 1)
- 3632 – The American Frontier (HUM, LCD, SD; 2)

**Spanish**
- 335 – Spanish American Lit I (HUM, LCD; S)
- 336 – Spanish American Lit II (HUM, LCD; S)

**Latin American Studies/IAS**
- 165 – Survey of Latin American Culture (HUM, LCD; 1)

**Music**
- 3022 – Native American Musical Traditions (HUM, LCD; 2)

**Political Science**
- 326 – Latin American Politics (SSC; 2)

**American Culture Studies**
- 202 – The Immigrant Experience (SSC, LCD; 1-2)
- 227 – Topics in Native American Culture (SSC; ?)
Proposed IQ: Arts & Society
Description: Robert Snarrenberg

How do the performed arts (dance, music, and theater), the visual arts, and the cinematic arts relate to the societies in which they are practiced? What roles do they play in the formation of individual or social consciousness? And how is the practice and understanding of these arts influenced by what happens in the social context? Answers to these questions vary from art to art and society to society, so the courses in this IQ focus on the historical development of artistic practices within particular cultures and the ways in which such practices function in the development of particular societies. By completing this IQ, you will develop language with which to analyze acts and works of nonliterary art and gain a richer understanding of how these arts function in people’s lives.

Students must choose at least two courses from different departments.

**Dance**
- 315 – Dance Spectrum (HUM, LCD; 1-2)
- 316 – Romantic to Post-Modern Dance (HUM; 2)
- 340 – Ballet as Ethnic Dance (HUM, SD, WI; 2)

**Art History**
- 111 – Asian Art (HUM, LCD; 1)
- 112 – Western Art (HUM; 1)
- 211 – Modern Art (HUM; 1)

**Drama**
- 228 – Theater Culture Studies I (HUM; 1)
- 229 – Theater Culture Studies II (HUM; 1)
- 239 – Performance & Culture (HUM; 1)
- 365 – Theater Culture Studies III (HUM; 1)

**Film & Media Studies**
- 220 – Intro to Film Studies (HUM; 1)
- 330 – History of American Cinema (HUM; 1)
- 340 – History of World Cinema (HUM, LCD; 1)
- 350 – History of Electronic Media (HUM)

**Music**
- 1021 – Musics of the World (HUM, LCD; 2)
- 1022 – Pop Music in American Culture (HUM, SD; 1)
- 105 – History of Jazz (HUM; 1)
- 114 – Exploring Music (HUM; 1)
- 3023 – Jazz in American Culture (HUM, SD, WI; 2)
Proposed IQ: The Atlantic World
Description: Sowandé Mustakeem

[This IQ is still under construction.]

Students must choose at least two courses, each from a different department.

AFAS
321C – African Civilization to 1800 (HUM, LCD; 1)
322C – African Civilization: 1800 to the Present (HUM, LCD; 1)
Anthro 318 – Pre-History of Africa (?)

History
217C – The Atlantic World, 1000-1800 (HUM, LCD; 1)
3660 – Narratives of Discovery (HUM; 1-2)
3880 – Terror and Violence in the Black Atlantic (HUM, SD; 1-2)

Music
3021 – Music of the African Diaspora (HUM, LCD; 2)

Latin America
321 – Colonialism to Neocolonialism (HUM, LCD; 1)

Literature
3071 – Caribbean Literature in English (HUM, LCD; 1-2)
Proposed IQ: The Culture of European Modernity
Description: Matt Erlin

How did artists and intellectuals respond to the social, political, and economic transformations that swept through eighteenth- nineteenth- and twentieth-century Europe? The courses in this IQ investigate some of the remarkable cultural and intellectual innovations of this tumultuous period and also attempt to situate them within their broader social and historical contexts. Students who complete this IQ will have a better understanding of what we mean when we talk about European modernity, modernization, and modernism and a better sense of how works of art, literature, and philosophy both reflect and help to shape the historical epochs out of which they emerge.

Students must choose at least two courses, each from a different department.

