HOW TO COMPLETE YOUR COURSE AND HOUSING PREFERENCE FORM

2017-2018

Let’s get started planning your first semester at Randolph! This guide is intended to provide instruction and support for you as you consider the coursework you’d like to study and the way you’d like to live at the College. The Course and Housing Preference Form is a starting point – we expect there to be adjustments as we move through the summer months and into Fall Orientation. The form is designed to capture your preferences in terms of the classes you would like to take and the details of how you like to live so that our academic advising and residence life staff can place you in courses or with a roommate who shares your preferences.

Step 1:
Spend some time reviewing this guide before you get started with the on-line form.

Step 2:
Allow yourself about 45 minutes to complete the form. Please complete this form in its entirety prior to final submission. The form cannot be saved as you go. If you need to add information, you must resubmit the form.

Step 3:
Get started with the on-line form, the Course and Housing Preference Form. The link to the form is available to you via email.

You should have your high school information and testing results on hand for reference as you complete the form. The form consists of several sections:

- **Student Information** – Let us know who you are.
- **Academic Information** – Let us know your academic goals.
- **First-Year Seminar Selection** – Rank four First-Year Seminar sections (Descriptions included below).
- **English 103R Section Selection** – Rank three English 103R sections Writing in College (Descriptions included below).
- **Math Information** – Tell us about your math background.
- **Course Preferences and Selection** – Choose 6 different classes (no more than two courses from the same department), a language, and up to 3 partial credit courses that interest you. Instructions and course listing included below.
- **Housing Preferences** – Tell us how you want to live if you plan to live on campus.
First-Year Seminars and where you live on campus are related. Depending on your four choices of First-Year Seminars, you will be placed in one of the Housing Blocks shown in the form. Students taking classes in the same Block live in the same building together. You are free to choose seminars from any Block. If you have a specific person with whom you would like to be roommates, the two of you must both select seminars from the same block. If you do not have a specific person you would like to room with, you may choose from any Block. Contact Chris Lemasters (clemasters@randolphcollege.edu), our Director of Residence Life, with questions regarding housing.

Be sure to submit the form at the end! The form is due by June 1, 2017. Registration for courses is based on WHEN you submit the Course and Housing Preference Form; the earlier you submit this completed form, the better.

Step 4:

Be sure to send your scores from the Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, the GCE A Level examinations, or transfer credit and dual enrollment credit to the Registrar at Randolph College. Some results may not be available until July. Sign up for the course you believe fits your level of study; your Faculty Advisor will make adjustments as necessary when you meet at Fall Orientation. For questions on exam results or placement, contact Associate Dean Paula Wallace, at pwallace@randolphcollege.edu.

Step 5:

Complete any required on-line placement testing for math or languages. Dean Wallace will notify you via email if you are required to complete any placement tests.

I’ve submitted my form. Now what happens?

Our Master Advisers will complete a course registration for you based on your responses to this form by June 17 (provided your form arrives by June 1) and register you for the courses manually.

You will be able to confirm your registration at one of the "Get Ready for Randolph" Summer Advising Sessions on June 17 or June 24. These optional sessions are designed to introduce you to current students, staff, and faculty at the College. Attending “Get Ready for Randolph” is a great way to meet people and feel confident about heading to college. Registration questions and adjustments can be addressed at the June sessions or at Fall Orientation as well.

Housing assignments will be available on or around July 1. You will be able to view your housing assignment on the Portal (www.my.randolphcollege.edu) on the “Student” tab.

Your Faculty Adviser, whom you will meet during Fall Orientation, will be a primary resource person—one who will not only help you finalize a program of study but also assist you with transition issues and offer options that will affect other aspects of your college experience.

What else should I be doing?

A. You can register for the “Get Ready for Randolph” sessions in June and Fall Orientation at www.randolphcollege.edu/newstudents. All first-year students will attend Fall Orientation beginning
August 23. Move-in dates vary depending on your activities so check out the enrollment calendar for more information. Classes begin on August 28.

**B.** Be sure to sign into the Portal, your one-stop shop for all Randolph information. When you deposited, you received an email with your log-in and password for the Portal ([www.my.randolphcollege.edu](http://www.my.randolphcollege.edu)). If you did not receive an email with your log-in and passport for the Portal, contact Emily Sorensen at esorensen@randolphcollege.edu.

