



**OUTER COAST**

**COURSE CATALOG**

**2026-2027**

## Introduction

This document shows the courses Outer Coast intends to list and offer in the 2026-2027 academic year. This includes courses currently under consideration for approval by the University of Alaska Southeast Curriculum Committee during the 2025-2026 academic year committee session. General Education Requirement designations are similarly under consideration by the UAS Curriculum Committee during Academic Year 2025-2026.

The Outer Coast curriculum is designed to allow students to fulfill, through a combination of required courses and electives, the University of Alaska requirements in General Education. UAS requires 34 credits of General Education courses distributed across eight fields. Below is the distribution of credits required to fulfill the UAS General Education requirements, along with the Outer Coast courses that are slated to fulfill them:

### **Written Communication - 6 credits required**

- OCEN 101 - Country Gone To Town: The Rural Urban Divide in North America (3 credits)
- OCEN 102 - Workshop: Stories and How We Tell Them (3 credits)
- OCWR 101 - Journalism (3 credits)
- OCWR 102 - Science Writing (3 credits)

### **Oral Communication - 3 credits required**

- OCCO 101 - Storytelling (3 credits)

### **Fine Arts - 3 credits required**

- \*OCAR 101 - Art Lab I (2 credits)
- \*OCAR 102 - Art Lab II (2 credits)
- OCAR 201 - Art Lab III (3 credits)
- OCHU 101 - Folk Music of North America (3 credits)

### **Humanities - 3-6 credits required**

- \*OCAN 101 - Indigenous Studies I: Tlingit Language and Culture (4 credits)
- \*OCAN 102 - Indigenous Studies II: Ideas, Frameworks, Building Bridges Between Cultures (4 credits)
- OCAN 106 - Alternatives to the Anthropocene: Indigenous Knowledge and Climate Change Discourse (3 credits)
- OCAN 201 - Topics in Tlingit Language and Cultures (3 credits)

OCEN 101 - Country Gone To Town: The Rural Urban Divide in North America (3 credits)

[*Under review*] OCEN S201 - Topics in Literature (3 credits)

**Social Sciences - 6-9 credits required**

\*OCAN 100 - Food Sovereignty and the Science of Subsistence (3 credits)

OCAN 103 - Indian Country in the American Imagination (3 credits)

OCAN 105 - Tribal Government of Alaska (3 credits)

OCHU 201 - Topics in Culture and Science (3 credits)

OCPS 101 - Neuroscience of Consciousness (3 credits)

**Mathematics - 3 credits required**

OCMA 101 - Models in Science (3 credits)

**Natural science with Lab - 4 credits required**

OCBI 101 - Community Ecology (4 credits)

OCBI 102 - Introduction to Mycology (4 credits)

OCEI 102 - Seaweeds and Sapiens: A Holistic Ecology of Our Coastal Environments (4 credits)

OCPH 102 - Indigenous Technology and Indigenous Futurism (4 credits)

OCPH 103 - Kin-empathy (4 credits)

[*Under review*] OCEI S201 - Topics in Environmental Sciences (3 credits)

**Natural science without lab - 3 credits required** [this requirement may also be fulfilled with a Mathematics and Statistics or Natural Science with Lab course not already counted for another category]

OCEI 101 - Native American Science (3 credits)

**Courses that do not fulfill UAS general education requirements**

\*OCAL 191 - Service I: Working with Sitka and Southeast (6 credits)

\*OCAL 291: Service II: Working with Sitka and Southeast (6 credits)

OCMA 102 - Celestial Navigation (3 credits)

\*OCUN 100 - Introduction to College (3 credits)

OCUN 299 - Capstone Un-Thesis (3 credits)

\*Courses that are required for all students.

## **Courses in Alaska Native Studies**

### **OCAN 100 - Food Sovereignty and the Science of Subsistence (3 credits)**

Students will engage with the foundational questions of how we nourish ourselves, and why we go about it in the ways we do. This course will feature lecture and in-class discussion on food networks, food production paradigms (subsistence hunting and gathering, agriculture, trade and barter, etc.), and the history of the present global food system, as well as alternative experiments. It will most centrally feature direct food gathering work on the land, as students explore the bounty of Baranof Island and learn how to respectfully and sustainably harvest and preserve such resources as berries, salmon, medicinal plants, and shellfish.

- This course fulfills the general education requirement for UAS in Social Sciences.
- Required of all first-year students.