**Art History**
211 – Modern Art (HUM; 1)

**History**
102 – Western Civilization II (HUM, SD; 1)
3450 – Modern Germany (HUM, LCD; 2)
3598 – The First World War & the Making of Modern Europe (HUM; 2)

**IPH**
205 – Literary Modernities (HUM; 1)
207 – Modern Political Theory (HUM; 1)

**Comp Lit**
213 – Romanticism to Modernism (HUM; 2)

**Philosophy**
357 – Kant and 19th Century Philos (HUM; 1-2)
375 – Existentialism (HUM; 1-2)

**Music**
3031 – Music History III (HUM, WI; 1)

**German**
340 – German Lit in the Modern Era (HUM, LCD; S)

**Drama**
365 – Theater Culture Studies III (HUM; 1)
Proposed IQ: The Development of US Democracy
Description: Peter Kastor

What does it mean to live in a democracy? In what ways are the institutions of government bound by the wishes of American citizens and in what ways does a broader culture inform how democracy takes shape? This IQ explores those questions through courses that consider the complex ways that Americans have conceived of the relationship between citizens and their government. While some courses examine the formal structures of that government, others consider how democracy takes shape through forms of culture that exist outside the familiar definitions of politics.

Students must choose at least two courses, each from a different department.

**History**
163 – Freedom, Citizenship, & the Making of Am. Life (HUM, SD, LCD; 1)
2152 – The Theory and Practice of Justice (HUM, SD; 2)
365 – The New Republic: The United States, 1776-1850 (HUM; 1-2)
3670 – The Long Civil Rights Movement (HUM, SD; 1)
372C – Law in American Life: 1776 to the Present (HUM, SD; 1-2)

**Political Science**
101B – American Politics (SSC; 1)
3070 – Politics & Policy Making in the American States (SSC; 1)
344 – Courts and Civil Liberties (SSC; 1)
3255 – Development of the Constitution (SSC; 1)
393 – Political Thought III: Liberty, Democracy, & Revolution (SSC; 1)

**English Literature**
321 – American Literature to 1865 (HUM; 1)
322 – Major American Writers II (HUM; 1)

**American Culture Studies**
202 – The Immigrant Experience (SSC, LCD; 1-2)

**AFAS**
208B – African-American Studies: An Introduction (HUM, SD; 1)
3161 – African American Politics (SSC; 1-2)
Proposed IQ: Environmental Issues
Description: Jen Smith/Eleanor Pardini

How do humans interact with the natural world? The courses in this IQ investigate the dynamic and highly interdependent nature of the natural and social systems that shape the Earth’s environment, as well as the profound impact of humans on the diversity and distribution of life on Earth. Students who complete this cluster will better understand how environmental issues transcend traditional disciplinary and political boundaries.

Students must choose at least two courses, each from a different department.

**Political Science**
- 2010 – Intro to Environmental Policy (SSC; 1)
- 332B – Environmental and Energy Issues (SSC; 1)

**Earth & Planetary Sciences**
- 108A – Oceans and the Atmosphere (NSM; 1-2)
- 111 – Introduction To Global Climate Change In the 21st Century (NSM; 1-2)
- 116A – Resources of the Earth (NSM; 1-2)
- 201 – Earth and the Environment (NSM; S)
- 221 – Human Use of the Earth (NSM; 2)

**Philosophy**
- 235F – Introduction to Environmental Ethics (HUM; 1)

**Biology**
- 2950 – Introduction to Environmental Biology (NSM; 1)

**Anthropology**
- 3182 – Ancient Africa: Social Mosaics and Environmental Challenges (SSC, LCD; 1)
- 361 – Culture and Environment (SSC; 1)
- 379 – Feast or Famine: Archaeology and Climate Change (SSC; 1)
Proposed IQ: Ethics & Morality
Description: Ian MacMullen

What is a good life for a human being? What do we, individually and collectively, owe to other humans (and to non-human animals)? How can social institutions (such as government or religion) help us to lead good lives and meet our moral obligations? Courses in this IQ expose students to historical and contemporary debates about these fundamental questions from a variety of secular and religious perspectives. Students will be introduced to rival accounts of virtue, arguments about the source and content of our rights and duties, and diverse understandings of the meaning and purpose of human lives.

