General Education Program Overview and Program Learning Outcomes

The General Education Program curriculum is housed within both the Humanities and Sciences Department, which offers a wide range of courses within the sciences, social sciences and humanities, and across the College's academic departments.

The mission of General Education at Cornish College of the Arts is to provide students with opportunities to explore a wide range of subjects through multiple disciplinary lenses, challenging students to develop their intellectual curiosity and global perspectives, to comprehend their relationship to history, culture, and the natural world, and to infuse the practice of their art forms with knowledge, purpose, and integrity.

Core Requirements - 15 credit hours

- The First-Year Program - 9 credit hours
- Full-Year Writing Curriculum Sequence - 6 credit hours
- First-Year Liberal Arts Seminar - 3 credit hours
- Writing-Intensive - 3 credit hours
- Professional Practice in the Arts - 3 credit hours

The Breadth of Learning Requirements - 27 credit hours

- Histories of the Arts - Artist - 6 credit hours
- Global Learning - Citizen - 9 credit hours
- Integrative Learning - Innovator - 9 credit hours
- Biological / Physical Science - Innovator - 3 credit hours

Core Requirements

First-Year Study:
In their first year, all students enroll in a sequence of two writing courses (HS 111/112 Writing and Analysis I, II), as well as a First-Year Liberal Arts Seminar with a shared theme (HS 131). Writing and Analysis provide students with instruction and practice in effective communication and a foundation in college-level academic writing. The writing curriculum also provides a foundation for future study by assisting students with the development of college-level skills, particularly in reading, writing, research, critical thinking, and communication.

The First-Year Liberal Arts Seminar (HS 131) provides an interactive small-group educational experience that guides first-year students in their successful transition to the intellectual and academic community of Cornish College of the Arts. Students select a seminar among a variety of topics that relate to a shared theme (the 2020/21 Academic Year theme is Paradigm Shift) across sections taught by faculty across the College. Each section supports students’ development of academic skills including engaged discourse, a close reading of texts, critical thinking, and research in a culture of exchange between teachers and peers that they will continue to build upon within their General Education curriculum and majors.

Writing Requirement:
All students are required to complete at least 9 credit hours of college writing curriculum. This requirement can be satisfied by the successful completion of HS111/112: Writing and Analysis I/II in the first year (see above) and by the completion of one upper-division writing-intensive course. Students may fulfill the upper-division writing-intensive requirement by taking courses in their major requirements, by taking courses in another major, and/or through elective course offerings.

Professional Practice in the Arts:
All Cornish students take IA 200 Professional Practice in the Arts in the spring semester of their second year. This course engages combined groups of visual and performing arts students in a critical discussion of creative and contemporary professional practice and supports students’ development of reflective thinking practices around their academic and career choices, life transitions, and individual preparation for navigating the professional world. Students will develop writing and speaking skills for the professional arts environment, and will learn to express artistic identity through online presence, networking, and speaking opportunities. The skills and knowledge gained in this course will be built within a discipline-specific professional practice curriculum.

The Breadth of Learning Requirements

The Breadth of Learning Requirement enables students to build their academic skills while learning such things as how to critically evaluate complex questions, address global and local issues, comprehend their relationship to history, culture, and the natural world, and infuse the practice of their art forms with knowledge, purpose, and integrity. All students are required to take 27 credit hours of General Education coursework (primarily offered through the Humanities and Sciences Department) focused on providing them with a breadth of learning while at Cornish College of the Arts.

The Breadth of Learning Requirements builds on students’ First-Year Curriculum by engaging students in interactive, hands-on learning with faculty from across the College. Students build common skills via shared course learning outcomes.

Histories of the Arts - Artist:
Histories of the Arts courses explore the history of specific art forms and study the place of contemporary artists in the historical continuum. Students fulfill this requirement by taking courses in their major requirements, by taking courses in another major, and/or through elective course offerings.

Global Learning - Citizen:
Global Learning courses engage questions about what it means to be a global citizen and enable students to build knowledge of diversity, equity, and social justice. This requirement includes courses across disciplines such as the sciences, mathematics, social sciences, and the arts and humanities, including creative and academic writing.

Integrative Learning - Innovator:
Integrative Learning courses provide students with opportunities to make connections among ideas and experiences, as well as apply learning to solve problems, create new ideas, and envision new possibilities. This requirement includes courses across the disciplines such as the sciences, mathematics, social sciences, and the arts and humanities, including creative and academic writing courses.