**C.** Be sure to work on completing the other *required forms* for enrollment at Randolph:

- **Medical Record and Special Housing Requests** (Residential – due August 1)
- **Medical Form for Students Living off Campus** (Commuter – due August 1)
- **Health Insurance Waiver** (Available after June 1 and due August 1)
- **Account Agreement** (Required of all Randolph students and due August 1)
- **Discloser Consent** (FERPA - optional)
- **Athletic Participation Forms** (For student athletes only and due July 1)

You can find these forms and much more at [www.randolphcollege.edu/newstudents](http://www.randolphcollege.edu/newstudents).
Section A: Black Music and Activism (Wolfe)
This seminar examines the role that Black music has played in resistance to legal, social, and cultural oppression. It presents musical genres with historical struggles, including slavery with spirituals and hip hop as social movement. In addition to course readings, students will listen to music and annotate song lyrics with relevant historical and legal commentary.

Section B: The Cult and Culture of Tourism (Bullock)
Provides a critique of the culture and roles surrounding tourism, especially in the Caribbean. Topics will include cruising and cruise lines, ecotourism and tropical environments, sex tourism, and the costs and benefits of the tourist industry for the Caribbean. Students will also practice basic research, thinking and writing skills.

Section C: Soul Food: The Roots and Routes of an Iconic Cuisine (Deetz)
This seminar introduces the history of soul food from West Africa to the Americas. Through exploring the history and geography of the African Diaspora, students will trace particular dishes and ingredients that are found in contemporary soul food dishes. This is an interdisciplinary course designed to inspire students to think critically about race, culture, and food.

Section D: Today's News in Historical Perspective (d'Entremont)
How can a person navigate today’s heated debates over immigration, race, Presidential power, world affairs, women’s rights, guns, free speech? Whom might we trust, and why? Students will tackle such questions, discussing history-themed readings and quality national newspapers. So doing, they will equip themselves to better evaluate key issues, resist propaganda and demagoguery, and act as thoughtful citizens armed with knowledge and logic in the context of humane values. a specific issue, contemporary issues in general, and/or the act of citizenship (of the nation or the world) itself. Each student will discuss their journal entries in regular individual meetings with the instructor.

Section E: Women on Stage: The Women Who Have Shaped the World of Theatre (Earl, S.)
This seminar examines the work and impact of female performers, producers, playwrights, directors, and designers throughout history. The course aims to expand the student’s understanding of historical as well as contemporary theatre and invites them to consider boundaries of culture, gender, and feminism.

Section F: From Shakespeare to Star Wars: The Art of Dueling on Stage and Screen (Earl, P.)
From Romeo/Tybalt to Rae/Ren, stage and screen are rich with two characters becoming hopelessly tangled until the only outcome is the demise of one, but not before a long-awaited and seemingly inevitable throw down of epic proportions. This course will examine why the antiquated and surprisingly cathartic practice of dueling lives on through staged violence.

Section G: Exploring Diversity and Social Justice Experiences (Hendricks)
This is a discussion and interactive experience-based seminar section that assists learners to understand the different facets of diversity in social systems and in their personal lives. Students will develop knowledge and skills that will help them to participate in dialogues about issues that focus on race, ethnicity, gender, sexual orientation, age, religion, socio-economic status, and ability. The seminar will be structured around scholarly readings, discussions, and activities focusing on social justice issues. Through this exploration, students will be able to better understand how these identities shape the world we live in through privilege dynamics.

Section H: The Societal Impact of Infectious Disease (Houlihan)
Humans have a fearful, irrational, and supernatural understanding of infectious disease. Students in this section will explore the social response to contagion, from its use to scapegoat, stigmatize, and ostracize; to its demystification with the germ theory in the 19th century; to today’s continued paranoia in the face of emerging pathogens.
Section I: Greek Love and the Liberal Arts: Pedagogy, Pederasty, and the Birth of Western Education (Kardan)
You’re coming to college for a liberal-arts education, but what does that really mean? Where does the idea come from? How has it changed over time? Explore the sometimes-surprising Greek and Roman origins of western education across a cultural landscape that includes kinky discipline at Sparta, man-boy love in Athens, and the Roman art of rhetorical insult. Homer, Plato, Isocrates, and Quintilian are some of the ancient authors we’ll meet on our journey, along with modern sources that illuminate them.