### **OCAN 101 - Indigenous Studies I: Tlingit Language and Culture (4 credits)**

An introduction to the study of the Tlingit language (Lingít yoo x̣ 'atáŋgi) and Tlingit culture and history (Lingít kusteeyí). It will straddle the formal study of language along with literary and philosophical investigation of the lifeworld on Lingít Aaní. Meeting three days per week, the course will include one session of intensive language instruction per week (vocabulary, phrases, basic grammar) and two sessions of cultural and literary study, in which students will encounter Tlingit social structure, cosmology, oratory, history and oral literature. Language learning will be gradually woven into cultural learning: vocabulary learned in language class will pair with stories studied in seminar to build a holistic picture of Tlingit thought and its special relationship to the land around us. Particular emphasis will be placed on the stories and traditions of Sheet'ká. Evaluation will include language exams, storytelling performances, papers, and creative projects.

- This course fulfills the general education requirement for UAS in Humanities.
- Required of all first-year students.

### **OCAN 102 - Indigenous Studies II: Ideas, Frameworks, Building Bridges Between Cultures (4 credits)**

Engages the relationship between cultures, and between ideas of culture and ideas of nature. How do humans navigate the interaction between society and physical environment? How does a society arise in a given environment and respond to the challenges it presents? How do differing ideas about nature, culture, community, and society shape our conceptions of indigeneity and colonialism? How does an Indigenous worldview conceptualize knowledge, space, time, experience? We will examine radically different answers to such questions from cultures and traditions around the world, and

test them in relation to the deep intertwining of Tlingit culture and the landscape of Southeast Alaska. Readings will include: oral tradition from across North America; anthropology; political philosophy during and after European colonial expansion; contemporary Indigenous theory and speculative fiction. In addition, as this course emphasizes the importance of the local and of language, students will continue their study of the Tlingit language begun in the previous semester. Concepts in language study will be paired with theoretical topics (i.e. the Tlingit vocabulary around animism and breath, movement and the land, space and time, past and future, etc.).

- This course fulfills the general education requirement for UAS in Humanities.
- Required of all first-year students.

### **OACAN 103 - Indian Country in the American Imagination (3 credits)**

18<sup>th</sup> and 19<sup>th</sup> Century Western conceptions of Native American cultures form the foundations of modern Native American life in the United States. In this course, we will examine the laws and opinions that comprise early Federal Indian Law and extract the axioms on Native American cultures embedded within them. Those axioms will then be critically examined against our current understandings of Native American cultures via anthropological data and interpretation. The resulting societal fallout from the gap between American imaginations of Native Americans and the Native lived reality will be evaluated. This course heavily draws from literature written by Native American authors.

- This course fulfills the general education requirement for UAS in Social Sciences.

### **OACAN 105 - Tribal Government of Alaska (3 credits)**

Students will explore the fundamental history of Federal Indian Law as it relates to Alaska Native tribes. They will learn about competing Native entities in the state, and the sometimes difficult relationship between Alaska Native tribal governments and the State of Alaska, as well as the current issues surrounding these troubles.

- This course fulfills the general education requirement for UAS in Social Sciences.

### **OACAN 106 - Alternatives to the Anthropocene: Indigenous Knowledge and Climate Change Discourse (3 credits)**

This seminar aims to craft a different perspective on Anthropocene thinking based on the work of Indigenous scholars who write about climate change. The seminar will begin by establishing a working definition of the Anthropocene, including its potential strengths as a concept, the debate over defining its start date, and the alternative names that scholars have come up with to define our current moment, such as Capitalocene, Chthulucene, and Planthropocene. In defining and exploring the concept of the Anthropocene, we will also consider how these concepts connect to Sitka and the world around us, looking at case studies from projects based in Sitka. The class will meet

twice per week and will be largely discussion based, with a focus on reading and analyzing theoretical texts and concepts.

- This course fulfills the general education requirement for UAS in Humanities.

### **O CAN 201 - Topics in Tlingit Language and Culture (3 credits)**

A course intended to allow Outer Coast students to continue their intertwined study of Lingít yoo x'atángi (Tlingit language) and Lingít Kusteeyí (Tlingit Culture) while living on Lingít Aaní (Tlingit Land) in the second year of the OC undergraduate program. Topics will build on the course material introduced in the year-long first-year Indigenous Studies curriculum. The course will introduce new grammatical concepts and language vocabulary; in addition, the class will offer deeper engagement with select cultural topics, including (but not limited to) oral tradition, oratory, ceremony, history, visual art, or song and dance. Course may be repeated for credit when the topic changes.