Biological or Physical Sciences - Innovator:
Courses within the biological or physical sciences enable students to engage in a wide range of coursework while building an informed acquaintance with the methods of these disciplines.
Program Learning Outcomes
Knowledge building and skills development occur throughout the General Education Program requirements. The program has 10 Program Learning Outcomes:

- Effective written communication
- Effective oral communication
- Information literacy
- Critical thinking
- Effective reading
- Critique practice/peer-review practice
- Historical methodology
- Global learning
- Integrative learning
- Scientific reasoning

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Course Descriptions
HS 111  Writing and Analysis I  3 Credits
This course provides instruction and practice in effective communication and a foundation in college-level academic writing. The course will emphasize the significance of audience and purpose, genre and context, syntax and grammar, as well as the study of various forms of writing, to achieve effective communication. The course is writing intensive and includes revision. HS 111 meets 3 credits of the College Writing Requirement and creates a foundation for future study by assisting students with the development of college-level skills, particularly in reading, writing, research, critical thinking, and communication.

HS 112  Writing and Analysis II  3 Credits
The second in a sequence with HS 111. This course provides instruction and practice in effective communication and a foundation in college-level academic writing and research. The course emphasizes the significance of audience and purpose, genre and context, syntax and grammar, as well as the study of various forms of writing, to achieve effective communication. The course is writing intensive and includes revision. HS 112 meets 3 credits of the College Writing Requirement and creates a foundation for future study by assisting students with the development of college-level skills, particularly in reading, writing, research, critical thinking, and communication.

HS 131  First-Year Liberal Arts Seminar  3 Credits
The First-Year Liberal Arts Seminar provides an interactive small-group educational experience that guides first-year students in their successful transition to the intellectual and academic community of Cornish College of the Arts. Students select a seminar among a variety of topics that relate to a shared theme across sections taught by faculty across the College. Each section supports students’ development of academic skills including engaged discourse, a close reading of texts, critical thinking, and research in a culture of exchange between teachers and peers. First Year Liberal Arts Seminar offerings have included: Emergence of Style Tribes, Self and Society, Creative Gatherings, Leaving Home, Sound Revolutions, Technology and Time, and Art in Times of Change.
HS 196 Tutorial Study  2.00 - 3.00 Credits
Tutorial study is a variable credit course defined as college-level complementary training which may include study, research, or other learning experience. Students may apply for tutorial study after meeting with the HS Department Chair and by submitting a Tutorial Study application to the Registrar. This course meets once a week for the full semester.

HS 197 Group Study  1.00 - 3.00 Credits
Group Study is defined as project-based study, research, or other learning experience, that is developed by student(s) or a the HS Department to augment existing curricula. Group study must be approved by the HS Department and structured by clearly defined criteria and with learning outcomes. There is a five student minimum enrollment required for all group study courses with a maximum enrollment of nine (9) students per course. Students may not enroll in more than one Group Study per semester.

HS 201 Writing Center Theory and Pedagogy  3 Credits
Designed for those hired as Peer Consultants in the Writing Center, students will learn about, analyze and apply multiple theories of one-to-one writing consultation. Topics investigated include: theories of writing acquisition; collaborative and peer-to-peer learning; the language learning process and how to support multilingual writers; using digital technologies in writing consultation; and the role of writing centers in social justice work around race, class, gender, sexuality, and ability. Students may expect learning experiences ranging from reading and writing to hands-on experimentation with consulting practices and project-based learning. Students will also pursue a self-directed project, with options including action research, developing workshops and curriculum for the center, or writing an article for submission to a Writing Center publication. In addition to preparing students to be effective consultants in the Cornish Writing Center, the course will enrich students' abilities as peer-to-peer collaborators and provide a foundation for future work as educators.

HS 203 Intro Creative Writing  3 Credits
This course introduces students to the basic techniques of writing poetry, fiction, and creative nonfiction in a workshop format - writing, reading, and editing in the company of other writers. Students discuss genre and approaches to the craft, explore writing as a paradigm for all creative activity, and read and discuss modern and contemporary writers.

HS 204 Writing Short Fiction  3 Credits
In this course, the fundamentals of fiction writing - character, plot, theme, point of view, voice, and imagery - are explored in a workshop format. Includes writing assignments, lectures, group discussion of each participant's work, and readings of modern and contemporary short-story writers.