Section J: Technology and Innovation: STEM and Society (Ordower and Sojka)
This team-taught section focuses on how STEM fields impact society. Half of the class will apply technology and innovation to basic human needs, such as water supply. The other half will focus on mathematics and games. Games such as NIM and Dots-and-Boxes help us explore a potpourri of mathematical concepts, including binary numbers, combinatorics, graph theory, and topology.

Section K: Technology and Innovation: STEM and Society (Ordower and Sojka) See section description above.

Section M: Forum Theatre: Promoting Community Dialogue and Social Action (Parks)
What can you do about it? Theatre is a powerful means of expression, and can be a powerful call for action and vehicle for change. Techniques derived from theatre games provide tools for marginalized groups to find their voice. Students will explore theatre as a means to promote dialogue and resolve conflict, and engage with their community through Invisible Theatre, Image Theatre, and Forum Theatre forms.

Section N: Science in the Movies (Sheldon)
Sometimes movies get panned for being historically inaccurate. Rarely does scientific inaccuracy raise an eyebrow. Should movies made for entertainment be scientifically accurate – at least when they can be? We will watch a movie most weeks – mostly mainstream action movies – and will analyze them for good and bad science. In the process, we will review some physical science principles.

Section O: The Holocaust (Sherayko)
This seminar will examine Nazi Germany’s systematic murder of Europe’s Jews and other minorities during the Second World War. Topics to be covered include the history of racism and anti-Semitism, Nazi racial policies, the mindset of perpetrators and bystanders, the variety of experiences of the victims, and the issues of memories and forgiveness after Auschwitz.

Section P: Politics in Art and Literature (Vecera)
In this seminar section we’ll study expressions of political meaning and struggle in art and literature, with a particular focus on works from the past hundred years. Most of our time will be spent discussing themes related to power, identity, cooperation, struggle, and democracy in novels, short stories, paintings, and music from around the world.

Section Q: The Magic of Numbers (Wan)
This seminar section will explore some of the intriguing and beautiful mathematics that underlies the arts, technologies, and everyday life. Topics include mathematics in art (golden ratio, fractals), mathematics in music (rhythms and scales), communication codes, counting techniques and risks. No technical background is required beyond high school algebra and geometry.

Section R: Eyes on the Sky: The Meteorology and Physics of Atmospheric Phenomena (Warren)
In this seminar section, students learn to identify cloud types, ice crystal and droplet phenomena, and severe weather features, and understand how they relate to atmospheric conditions and weather systems. Each student will keep a detailed sky journal, and analyze the weather as a class each week. Ideally, this course will be the start of a life-long habit of watching for the wonders above.
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ENGLISH 103 SECTION DESCRIPTIONS
FIRST SEMESTER, 2017-2018

All first-year students are required to complete English 103 in the first semester of the first year unless they have received equivalent credit or exemption.

Section A: You’re Going to Laugh and Also Die
TTH 8:00-9:15 a.m. (Dop)
We are strange, you and I. We forget to enjoy life, to fully experience the people, places, and ideas that shape us. We forget to laugh. Our lives are the embodiment of ten-thousand moments and arguments that wrestle within us – with us – to become us. This section will investigate, celebrate, and vilify the arguments that inform who we are and how we communicate. We will study how great essays challenge and construct arguments, and with the tools of academic writing, we will begin to contribute to the conversation. We will argue till we laugh.

Section B and D: Back to the Futurism
Section B: TTH 8:00-9:15 a.m. (Gaumer)
Section D: MWF 8:00-8:50 a.m. (Gaumer)
Let’s focus on the ideas, innovations, movements, and theories which are poised to upend human history. Let’s ask how we got here, where are we going, and what does it mean when we finally hit 88 MPH? We’ll be interested in the future of art, tech, science, and sociology. We’ll grapple with the political, ethical, and sociological ramifications of spending the so called space-time continuum. We’ll be reading the brightest minds, contemplating the boldest theories. Bring questions. Bring a pen and a pencil. Bring your spacesuit.

Section C: Banned Books
TTH 10:50-12:05 p.m. (Stiffler)
This section will explore the power of written words, especially in social and political contexts. Texts will include Burn This Book, a recent anthology of essays on censorship edited by Toni Morrison; J.D. Salinger’s Catcher in the Rye, one of America’s most banned books; Ray Bradbury’s Fahrenheit 451, both the masterpiece from 1953 and the recent graphic novel illustrated by Tim Hamilton. Writing assignments will include various expository strategies, as well as formalist explication.