Students must choose at least two courses, each from a different department.

**Philosophy**
131F – Present Moral Problems (HUM; S)
233F – Biomedical Ethics (HUM; S)
235F – Environmental Ethics (HUM; 1)
331F – Classical Ethical Theories (HUM; 1)
345F – Issues in Applied Ethics (HUM; 1-2)

**Comparative Literature**
364 – Literature and Ethics (HUM; 1)

**Political Science**
331 – Theories of Social Justice (SSC; 1)
391 – History of Political Thought I: Justice, Virtue, & the Soul (SSC; 1)
393 – History of Political Thought II: Legitimacy, Equality, & the Social Contract (SSC; 1)

**American Culture Studies**
120 – Social Problems and Social Issues (SSC; 1-2)

**Religious Studies**
202 – Religious Traditions I: Judaism, Christianity, & Islam (HUM; 1)
203 – Religious Traditions II: Asian Religions (HUM, LCD; 1)
303 – The Daoist Tradition: Ethics, Poetry, Literature (HUM, LCD; 1)
Proposed IQ: Forms of Creative Expression: Theory & Practice

Description: Rob Henke

How does a poem, sonata, *pas de deux*, or play mean? How does writing a play, making a film, choreographing a dance, or composing music help us to understand these forms from within? By theoretically and practically engaging dance, film, theater, music, or creative writing, one develops the body, the emotions, and the mind in new ways. The arts do not merely reflect culture and knowledge; they create new ways and forms of knowing and feeling, and are therefore vital engines of cognition. They require imagination, cunning, the control of resistant materials, empathy, and the ability to both master and violate conventions. Students taking this IQ will appreciate the rich theoretical dimensions of art forms and, by making art, learn how to match the stuff of raw inspiration with material form.

Students must choose at least two courses, each from a different department.

**Dance**
- 106E – Introduction to Dance as a Contemporary Art Form (HUM; S)
  [or Ballet, Jazz, or Modern dance at appropriate level]

**Music**
- 103E – Theory I: Introduction to Music Theory (HUM; 1)
- 1091 – Jazz Theory I (HUM; 1)

**Drama**
- 212E – Introduction to Theatre Production (HUM; S)
- 221 – Introduction to the American Musical Theater (HUM; 1)
- 240E – Acting I (HUM; S)
- 368 – Black Theater Workshop III (HUM, SD; 1)

**English Composition**
- 221 – Fiction Writing 1 (HUM; S)
- 222 – Poetry Writing 1 (HUM; S)
- 224 – Playwriting (HUM; S)

**Film and Media Studies**
- 220 – Intro to Film Studies (HUM; 1)
- 225 – Making Movies (HUM; S)

**English Literature**
- 215 – Intro to Literary Study (HUM; S)
- 257 – The Art of Poetry (HUM; S)
- 356 – The Art of the Novel (HUM; 1)

**Comparative Literature**
- 213 – Intro to Comparative Arts (HUM; 1)
- 323 – Intro to Comparative Arts (HUM; 1)
Proposed IQ: The Individual and Society

Description (Ian Macmullen):

How do societies structure and shape the lives of their members? Courses in this IQ analyze the ways in which individuals are impacted by social institutions, including both formal institutions (such as government, the economy, and schools) and informal institutions (such as religious and cultural norms). Social institutions play a major role in determining our options, guiding our choices, and endowing our actions with meaning. Social institutions create *differences* between individuals (especially by producing and reproducing inequalities of status, power, opportunity, income, and wealth). But those same institutions also create *similarities* among a society’s members (in their behavior, beliefs, values, identities, tastes, and habits). Students who complete this IQ should improve their understanding of how social institutions work, where they come from, and how they change; students should also improve their ability to reason about whether and how particular social institutions *should* be changed.

Students must choose at least two courses, each from a different department.