HS 205 Creative Non-Fiction  3 Credits
This workshop in creative nonfiction explores the use of factual details with fictive technique. Topics vary by semester and may include biography, memoir, and personal essay. The course incorporates writing, group discussion, and readings of modern and contemporary nonfiction.

HS 206 Writing Poetry  3 Credits
This workshop explores methods that lead to original work. Activities include lectures on and discussions of poetry, including modern and contemporary writers; analysis and discussion of student writing; and writing exercises to familiarize students with basic elements of poetry - rhythm, metaphor, imagery, and form.

HS 208 Intro to Digital Humanities  3 Credits
What does the digital age, when we can write and publish with the click of a mouse, mean for how we think about authorship and publishing? What does it mean for how we compose and publish visual and multimedia art, fiction, non-fiction, and poetry? We'll read, explore and analyze digital literature, blogs, and online arts journals to consider how digital composing, editing, and publishing differs from our print-centric models and how it may impact the process, business, and cultural role of the artist. Readings will include essays on course themes, digital literature, and selected online publications. Students will work independently and in groups to compose, edit, and publish their own digital works, applying the analysis and observations they've made during the semester to a polished online work in a medium of their choice. Students should be prepared for a sizable reading and writing load and opportunities to learn new software.

HS 211 Illustrating Science  3 Credits
An introduction to historical & contemporary illustration of scientific subjects (research, education) and communication of science to varied audiences (scientists, educators, lay public). The course structure will include lectures, studio practice (drawing), and virtual field trips. The main units will be: Media, Subjects, Composition, and Communication of Concepts. Illustration techniques and tools will be limited by remote learning context: including traditional (graphite, charcoal dust, coquille board, vellum, ink, scratch board) and two-dimensional digital (e.g., Wacom, iPad) modes. Subjects may include a range of plants (cuttings and in situ) and animals (insects, fish, birds, mammals) drawn from live subjects and preserved samples (bones, skulls, taxidermy) and photographs. Readings will draw from contemporary science and illustration materials.

HS 218 Biological Sciences & Environment  3 Credits
An introduction to environmental science, this course examines the biological systems of the Earth and their impact on the biosphere. Topics include the study of general principles of ecology, natural selection and evolution, genetics, animal behavior, and/or ecosystem structure and function.

HS 219 Env. Science: Special Topics  3 Credits
This course focuses on special topics related to environmental science.

HS 225 Physics: Special Topics  3 Credits
Special Topics courses in Physics address specific areas or issues within this field of science. For example, Special Topics courses include The History of Numbers.

HS 227 Greco-Roman Thought  3 Credits
An introduction to the historical and cultural context in which the Greco-Roman philosophers lived. We will develop a clear understanding of some of the larger issues and themes they focused on by studying the ideas and writings of philosophers such as Seneca, Epictetus, and Marcus Aurelius.

HS 228 Origins of Modern Thought  3 Credits
In the vacuum left as a result of Christianity's dominance, reason supplanted revelation as the best method for understanding the world. Today, the role of reason in our everyday lives is largely a presumed, and as result, an unquestioned method of understanding the world around us. This course traces the triumphal rise of reason in Western thought, with its heady promise of reason bringing boundless progress, transformative education, and harnessing nature to the benefit of humanity. However, for all that reason seemed to promise, some things fell beyond the purview of reason. Passion lurked in the shadows.
HS 229 Passion and Reason 3 Credits
Within this course we will attempt to understand our emotions—how they provide insight and meaning—and the extent to which we are not passive but active regarding them. Our emotions, according to recent theory, are imbued with intelligence. And a person’s emotional repertoire is not a matter of fate but a matter of emotional integrity. In brief, this course will be an examination of what our emotions tell us. The main focus will be about our emotions, what emotions are, how they affect our lives, and the essential relationship between emotions, ethics, and the good life. Thematically, the course will focus on the dramatic emotions (anger, fear, love, et cetera), how we misunderstand our emotions, and how we can use our emotions to enrich our lives.

HS 231 Intro to Cultural Anthropology 3 Credits
An introduction to the diversity of human cultures and the anthropological analysis of culture. Cross-cultural examination of patterns of kinship, political organization, religion and ritual, and economics and subsistence patterns.

HS 233 Intro to Physical Anthropology 3 Credits
An introduction to the study of human evolution and physical variation. Topics include evolutionary theory, the primate (especially hominid) fossil record, wing primates, technological developments, and cultural origins.