Section E: The Text Around Us: Reading Randolph College
MWF 11:00-11:50 a.m. (Amster)
Using our campus as our textbook — the dining hall, the Maier Museum, the red brick wall and the covered trolleys, among other places — we will read and write the spaces, places, and people surrounding us. We will examine how arguments are developed, how evidence is amassed, and how we can read and write more effectively.

Section F and M: Gods and Monsters
Section F: TTH 9:25-10:40 a.m. (Sizemore)
Section M: TTH 8:00-8:50 a.m. (Sizemore)
This section will investigate selected myths and legends. Beginning with Gilgamesh and the Bull of Heaven and working up to modern American myths, this section will focus on the way in which stories of the supernatural and the fantastic both reflect and help shape what we believe about the nature of human existence; it will also focus on how our relationship with our gods, monsters, and heroes change as our understanding of the world evolves. Students will compose a series of essays that demonstrate their ability with narrative, explication, analysis, argument, and well-documented research.
Section G and N: How Did We Get Here?
Section G: MWF 8:00-8:50 a.m. (Latimer)
Section N: MWF 9:00-9:50 a.m. (Latimer)
In this sections, students will explore, via research, written prose and class conversation, the ever shifting concept of necessity and if, especially in today’s technologically driven age, the lines are indeed distinguishable between wants and needs for “modernized” societies. We will look at and discuss the urgency of basic human needs (food, shelter, etc.), how different societies around the world prioritize and procure these things and if, indeed, technology is creating new necessities on the part of individuals and societies that utilize it. We will be exploring the sliding scale of human perceptions of life and priorities and how they apply to you and the world around you...and we will learn to write solid college level prose along the way.

Section H: Left Brain / Right Brain
TTH 3:00-4:15 p.m. (Keener)
Ever since the “split brain” research of psychologist Roger Sperry in the 1960’s, pop culture has represented the human mind as being divided into a “left” brain (where logic and analysis are found) and a “right” brain (where inspiration and intuition originate). Although this distinction has been debunked, the notion of a “split brain” has persisted. Why? Because it reinforces a long-standing conflict. Cicero insisted that “wise men are instructed by reason,” and Edwin Burtt claimed that “reasoning is patient,” unlike intuition, which is “impulsive.” On the other hand, George Bernard Shaw believed that “reason enslaves all whose minds are not strong enough to master her,” and John Keats declared that “what the imagination seized as beauty must be truth.” Through the ages, the “left” and “right” brain – the “head” and the “heart” – have persisted as seemingly separate components of who we are. This course explores these two human impulses, considers the ways in which they can (and should) work together, and ultimately applies them to the student’s educational plans...and to the writing process itself.

Section I and O: Outsiders, Freaks, and Misfits
Section I: MWF 1:00-1:50 p.m. (Boggs)
Section O: MWF 11:00-11:50 a.m. (Boggs)
What kinds of behaviors and identities does society deem to be weird, freakish, or abnormal: What is it like to experience life on the fringes of culture? What freedoms can be gained by embracing this outsider position, and what can “freaks” teach us about the values and limitations of “mainstream” society? In this section we will read and discuss fiction and prose about the lives lived outside of social norms and expectations. Through a variety of written assignments, we will develop the skills required for excellent college writing. We will practice summarizing and critiquing arguments, analyzing complex texts, and advancing our own claims.

Section J and K: To Tell You the Truth
Section J: TTH 1:30-2:45 p.m. (Miles)
Section K: TTH 3:00-4:15 p.m. (Miles)
If I want to tell the truth, can I trust my memory to do it? How might my truth be important to anyone? Is it possible to get creative with the truth without lying? What do I mean by “truth”? These are questions memoirists—and students in this section of English 103—should consider. Through reading, writing, and research assignments featuring various rhetorical modes, students in this class explore aspects of crafting “truth,” possibilities and limitations related to memoir, and myriad debates that often plague memoirists and the genre. Students write their own memoir essays, their own analyses of memoir pieces, and arguments that engage in the ongoing memoir debate.
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POINTS TO KEEP IN MIND IN PLANNING
YOUR FIRST-SEMESTER PROGRAM OF STUDY