**American Culture Studies**
120 – Social Problems and Social Issues (SSC; 1-2)

**Anthropology**
160B – Introduction to Cultural Anthropology (SSC, LCD, SD; 1)
204B – Anthropology and the Modern World (SSC, LCD, SD; 1)
3612 – Population and Society (SSC; 1-2)

**Psychology**
315 – Introduction to Social Psychology (SSC; S)

**Humanities**
203C – Early Political Thought: Text and Tradition (HUM; 1)
207C – Modern Political Thought: Text and Tradition (HUM; 1)

**Political Science**
106 – Introduction to Political Theory (SSC; 1)
358 – Law, Politics and Society (SSC; 1)
392 – Pol. Thought II: Legitimacy, Equality, & Social Contract (SSC; 1)
393 – Political Thought III: Liberty, Democracy, & Revolution (SSC; 1)

**Education**
301C – The American School (HUM, SD; S)
313B – Education, Childhood, and Society (SSC; 1)

**Philosophy**
340F – Social and Political Philosophy (HUM; 1)

**WGS**
396 – Women and Social Class (HUM, SD; 1-2)
**Proposed IQ: Language: Theory & Practice**

**Description:** Brett Hyde

How can people effectively use language to convey their thoughts, feelings, and beliefs? What properties of language allow it to be used so creatively? How do children acquire language in the first place? The courses in this IQ examine language from a variety of perspectives. They examine the structures of language itself, the sounds, phrases, and sentences that convey meaning; they examine the role of language in effective communication; and they examine the properties of the mind responsible for language.

Students must choose at least two courses, each from a different department.

- **Linguistics**
  - 170D – Introduction to Linguistics (SSC; S)

- **English Composition**
  - 311 – Exposition (HUM. WI; S)
  - 312 – Argumentation (HUM, WI; S)

- **Classics**
  - 225D – Latin and Greek in Current English (HUM; 1)

- **Anthropology**
  - 3386 – Language, Culture, and Society (SSC, LCD; ?)

- **Philosophy**
  - 306G – Philosophy of Language (HUM; 1)

- **Psychology**
  - 358 – Language Acquisition (SSC; 2)

- **English Literature**
  - 472 – History of the English Language (HUM; 1)
**Proposed IQ: Life & Physical Sciences**  
**Description:** Carolyn Herman

What are the fundamental principles upon which advanced scientific knowledge is based? How are these principles, drawn from different academic fields, related to each other? This IQ provides students with a rigorous introduction to the life and physical sciences, teaching both principles and applications of foundational scientific knowledge. Moreover, the concepts taught in these courses reinforce each other, such that students pursuing this IQ will gain a better understanding of how one discipline complements and completes the others. Because advances in medical and biomedical science rests upon the introductory material explored in this IQ, it is an excellent inquiry for life sciences students not majoring in one of the natural sciences.

Students must choose at least two courses, each from a different department.

**Chemistry**
- 111 – General Chemistry I (NSM, AN; 1)
- 112 – General Chemistry II (NSM, AN; 1)
- 261 – Organic Chemistry I (NSM; 1)
- 262 – Organic Chemistry II (NSM; 1)

**Biology**
- 2960 – Principles of Biology I (NSM; 1)
- 2670 – Principles of Biology II (NSM; 1)

**Physics**
- 117 *or* 198 – Physics I (NSM, AN; 1)
- 118 *or* 198 – Physics II (NSM, AN; 1)

**Math**
- 131 – Calculus 1 (NSM, AN; S)
- 132 – Calculus 2 (NSM, AN; S)
- 233 – Calculus 3 (NSM, AN; S) *or* 201 – Freshman Seminar: How Mathematics Thinks: Multivariable Calculus (NSM, AN; 1)
- 2200 *or* 3200 – Statistics (NSM, AN; S)
Proposed IQ: Medieval/Renaissance Art & Culture
Description: Joe Loewenstein

What cultural sea changes resulted from the invention of gunpowder, the printing press, and the compass? What cultural richness produced thinkers as diverse and enduring as Aquinas, Dante, Joan of Arc, Chaucer, Julian of Norwich, Giotto, Joan of Arc, Machiavelli, Luther, Michelangelo, and Shakespeare? This IQ tracks major cultural transformations produced during these heady eras. Not all of the developments under examination are inspiring, for although this is a period of great achievement in the arts and sciences, it is also a period of crusades, witch hunts, religious war, colonialism, and the early stages of an international slave trade. Students will learn about how religion shapes art, how printing shapes religion, and how politics shapes literature, and literature shapes politics.