HS 235 Anthropology: Special Topics 3 Credits
Special Topics in Anthropology address specific areas or issues within this field. Content and reading list vary with instructor.

HS 239 Intro to Poetry 3 Credits
In this course, students learn how to engage with, understand, and respond to poetry of various forms, styles, and historical periods. Class discussions focus on the values posed by the poems and the relationship of poetry to the world in which it was created. Content and reading list vary with instructor.

HS 241 Introduction to Short Fiction 3 Credits
Students learn the development of the modern short story from its origins in folk tales to current works. Readings and class sessions highlight aspects of the short story that distinguish it, in style and purpose, from longer fiction. Content and reading list vary with instructor.

HS 244 Introduction to the Novel 3 Credits
This course features the novel as genre, illustrating the larger technical, social, and philosophical questions through intensive study of novels by two or more writers. Content and reading list vary with instructor.

HS 247 Introduction to World Literature 3 Credits
Introduction to literature from various ages, languages, and cultures, Western and non-Western, by writers of major literary and historical significance. Content and reading list vary with instructor.

HS 248 Literature: Special Topics 3 Credits
Special Topics in Literature courses offer a focused exploration of significant issues in literature, such as author, time period, place, culture, difference, and linguistics.

HS 250 Performance Art: History & Theory 3 Credits
This course is based on lectures and readings in the history and theory of performance art. The objective of the course is to acquaint the student with the historical record of production and theory so they will be informed of the fundamental principles that both produce and evaluate performance art. An additional goal is that students will be conversant in contemporary issues and intellectual foundations currently developing in performance art theory. During the last three weeks of the course, students will present brief performances. Content and reading list vary by term.

HS 251 Thry/Pract: Visual Arts Criticism 3 Credits
Visual Art Criticism: The History of Aesthetics. This course examines major issues in visual art theory and criticism from Classical Greece to the present day. Students will explore the following fundamental questions in the historical and contemporary interdisciplinary study of visual culture and criticism: What are the aesthetic and cultural components in the structure of visual experience? What is art? What is beauty? What do art and beauty have to do with each other? What is the value of visual art relative to other arts? What is seeing? What is a spectator? How do visual media exert power, elicit desire and pleasure, and construct the boundaries of subjective and social experience in the private and public spheres? How do questions of politics, gender, sexuality, and ethnicity inform the construction of visual signs? This course is reading and writing intensive.

HS 252 Thry/Pract: Perform. Arts Criticism 3 Credits
This course provides an introduction to contemporary performing arts criticism, focusing primarily on dance, drama, and music. Students explore the theories and practices of critics, and apply these and their own techniques to arts writing. Readings and discussions also consider the ethical and practical dimensions of criticism, as well as provide opportunities to interview guest writers from each discipline.

HS 260 Humanities: Special Topics 3 Credits
Special Topics in the Humanities courses provide an opportunity to focus on specific time periods, themes, problems, or disciplines within the humanities. Recent humanities special topics at the 200 level have included Art of Living, Creative Writing: The Short Story, and Morals and Manners.

HS 270 Sciences: Special Topics 3 Credits
Special Topics in the Sciences Humanities courses investigate specific problems, themes, or disciplines within the sciences. Recent science special topics at the 200 level have included Evolution by Nature, Stuffing Animals: The Art and Science of Taxidermy, Math in Society, Cartography: The Art and Science of Mapping, Wildlife in Film, Human Evolution and Biological Anthropology, and Illustrating Science.

HS 271 Introduction to Psychology 3 Credits
This course introduces major theoretical perspectives of psychology and the basic principles of psychology as a science. These perspectives and principals are then applied to specific topics, such as intelligence, personality, emotion, consciousness, psychopathology, gender, human development, social relationships, or learning.

HS 272 The Psychology of the Artistic Self 3 Credits
As the world around us becomes more connected through technology and at the same time more diverse, we often find ourselves reflecting on what means to simply “be” in a pluralistic society. This course will examine how we develop as individuals and artists in today’s global and diverse society. Through a survey of developmental theories will examine cognitive, moral and racial identity development and how art intersects and influences developmental stages. Through in-class discussions, reflection papers, and a final project this class will contemplate how one as an artist and an individual develops and contributes to the various communities s/he lives in and moves through.

