

Proposed IQs: Alphabetical List

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9. Forms of Creative Expression: Theory & Practice
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11. Language: Theory & Practice
12. Life & Physical Sciences
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14. Mind, Brain, Cognition
15. Modes of Inquiry & Analysis
16. Race & Ethnicity in America
17. Science & Society
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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 through 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)