Students must choose at least two courses, each from a different department.

History
101 – Western Civ I (1)
3262 – Early Medieval World (3?)
3263 – High Middle Ages (1-2)
343 – Europe in the Age of Reformation (2-3)
3531 – Early Modern England (3)

Art History
112 – Western Art (HUM; 1)
3525 – Medieval Art (HUM, LCD; 1-2)
3528 – Early Medieval Art (HUM, LCD; 2-3)
361 – Early Italian Renaissance (HUM; 1)
362 – High Renaissance Art (HUM; 2-3)

Religious Studies
393 – Medieval Christianity (HUM; 1-2)

E Lit
211 – Chief English Writers (HUM; S)
395 – Shakespeare (HUM; S)

Music
3011 – Music History I (HUM; 1)

Drama
228 – Theater Culture Studies I (HUM; 1)
229 – Theater Culture Studies II (HUM; 1)
Proposed IQ: Mind, Brain, Cognition

Description: Mark Rollins

How do we perceive, remember, and think? What is the relation of the mind to brain? These questions are addressed in cognitive science, an interdisciplinary field that combines philosophy, psychology, neurobiology, and computer science. In this IQ, you will be exposed to recent empirical research and theory in which new avenues have been opened for understanding the nature of consciousness, our ability to use and understand language, varieties of memory, the functional organization of the brain, the nature of reasoning, and how perceptual experience may vary across individuals.

Students must choose at least two courses, each from a different department.

**Psychology**
100B – Introduction to Psychology (SSC; 1)
221 – Intro to Memory Studies (SSC; 1)
330 – Sensation and Perception (NSM; 1)
3401 – Biological Psychology (NSM; 1)
360 – Cognitive Psychology (NSM; 1)
361 – Psychology of Learning (NSM; 1)

**Philosophy**
120F – Problems in Philosophy (HUM; S)
315 – Philosophy of Mind (HUM; 1)
366 – Art and the Mind-Brain (HUM; ?)

**PNP**
200 – Introduction Cognitive Science (SSC; 1)
201 – Inquiry in the Cognitive Sciences (NSM, AN; 1)

**Education**
366 – The Psychology of Creativity (SSC; 2)
Proposed IQ: Modes of Inquiry & Analysis
Description: Sara Estle

In a world in which we are surrounded by information, how can data best be evaluated and interpreted? How can we determine the nature of relationships between variables? Students who complete this IQ will be able to think critically when confronted with a wide variety of information. In addition to learning to evaluate the claims of others, students will also learn to interpret, summarize and effectively communicate information themselves.

Students must choose at least two courses, each from a different department.

Economics
1011 – Microeconomics (SSC, AN; S)
1021 – Macroeconomics (SSC, AN; S)

EPSc
109A – Quantitative Reasoning in Environmental Science (NSM, AN; 1)

Psychology
300A – Psychological Statistics (NSM, AN; S)

Philosophy
100G – Logic & Critical Analysis (NSM, AN; S)

Math
1011 – Introduction to Statistics (NSM, AN; 1)
2200 – Elementary Probability and Statistics (NSM, AN; S)
3200 – Elementary to Intermediate Stats & Data Analysis (NSM, AN; S)

Political Science
363 – Quantitative Political Methodology (SSC, AN; 1)
Proposed IQ: Race & Ethnicity in America
Description: Diana Hill

How have racial and ethnic tensions impacted the historical, political, and artistic landscape in America? Is a firm understanding of American culture possible without a foundation in the economics and conditions of its first labor force – African Americans? Can American exceptionalism exist despite the treatment of American Indians and African Americans through genocide and slavery, or do those historical experiences render the concept invalid? The courses in this IQ investigate the role race has played in shaping history, politics, and arts in America. Students who pursue this IQ will likely have to deconstruct what they know coming into each course as the material and subject matter will be familiar yet will demand that they see the United States and race in a manner they likely have not before.