HS 276 Psychology: Special Topics 3 Credits
Special Topics Psychology courses tackle themes, problems, or issues in individual, cultural, social, or physiological psychology. Special Topics in Psychology courses have included Psychology of Conflict, Existentialism, and Quantification of Human Behavior and the Psyche.
HS 280 Social Science: Special Topics 3 Credits
Special topics in Social Science address ideas and themes not covered in Introduction to Social Science. Recent social science special topics at the 200 level have included Unpacking the Political, Global Health Geography, and The Anthropology of Death.

HS 285 Political Science: Special Topics 3 Credits
Special topics in Political Science address specific areas or issues within this field. Recent special topics in political science have included Unpacking the Political.

HS 295 Multi-Disciplinary: Special Topics 3 Credits
Multidisciplinary Special Topics courses engage two or more disciplines to understand phenomena such as global issues or historical events.

HS 296 Tutorial Study 2.00 - 3.00 Credits
Tutorial study is a variable credit course defined as college-level complementary training which may include study, research, or other learning experience. Students may apply for tutorial study after meeting with the HS Department Chair and submitting a Tutorial Study application to the Registrar. This course meets once a week for the full semester.

HS 297 Group Study 1.00 - 3.00 Credits
Group Study is defined as project-based study, research, or other learning experience, that is developed by student(s) or a department to augment existing curricula. Group study must be approved by the HS Department Chair and structured by clearly defined criteria with learning outcomes. There is a five student minimum enrollment required for all group study courses with a maximum enrollment of nine (9) students per course. Students may not enroll in more than one Group Study per semester.

HS 298 Independent Study 1.00 - 4.00 Credits
Focuses on a special project of the student's choice and design that is unavailable within the regular curriculum.

HS 348 Literature: Special Topics 3 Credits
Upper-Level Special Topics in Literature courses offer a focused exploration of significant issues in literature, such as author, time period, place, culture, difference, and linguistics. Literature Special Topics courses have included: Literature of the South, Imagining Africa, American Myths, Light and Darkness-Heart and Soul in the New Millennium, William Faulkner, Magical Realism, and Literature of the Harlem Renaissance.

HS 360 Humanities: Special Topics 3 Credits
Upper-level Special Topics in the Humanities courses provide an opportunity to focus on specific time periods, themes, problems, or disciplines within the humanities. Recent humanities special topics at the 300 level have included Contemporary Art: The End Game?, Natural Law and Human Nature, Stoicism, Ethics and Values, Revisioning Feminism in the Visual Arts, and the Literature, Theater and Film of the Pacific and New Zealand.

HS 370 Sciences: Special Topics 3 Credits
Upper-level Special Topics in the Sciences Humanities courses investigate specific problems, themes, or disciplines within the sciences. Recent science special topics at the 300 level have included Evolution by Nature, Stuffing Animals: The Art and Science of Taxidermy, Math in Society, Cartography: The Art and Science of Mapping, Wildlife in Film, Human Evolution and Biological Anthropology, and Illustrating Science.

HS 380 Social Sciences: Special Topics 3 Credits
Upper-Level Special Topics in the Social Sciences. Classes are likely to draw from fields such as sociology, anthropology, psychology, political science or a number of interdisciplinary subjects. Recent social science special topics at the 300 level have included Unpacking the Political, Global Health Geography, Ancient Landscapes, The Anthropology of Death, Temple, Tomb and Archive, Human Evolution and Biological Anthropology, and the Natural and Cultural History of the Pacific Northwest.

HS 381 Research Writing 3 Credits
Students in Research Writing will plan and implement a semester-long individual project with the purpose of understanding the communities and identities we inhabit. By situating a research question in the context of a community of people, students will be able to blend google, database, and library research with fieldwork: interviews, observations, and collecting and analyzing written and visual documents. The semester-long process will involve the writing of a proposal, summary and synthesis of both colloquial and scholarly perspectives, analysis of documents collected from communities, and descriptions of interviews and observations. As a final product, students will write a multi-draft paper presenting their discoveries. Students should expect to be challenged to investigate multiple perspectives (including their own), hone their skills at synthesizing various types of sources, and revise their writings to fit their chosen audience and purpose.

HS 382 Writing: Special Topics 3 Credits
Upper-level Special Topics in Writing courses provide an opportunity to focus on specific issues within the field.

HS 385 Arts: Special Topics 3 Credits
Upper-level Special Topics in the Arts courses focus on events, ideas, people, or problems at the intersections of arts, humanities, and/or sciences. Courses have included Censorship in the Arts.