- A list of *First-Semester Courses Open to First-Year Students* follows. Normally, advanced level courses (200-, 300-, and 400-level courses) are not open to first-year students, so unless you qualify for advanced placement or complete a prerequisite, the courses on this list are the only ones in which you can enroll in your first semester.
- Many of the courses will qualify as part of Randolph’s General Education Program. In general, you don’t need to worry about requirements at this time. At your advising meetings during Fall Orientation, your Faculty Advisor will explain Randolph’s requirements and work with you to ensure that you are making progress to fulfill them.
- Choose a subject that is new to you.
- Your first-semester program of study must include subjects in at least four different departments for both semesters of the first year. This is a degree requirement.
- If you think you know the subject area in which you might major, include a course to explore that interest further.
- If you plan to continue in college any subject that you studied in high school, it will be to your advantage to include it in your first-semester program. Your Faculty Advisor will help determine the appropriate level of these courses.
- Choose courses that are balanced in terms of types of material and the work involved. Some courses require frequent writing outside of class; others require extensive reading but few written assignments. Some have assignments due each class meeting; others have primarily long-range projects. For most students, it is advisable to choose a variety of courses in each semester.
- If you qualify for credit or placement resulting from Advanced Placement (AP), the International Baccalaureate (IB) Program, GCE A Level, or transfer credit, it will have an effect on the course level you elect in the discipline. In addition to discussing your course selections during advising meetings, your Faculty Advisor will help ensure you are enrolled in the level at which you should begin your college work in certain disciplines.

**FIRST-SEMESTER COURSES OPEN TO FIRST-YEAR STUDENTS 2017-2018**

Below are listed the courses appropriate for first-year students (100-level courses, or introductory courses). All are **three (3)** **or four (4)** credit courses. Courses that have prerequisites or require advanced placement are not listed, but if you qualify, you may register for them during Orientation.

Choose six (6) courses (each from a different discipline/department) from the following listing. *Note: Courses designated with an asterisk (*) carry a fee.*

- **ARTH 101. Art, Culture, and Society before 1400 (3)**
- **ARTS 103. Introduction to Studio Art (3)**
• ARTS 106. Animal Drawing (3)
• ARTS/COMM 181. Introduction to Digital Photography (3)
• ARTS 185. Romance and Reality: Life of the Artist in Film (3)
• ASTR 103/103L. Introduction to Astronomy: Cosmology (4)
• BIOL 103/100L. Introductory Biology and Laboratory (4)
• BUS 151. Introduction to Business (3)
• CHEM 105/105L. General Chemistry I and Laboratory (4)
• CHIN 106. Modern Chinese Literature (3)
• CLAS/PED 175. Sport and Spectacle (3)
• CLAS/COMM 183. Classical Rhetoric
• COMM 111. Introduction to Communication and Cultural Studies (3)
• COMM 159. Public Speaking (3)
• CSCI 151. Computer Programming I (3)
• DANC 185. Dance Analysis/Laban Movement Analysis (LMA) (3)
• ECON 101. Principles of Macroeconomics (3)
• ECON 102. Principles of Microeconomics (3)
• EDUC 101. Foundations of Education and the Teaching Profession (3)
• EDUC 108. Educational Psychology and Classroom Management (3)
• ENGL 111. Writing Women (3)
• ENGL 113. Shakespeare and Film (3)
• ENGL 156. Pulp Fiction (3)
• EVST 101. Environmental Science: Systems and Solutions (3)
• HIST 101. Modern Europe to 1750 (3)
• HIST 104. Modern Europe from 1900 to Present (3)
• HIST 111. Introduction to Public History (3)
• HIST 123. Introduction to East Asian Civilization (3)
• HIST 137. North America from the Ice Age to Now (3)
• HIST 187. African American History, 1865 to the Present (3)
• MATH 113. Elementary Mathematical Modeling (3)
• MATH 119. Precalculus (3)
• MATH 149. Calculus I (3)
• MATH 150. Calculus II (3)
• MUSC 107/107L. Music Theory I and Laboratory (4)
• MUSC 109. Introduction to Music History (3)
• P ED 161. Introduction to Athletic Training (3)
• P ED 163. Nutrition and Fitness Performance (3)
• P ED 165. Lifetime Wellness (3)
• PHIL 132. Knowledge and Reality (3)
• PHIL 133. Introduction to Philosophy: Ethics and Public Life (3)
• PHIL/CLAS 177. Classical Philosophy (3)
• PHYS 105/105L. Introduction to Physics I and Laboratory (4)
• PHYS 115/115L. General Physics I and Laboratory (5)
• POL 101. American Political System (3)
• POL 105. Comparative Democracies (3)
• POL 113. World Politics and Organization (3)
• PSYC 105. Introduction to Psychology (3)
FOREIGN LANGUAGES