Students must choose at least two courses, each from a different department.

**AFAS**
208 – Intro to African American Studies (HUM, SD; 1)
3752 – African American Women (HUM, SD; 1-2)

**History**
163 – Freedom, Citizenship, Making of American Life (HUM, SD, LCD; 1)
366 – Civil War & Reconstruction (HUM, SD; 1-2)
3670 – The Long Civil Rights Movement (HUM, SD; 1)
387 – African American History to 1864 (HUM, SD; 2)
388 – AfAm History Since Emancipation (HUM, SD; 2)

**English**
387 – African American Writers to the Harlem Renaissance (HUM, SD; 1-2)
388 – African American Writers Since the Harlem Renaissance (HUM, SD; 2?)

**American Culture Studies**
202 – The Immigrant Experience (SSC, LCD; 1-2)
227 – Topics in Native American Culture (SSC; ?)

**Drama**
368 – Black Theater Workshop (HUM, SD; 1)

**American Culture Studies**
202 – The Immigrant Experience (SSC, LCD; 1-2)
2151 – St. Louis African American History (?)
**Proposed IQ: Science & Society**

**Description:** Mark Alford

What does science teach us about the natural world, and how should we integrate that knowledge into our decision-making? In the last century, systematic scientific investigation has given us great insight into the world around us and great power to influence it to our benefit. Students in this IQ will explore that knowledge, and will grapple with deeper questions that science raises, including our understanding of our place in the universe, how to evaluate our own impact on the world, and how to make responsible use of the scientific knowledge we are acquiring.

Students must choose at least two courses, each from a different department.

**Physics**
L31 171A – Physics & Society (NSM, AN; 1)

**Philosophy**
233F – Biomedical Ethics (HUM; S)
235F – Environmental Ethics (HUM; 1)
321G – Philosophy of Science (HUM; S)

**Humanities**
201A – Puzzles and Revolutions: Text and Tradition (HUM; 1)

**Religious Studies**
3301 – Religion & Science (HUM; 2-3)

**Math**
1011– Introduction to Statistics (NSM, AN; 1)

**Environmental Studies**
110 – Environmental Issues (?)
294 – Introduction to Environmental Studies: Social Sciences (SSC; S)

**Earth & Planetary Sciences**
210A – Epic of Evolution: Life, Earth, and Cosmos (NSM; 1-2)

**Public Health**
222 – Infectious Diseases: Past, Present, Future (NSM; 1)
3283 – Introduction to Public Health (SSC; 1)

**Archaeology**
212 – Archaeological Fantasies & Hoaxes (SSC; 1)
Proposed IQ: Studies in Gender & Sexuality

Description: Jamie Ake

How do assumptions about gender and sexuality help to shape the ways we define identity, tell stories about ourselves and our culture(s), and participate in social life? In this IQ, students use gender and sexuality and categories of analysis to investigate phenomena including human development, literary production, intellectual history, political power, and social movements. While some courses focus primarily on theoretical approaches to understanding gender and sexuality as productive analytical categories, others consider the historical and cultural development of these (constantly shifting) categories and how they have been mobilized for political and social change.

Students must choose at least two courses, each from a different disciplinary perspective.

**[Theoretical]**
- WGS 100B – Introduction to Women and Gender Studies (HUM, SD; S)
- WGS 308 – Masculinities (SSC, SD; 1-2)
- WGS 335 – Feminist Theory (HUM, SD, WI; 1)
- HUM 310 – Intellectual History of Sex & Gender (HUM, SD; S)

**Psychological**
- 3091 – Gay, Lesbian, Bisexual Identity Development (SSC, SD; 1)
- 329 – Psychology of Women (SSC; 1-2?)

