**Note to Students:**

In the new General Education program at The Citadel, classes in the traditional academic disciplines of Literature, History, Social Science, and Natural Science are grouped into thematically linked “strands.” Starting with this year’s freshman class, all day program undergraduates will select a strand and take five classes in it—English (ENGS), History (H1SS), Natural Science (NTSS), Social Science (SCSS), and an elective (ELES).

The five strands are *Technology & Innovation* (301), *Conflict & Resolution* (302), *Citizenship* (303), *Wellness* (304), and *Sustainability* (305). Selected following an intensive discussion involving students and faculty, these strands focus on some of the most important questions facing our society—questions involving

- The impact of technology on our lives (301)
- The realities of peace and war (302)
- The competing pressures of rights and responsibilities (303)
- The way to live a good life, one that is sound in mind and body (304)
- The necessity of living in harmony with Nature (305)

Although the Strands classes officially begin next fall, we are offering some classes on a pilot basis this spring for upperclassmen and for freshmen with advanced academic standing based on AP or transfer credit.

Here are descriptions for the courses being offered in the Strands Pilot:

**Technology & Innovation**

ELES 301-01 Challenges of the 21st Century  Dr. Kevin Skenes  TR 0800-0915 (CRN 14459)

In this course, students will learn the process to design innovation to create a better future by exploring one of the fourteen National Academy of Engineering’s Grand Challenges for the 21st Century. Students will explore the consequences and value of specific innovation. By looking at case studies and examples, we will learn from the past and employ best practices for the future. We will begin a preliminary design of a product or process within one of the 14 Grand Challenges. Students will learn to work within constraints to design for society. Students must consider societal implications and barriers. By analyzing the challenge and identifying the constraints and requirements, their product can and should be the groundwork for a capstone project team for further development.

**Conflict**
**ENGS 302-01 Reading the American West Dr. James W. Leonard MW 1300-1415 (CRN 14331)**

While the American West has historically been marked by a series of violent conflicts, it has also been the subject of conflicting portrayals and understandings. To that extent, literary depictions of the West have also conflicted—beginning with the pioneer and memoir literature of the 19th century, continuing on the silver screen with John Wayne, and culminating in the backlash of the contemporary anti-Western. In this class, we will explore the shifting landscape of the literary American West in order to identify how such conflicts catalyze the evolving project of American national and cultural identity.

**HISS 302-01 & 02 Violence, War, and Peace in Chinese History Dr. Keith Knapp TR 8:00-9:15 (section 01—CRN 14400 ) & TR 9:30-10:45 (section 02—CRN 14401)**

Although China’s elites have frequently viewed warfare as wasteful and violence itself as unseemly, they understood that both were necessary to ensure the state’s welfare. Nevertheless, they sought to limit wars, constrain the power of warriors, and control public violence. This class will explore military campaigns and policies over the long arc of Chinese history, from the Bronze Age to modern times. We will also examine forms of public violence such as feuds, capital punishment and torture, sectarian rebellions, banditry, and piracy.

**NTSS 302-01 Bioterrorism Dr. Kristy Johnson MWF 1100-1150 (CRN 14462)**

The basis of conflict is differing ideas, which, when taken to the extreme, can manifest as acts of terrorism. Historically, biological agents have been used as weapons in an array of political and ideological conflicts. This course will examine diverse aspects of the creation, use, and response to the weaponization of biological agents. An understanding of the science underlying biological agents is critical to preventing the escalation of biological outbreaks. A detailed study of the biological characteristics of these organisms will be the main focus study for this course.

**Citizenship**

**ENGS 303-01 Immigration in the Early Twentieth Century US Dr. Sarah Clere MWF 1000-1050 (CRN 14630)**

Between 1880 and 1920 more than 20 million immigrants entered the United States, significantly expanding and diversifying the population of a country that had only recently celebrated its centennial. Through a range of readings, we will explore the following questions: What does it mean to embrace a new country while maintaining ties to your place of origin? How do we define assimilation, and why has it been historically seen as a desirable goal? Is there a difference in the way immigrants write about themselves and the way even sympathetic non-immigrants write about them? What kinds of hostility and even violence did immigrants experience from some native-born Americans? What was the place of these works in the early-
20\textsuperscript{th} century literary landscape? Who published them? Who read them? How do these narratives by and about immigrants bear on current debates about immigration and citizenship?

**NTSS 303-01 Wild Injustice: Global Environmental Citizenship   Dr. Jennifer Balmer**

MWF 1200-1250 (CRN 14481)

Since the mid-18th century the human population has grown 10-fold to more than 7 billion. Human infrastructure, agriculture, and industrialization have transformed more than half of the planet’s land surface, polluted the world’s oceans, altered the Earth’s atmosphere and climate, and sparked what some are calling Earth’s sixth mass extinction. Many scientists believe humans now rival, or in some cases, exceed the forces of nature, and will push the planet beyond critical tipping points by the end of the century. In this interdisciplinary course exploring Earth’s future we’ll discuss the driving forces and impacts of global ecological changes from sociological and scientific perspectives, and our collective responsibility as ‘environmental citizens’ to prevent them.

**Wellness**

**ENGS 304-01 Writing About Identity in Young Adult Literature   Dr. Tom Thompson  TR 1500-1615 (CRN 14263)**

As part of the Wellness strand, this course will address such questions as “How do I discover and develop my potential?” and “What is the connection between individual wellness and a healthy society?” To address those questions, you will read two or more young adult novels, study the elements of composing an effective argument, and write a paper arguing for a claim related to the theme of “wellness.”

**HISS 304-01 History of Pre-modern Medicine  Dr. Kurt Boughan  MWF 1000-1050 (CRN 14403)**

Notions of health and well-being vary over time, across cultures, and within cultures. This course examines medical knowledge and practice in the Latin West, 1000-1600. It also considers more broadly how people in that time and place conceived what it means to live well. A principal focus of this course will be conflicting or competing notions of health and well-being from folk culture, Christian tradition, and elite medical learning.

**Sustainability**

**ELES 305-01 Keep the Lights ON!   Dr. John Peeples TR 1330-1445 (CRN 14351)**

The Sustainability Strand explores how humans have impacted the establishment and maintenance of environments over centuries. *Keeping the Lights On! - Sustainable Energy Systems* addresses historical, current and future human energy consumption at global, national and local perspectives. This approach challenges students to consider this grand challenge, Energy, from the mega- to micro- scale. How do communities and individuals deal with the environmental issues surrounding our use and conversion of energy, including the greenhouse effect and global climate change?
Many of our current massive metropoles were no more than small settlements 1000 years ago. Some have only come into existence in the past century. This course will explore the creation of the modern cities across the world, exploring how they were constructed, how they were sustained through war, famine, prosperity, and peace, and how they became the large megalopolises we know today – like Paris, Shanghai, Chicago, and Dubai. We will explore questions about how the making of these cities shaped trade, migration, and environments, in the cities themselves, in their environs, in their nations, and in the wider world. We will begin to comprehend how and why cities grow, and how population centers can be sustained in both human-made and natural crises. We will explore larger questions of sustainability such as: What is the relationship between humans and the environment, especially in an urban environment? How has that changed over time?

Students explore many aspects of chemical creation, distribution, and sources. The importance of natural elements like metals in creating everything from television screens to cars is discussed in terms of the policing needed and politics involved in acquiring, processing, and distributing chemicals throughout the world. Students will learn that implementing sustainable uses and disposal processes of chemicals has been a complex issue throughout history, especially when lives are impacted.