HS 392 Directed Studies Seminar 3 Credits
Under the guidance of an HS faculty member and with support from peers, each student designs and executes an inquiry into a topic of his or her own choosing. Class readings and discussions focus on issues relevant to the inquiry process. Students provide mutual feedback on work and presentations of results are be made at the end of the term. Requires permission of instructor on basis of student proposal.

HS 395 Multi-Disciplinary: Special Topics 3 Credits
Upper-level courses in Multidisciplinary Special Topics engage two or more disciplines to understand phenomena, such as global issues or historical events.

HS 396 Tutorial Study 2.00 - 3.00 Credits
Tutorial study is a variable credit course defined as college-level complementary training which may include study, research, or other learning experience. Students may apply for tutorial study after meeting with the HS Department Chair and submitting a Tutorial Study application to the Registrar. This course meets once a week for the full semester.

HS 397 Group Study 1.00 - 3.00 Credits
Group Study is defined as project-based study, research, or other learning experience, that is developed by student(s) or a department to augment existing curricula. Group study must be approved by the HS Department and structured by clearly defined criteria with learning outcomes. There is a five student minimum enrollment required for all group study courses with a maximum enrollment of nine (9) students per course. Students may not enroll in more than one Group Study per semester.
HS 398 Independent Study 1.00 - 4.00 Credits
Focuses on a special project of the student’s choice and design that is unavailable within the regular curriculum. Prerequisites: junior standing and permission from HS Department Chair. Credits vary between 1 and 4.
The following are topics courses offered in the Fall 2020 term. The topics courses are tagged with a Breadth of Learning requirement. The Breadth of Learning requirement enables students to build their academic skills while learning to critically evaluate complex questions, address global and local issues, comprehend their relationship to history, culture, and the natural world, and infuse the practice of their art forms with knowledge, purpose, and integrity.

I - Integrative Learning
G - Global Learning
B - Biological Sciences
WI - Writing Intensive
H - History of the Arts

Humanities: Morals and Manners (I),(G)
In this course we will consider ideas (or rules) for creating civility within our private as well as societal lives (from paying attention to one’s own responsibility and blame), the Greco-Roman philosophers’ insights on how best to organize our lives in an otherwise hostile world, and reflect on the importance of reverence and gratitude and how they help shape the way we see and respond to the world around us. Further, we will examine the notions of value—our standards for behavior.

Humanities: Research Writing (I),(WI)
In this online course, students will plan and implement a semester-long individual research project, making use of a variety of research methods—in the library, online, and in the field—to build understanding of their chosen topic, then write a multi-draft paper sharing their discoveries. Students should expect to investigate multiple perspectives (including their own), hone their skills at synthesizing various types of sources, and revise their writings to fit their chosen audience and purpose. This course will be taught online using Canvas, and students are expected to have regular access to a computer and internet, so they can participate in the course online regularly each week.

Science: Evolution by Nature (G),(B)
Darwin’s Theory of Evolution by Natural Selection is widely regarded as the single unifying theoretical framework in all of the biological sciences. This course will examine the various conceptual threads and how they were ultimately woven together, empirically tested, and ultimately led to our most compelling explanation yet for the ‘tree of life.’ Far from an obsolete process, evolution continues to remodel life around and within us, challenging our capacity to both conserve those species we value, and reflect on the importance of reverence and gratitude and how they help shape the way we see and respond to the world around us. Further, we will examine the notions of value—our standards for behavior.

Science: Wildlife in Film, Science Fiction, and Politics (I),(G),(B)
Humanities’ need to explore, comprehend, and represent wild animals is evident in art, music, literature, and not least of all, cinema. The wildlife/nature documentary has been proliferating of late, spawning numerous feature-length films and countless hours of video content for public, network, and cable television. How do we assess their scientific credibility? What is the political agenda behind a given wildlife documentary, and how likely is this medium to affect the filmmaker’s desired outcome? Is there a narrative boundary, or limit to ‘creative license’, when depicting environmental ‘reality’? This course will draw on a range of wildlife films and associated readings (film criticism, wildlife & ecological science, environmental politics, the creative/editing process) to provide a framework for investigating the value of this genre to inform, conserve and inspire.