**Social/Political**
- PS 357B – Gender and Politics in Global Perspective (SSC, SD; 1)
- Ed 303 – Gender and Education (SSC, SD; 2)
- WGS 391 – Social Construction of Female Sexuality (SSC; 1-2)
- WGS 395 – Contemporary Female Sexualities (HUM; 1-2)
- WGS 396 – Women and Social Class (HUM, SD; 1-2)

**Literary**
- JINES 340 – Israeli Women Writers (HUM, LCD, SD, WI; 2)
- WGS 214C – Introduction to Women’s Texts (HUM, SD; 1)
- WGS 337 – American Women’s Adventure Stories (HUM, SD, WI; 2-3)
- WGS 358 – 19th Century American Women Writers (HUM, WI; 2-3)

**Historical**
- CL 240 –Women & Slaves in the GrecoRoman World (SSC, LCD, SD; 2)
- Hist 3752 – Women in American History (HUM, SD; 2-3)
- Hist 3413 – Women in Early Modern Europe (HUM, SD; 2-3)
- Hist 359 – Modern European Women (HUM, SD; 2)
- WGS 348 – History of US Feminism  (Th, SD; 1-2)

**Anthropological**
- 307 – Human Variation (NSM, AN, SD; 1)
- 362 – The Biological Basis of Human Behavior (NSM, LCD, SD; 2)
Proposed IQ: 20th Century Political Dynamics
Description: R. Ewan Harrison

What were the major events, personalities and struggles of twentieth century international history? How do we explain or interpret them? What was their significance, and what were their enduring legacies for world and regional politics? This IQ explores these issues though courses that examine central institutions, social movements, and regions in global affairs. Students will deepen their historical and/or theoretical understanding of current issues. They will also gain a greater appreciation of what happened in the past, and how it continues to shape the present in important ways.

Students must choose at least two courses, each from a different department.

**AFAS**
322C – African Civilization: 1800 to the Present (HUM, LCD; 1)

**Anthropology**
204B – Anthropology and the Modern World (SSC, LCD, SD; 1)

**Political Science**
102B – Introduction to Comparative Politics (SSC; 1)
103B – Intro to International Politics (SSC; 1)
3093 – Politics of the European Union (?)
326B – Latin-American Politics (SSC; 2)
3280 – Political Intolerance in World Politics (SSC; 1)
3781 – Israeli Politics (SSC, LCD; 1)

**History**
164 – Introduction to World History: Theory and Practice (HUM, LCD; 1)
3150 – The Middle East in the 20th Century (HUM, LCD, SD; 1)
322C – Modern Latin America (HUM, LCD; 1)
356C – 20th-Century Russian History (HUM; 1)

**ANELL**
316C – Modern China: 1890s to the Present (HUM, LCD; 1)
3192 – Modern South Asia (HUM, LCD; 2)
320C – Japan Since 1868 (HUM, LCD; 1-2)

**Religious Studies**
3031 – Christianity and the Modern World (HUM; 1)
**Proposed IQ: Understanding the Natural World**  
*Description: Jen Smith/Eleanor Pardini*

How did the Universe, Earth, and life come to be, and what are the fundamental principles that govern their structure and function? The courses in this IQ investigate the basic biological, chemical, physical, and geological aspects of the natural world. Students who complete this IQ will be able to engage in the process of scientific inquiry, and have an informed and interdisciplinary understanding of the scientific approach to describing, classifying, and interpreting natural phenomena.

Students must choose at least two courses, each from a different department.

**Biology**  
2950 – Introduction to Environmental Biology  
303A – Human Biology (NSM; 1)

**Earth & Planetary Sciences**  
108A – Oceans and the Atmosphere (NSM; 1-2)  
111 – Introduction To Global Climate Change In the 21st Century (NSM; 1-2)  
118A – Geology of National Parks (NSM; 2)  
171A – The Solar System (NSM; 1)  
201 – Earth and Environment (NSM; S)

**Physics**  
107A – How Things Work (NSM, AN; 2)  
110A – Awesome Ideas in Physics (NSM, AN; 2)  
125A – Solar System Astronomy (NSM, AN; 1)  
126A – Stars, Galaxies, and Cosmology (NSM, AN; 1)