Reminder—Foreign language departments determine placement based on your high school preparation and/or on placement tests if a determination cannot be made based on that preparation. If you have prior course work in a language you are planning to study in college, in selecting your course preferences for first semester, you will simply choose the foreign language on the list with the indication “continuing.”

If you plan this fall to begin a language you have not previously studied, you should choose the elementary course (101).

Note: International students whose first language is not English are eligible for exemption from this requirement.

- CHIN 101. Elementary Chinese (4)
- CHIN Continuing (3)
- FREN 101. Elementary French (4)
- FREN Continuing (3)
- GREK 101. Elementary Ancient Greek (4)
- GREK Continuing
- LATN 101. Elementary Latin (3)
- LATN Continuing (3)
- SPAN 101. Elementary Spanish (4)
- SPAN Continuing (3)

PARTIAL CREDIT COURSES/ADDITIONAL OPTIONS

Choose a maximum of three courses (3) from the following listing.

Note: Courses designated by an asterisk (*) carry a fee. See the Academic Catalog for fee policies.

- DANC 121. Pilates Mat I (1)
- DANC 131. Elementary Dance Technique (1 or 1.5)
- DANC 141. Elementary Ballet (1)
- DANC 187. Dance and Movement for Men (1)
- ENGL 167. Exploring Creative Writing (1)
- EQST 101. Introduction to Equine Studies (2)
- IST 115. Quantitative Lab (1)
- MUSC 129. Introduction to Voice Study (1)
- MUSC 131. Voice Lessons (1 or 2)∗
- MUSC 133. Chorale (1)
- MUSC 147. Piano Lessons (1 or 2)*
- MUSC 149. Organ Lessons (1 or 2)*
- MUSC 151A. Strings Lessons: Violin (1 or 2)*
- MUSC 151B. Strings Lessons: Viola (1 or 2)*
- MUSC 151C. Strings Lessons: Cello (1 or 2)*
- MUSC 159. Guitar Lessons (1 or 2)*
- MUSC 161A. Woodwinds Lessons: Flute (1 or 2)*
- MUSC 161B. Woodwinds Lessons: Clarinet (1 or 2)*
- MUSC 161C. Woodwinds Lessons: Oboe (1 or 2)*
- MUSC 161E. Woodwinds Lessons: Saxophone (1 or 2)*
- MUSC 163A. Brass: French Horn Lessons (1 or 2)*
- MUSC 163B. Brass: Trumpet Lessons (1 or 2)*
- MUSC 163C. Brass: Trombone Lessons (1 or 2)*
- MUSC 163D. Tuba/Euphonium Lessons (1 or 2)*
- MUSC 165. Drumset Lessons (1 or 2)*
- MUSC 171. Ensemble (1)
- MUSC 172. Chamber Orchestra (1)
- P ED 1101. Fitness Walking (.5)
- P ED 1122. Yoga (.5)
- P ED 1171 and/or 1172. Weight Training (.5)
- P ED 1201. Self Defense (.5)
- P ED 1221. Beginning Fencing (.5)*
- P ED 1251. Beginning Tennis (.5)
- P ED 1342. Tai Chi (.5)
- P ED 151. Introduction to Riding (1)*
- P ED 254. Riding (1)*
- P ED 4251A. Tennis Team/Women (.5)
- P ED 4251B. Tennis Team/Men (.5)
- P ED 4302A. Basketball Team/Women (.5)
- P ED 4302B. Basketball Team/Men (.5)
- P ED 432. Swim Team (1)
- P ED 433. Volleyball Team/Women (1)
- P ED 434A. Soccer Team/Women (1)
- P ED 434B. Soccer Team/Men (1)
- P ED 435A. Cross Country Team/Women (1)
- P ED 435B. Cross Country Team/Men (1)
- THTR 107. Production Laboratory (.5 or 1)

Information on all course offerings is available online at the Portal (Course Catalog and Course Section Search).