Science: Environmental Science & Sustainability (I),(G),(B)
How has the environment been altered by humans, and in what ways do our activities impact natural resources, the global climate, and life on planet Earth? Can we learn from our missteps, and forge a sustainable future? From urbanization to agriculture, energy production to waste streams, this course will explore the many ways in which we shape and are shaped by our interactions with our surroundings. Course materials will include lectures, discussions, and weekly readings; required text: Environmental Science and Sustainability (2020) by local authors Daniel Sherman (University of Puget Sound) and David Montgomery (University of Washington).

Social Science: Anthropology of Death (I),(G)
What do funerary practices reveal about culture? How do the rituals and traditions of death and burial from the perspective of material culture inform our understanding of human mortality? We will explore society, culture, and ethnic identity across prehistoric, historic, and modern contexts, taking in a wide range of burial practices, funerary architecture, and death ritual. Case studies from across time and place will help us examine the full range of the human experience of death. Methods and techniques of analysis will be examined, along with current ethical questions regarding excavation of burials and display of human remains. Students will visit local cemeteries and consider modern American funerary culture in the context of human burial practices over the last 300,000+ years.

Social Science: Geopolitics (G)
Politics and international relations are inextricable from the geographic factors that underpin them. This course explores the fundamental links between power and place, considering such factors as local histories, colonial relationships, citizenship, physical and political borders, demography, natural resources and resource extraction, and competing claims to sovereignty. In this course students will trace the historic development of current geopolitical relationships from the development of the nation-state to modern political movements. This course adopts a critical perspective asking students to interrogate the assumptions and geographic imaginaries that shape politics at various scales.

Social Science: Globalization & Immigration (I),(G)
Given current events, it is difficult to dispute the fact that the global movement of people, goods, money, and ideas affect our everyday lives. This course provides an introduction to the concepts of globalization and immigration, paying particular attention to how current and historical events are situated within the context of the economic, political, and demographic interdependencies shaping our world. This course will contextualize the use of the term globalization both to describe increasing global connections and as a political buzzword used to justify particular policies, actions, or beliefs. Students will consider how their lives are shaped by global forces including those forces that led to them being students at Cornish today and how their own personal and family histories of (in)migration fit within broader global patterns.

Social Science/Humanities: Ancient Landscapes (I),(G)
What role does the environment play in the formation of culture? Humans have always interacted with the landscape—as beneficiaries, transformers, caretakers, and vandals. In this course, we will explore the relationship between humans and their natural surroundings through archaeological, anthropological, environmental, historical, and textual sources. We will consider how ancient communities perceived their landscapes and imbued them with meaning, how they transformed the environment around them, and the interplay between culture and nature in ancient societies across the globe. This 3-credit blended course will
meet on campus one day per week and the remainder of the course time will be online.

**Science/Social Science: Biological Anthropology (G),(B)**

Human Evolution and Biological Anthropology: We humans are the product of a lengthy evolutionary past and physical selves and the material culture we leave behind tell the story of us. This course provides a broad introduction to the study of human biological evolution with emphasis on the interaction between biology and culture. Students will explore the development of evolutionary theory, heredity and evolution, evolutionary history, the full early hominin fossil and archaeological record, forensic anthropology, and contemporary issues such as population dynamics, and the relationship between dietary practices, culture, and disease patterns. This course emphasizes a holistic perspective which integrates an understanding of cultural impacts upon human biology and asks us to look at the connection between our physical selves and the cultures that we create.

**Humanities: History of Western Political Thought (I),(G)**

The worth of any political theory rests on its ability to address (in a meaningful and comprehensive manner) essential and enduring questions of political theory, and address them in a systematic manner. This course will set about examining three broad categories of Western political theory: (a) the essential characteristics of human nature and the good society; (b) the relationship between the individual and society; and (c) theories of change. These three categories, and the questions that fall within these categories (e.g. Is human nature essentially spirit or matter? What is the right relationship of the individual to society? Is an unchanging, enduring, universal system of ethical values possible?), have defied definitive answers, and we should not expect to some final conclusion. Rather, these (and other) questions should prompt us to think more deeply about ourselves, the standards that guide our behavior, and our obligations, to society.

**Humanities: Revisioning Feminism in the Visual Arts (I),(G),(H)**

This is an introductory course in the history of Feminism and its evolution as a force for global social change through critique of the traditional canons of visual representation in the arts. The goal of the course is to understand the present in the context of the past and explore questions such as: What are the “Waves” of Feminism so far? What will come? Does art historical recovery of data about women producers of art heal the wounds of inequity and marginalization? Can we deconstruct—and revise the discourses of art history itself?