**Anthropology**  
150A – Introduction to Human Evolution (NSM; 1)

**Math**  
1011 – Introduction to Statistics (NSM, AN; 1)
Proposed IQ: Western Roots

Description: Cathy Keane

What conditions and concerns shaped the history, literature, and art of the ancient Mediterranean world? Why did the cultures of Greece, Rome, and the Near East come to inspire key Western institutions and values? What do we gain by studying ancient cultures not just as our monolithic “foundations,” but also with an appreciation for the alien, the inconsistent, and the ambiguous? Our cultural ancestors prove most valuable when we recognize this range of qualities in them, and the courses in this IQ give students the critical tools to do so. Students who complete the IQ acquire a deeper knowledge of one or more of the "foundational" ancient Mediterranean cultures, in the process learning to interpret both textual and material primary sources.

Students must choose at least two courses, each from a different department. Students may also choose one Greek and one Roman course within Classics or Art History.

**Classics**
- 301 – Greek Mythology (HUM; 1)
- 389 – The Ancient Novel (HUM; 2)

**Greek History**
- 235 – Greek Imagination (HUM, LCD; 2)
- 345 – Archaic & Classical (HUM; 2-3)
- 346 – Age of Alexander (HUM, LCD; 2)

**Roman History**
- 236 – The Roman World (HUM, LCD; 2)
- 341 – Roman Republic (HUM; 2)
- 342 – Roman Empire (HUM; 2)

**Art History**
- 112 – Western Art (HUM; 1)

**Greek Art**
- 345 – Greek Art & Archaeology (HUM; 2)

**Roman Art**
- 334 – Roman Art & Archaeology (HUM; 2)

**Drama**
- 228 – Theater Culture Studies I (HUM; 1-2)

**History**
- 101 – Western Civ I (HUM, 1)

**Humanities**
- 201 – Classical to Renaissance Lit (HUM; S)
- 203 – Early Political Thought (HUM; 1)

**Religious Studies**
- 202 – Religious Traditions I (J, C, I) (HUM; 1)
- 300 – Intro to the Hebrew Bible: Old Testament (HUM; 2)
- 307 – Intro to the New Testament (HUM; 1-2)

**Philosophy**
- 125 – Great Philosophers (HUM; S)
- 347 – Ancient Philosophy (HUM; 1)
Proposed IQ: World Arts & Letters
Description: Rebecca Copeland

What do we gain from an encounter with other cultures? Anthropologist Margaret Mead observed: “A knowledge of one other culture should sharpen our own ability to scrutinize more steadily, to appreciate more lovingly, our own.” The courses in this IQ will help students broaden their horizons as global citizens, introducing them to the richness and diversity of other cultural traditions -- some diametrically different from their own and others surprisingly similar. These courses address a wide range of forms of cultural production within these traditions, from literature, cinema, and music to the performing arts, architecture, and material culture. Students who complete this IQ will be challenged to grow as individuals with a greater appreciation of their own cultural heritages.

Students must choose at least two courses, each from a different department.

**Chinese**
341 – Lit of Early/Imperial China (HUM, LCD, SD; 1)
342 – Lit of Modern/Contemporary China (HUM, LCD, SD; 1)

**Japanese**
332 – Classical Voice in Japanese Lit (HUM, LCD; 1)
333 – Modern Voice in Japanese Lit (HUM, LCD, SD; 1)

**Comp Lit**
211 – World Literature (HUM; 1)
390 – Lyrics of Mystical Love (HUM, LCD, WI; 1)

**Russian**
350 – 19th-Century Russian Novel (HUM, SD, WI; 1-2)

**Film & Media Studies**
340 – History of World Cinema (HUM, LCD; 1)

**Art History**
111 – Intro to Asian Art (HUM, LCD; 1)

**Dance**
315 – Dance Spectrum (HUM, LCD; 1-2)

**Archaeology**
200 – World Archaeology (HUM, LCD; 1)

**English Literature**
307 – Literature of the Indian Subcontinent (HUM, LCD, SD; 1)

**Music**
1021 – Musics of the World (HUM, LCD; 2)
3021 – Music of the African Diaspora (HUM, LCD; 2)