- This course fulfills the general education requirement for UAS in Humanities.
- This course may be repeated for credit.

## **Courses in Alaska Studies**

### **OCAL 191 - Service I: Working with Sitka and Southeast (6 credits)**

Integral to the Outer Coast curriculum is an ethos of service that calls us to work with the many communities around us. In this three-credit course, students will undertake intensive work with several organizations and community projects in Sitka, including the Alaska Native Brotherhood and Sisterhood, Sitka Homeless Coalition, and the Sitka Sound Science Center, among others. Students will partner with one or several community projects or organizations, gaining exposure and building skills relevant to the project or organization's field and mission. They will also have the opportunity to reflect on these experiences with peers and teaching staff. The full cohort will serve as the principal volunteers for a number of collective projects and community events, including 2024 Sharing Our Knowledge Conference on the Sheldon Jackson Campus and Sitka's Indigenous Peoples' Day celebration. Over the course of the semester, students will complete at least 100 hours of service work, as well as have regular class meetings to share about and reflect on their experiences in their service work.

- Required of first-year students, year long course, pass/fail.

### **OCAL 291: Service II: Working with Sitka and Southeast (6 credits)**

Integral to the Outer Coast curriculum is an ethos of service that calls us to work with the many communities around us. In this two-semester, three-credit-per semester internship course, second-year students will build on the first-year service curriculum to craft a more independent service portfolio. Students will select one primary service partnership or project (or in some cases, a maximum of three projects) to carry out over the course of the year. Students will also participate as a cohort in group service projects and OC's food sovereignty program. This course may be repeated once for additional credit.

- Required of second-year students, year long course, pass/fail.

## Courses in Art

### **OCAR 101 - Art Lab I (2 credits)**

This is the first course in a two-semester art sequence (2 credits per semester). It responds to the themes of the other courses Outer Coast students are concurrently taking, and bridges them with the study of making in both the “Western” studio sense and the Indigenous and folk practices of our community. Students will be exposed to a series of artistic styles (photography, collage, carving, beading, painting, formline design, sculpture) through guest artists, and will be asked to draw on the materials they are studying in their other first year courses (Indigenous Studies, writing seminars, Tlingit Language and Culture, Ecological Communities of Sitka) as subject matter and as sources of style and approach. The goal is to build a fusion between the place-based Outer Coast curriculum, each student’s personal expression and background, and the various disciplines and methods of artistic creation.

- Combined with Art Lab II, this course fulfills the general education requirement for UAS in Fine Arts.
- Required of first-year students.

### **OCAR 102 - Art Lab II (2 credits)**

This is the second course in a two-semester art sequence (2 credits per semester). It responds to the themes of the other courses Outer Coast students are concurrently taking, and bridges them with the study of making in both the “Western” studio sense and the Indigenous and folk practices of our community. Students will be exposed to a series of artistic styles (photography, collage, carving, beading, painting, formline design, sculpture) through guest artists, and will be asked to draw on the materials they are studying in their other first year courses (Indigenous Studies, writing seminars, Tlingit Language and Culture, Ecological Communities of Sitka) as subject matter and as sources of style and approach. The goal is to build a fusion between the place-based Outer Coast curriculum, each student’s personal expression and background, and the various disciplines and methods of artistic creation.

- Combined with Art Lab I, this course fulfills the general education requirement for UAS in Fine Arts.
- Required of first-year students.

### **OCAR 201 - Art Lab III (3 credits)**

This is the third course in the Outer Coast art lab sequence. While the first two are required, this is an optional upper-level continuation. It allows students to deepen their experience of given artistic traditions based on the interests of both the class and the instructor. Each semester that it is offered the course will have a particular focus that

reflects some of the emphasis of Outer Coast: for instance Indigenous Northwest Coast arts; photojournalism and collage; contemporary art and its relationship to the sciences.

- This course fulfills the general education requirement for UAS in Fine Arts.

## Courses in Biology

### **OCBI 101 - Community Ecology (4 credits)**

Perfectly poised between mountains and the sea, the ecological communities of Sitka are composed of organisms whose distributions and interactions reveal a deep story of this landscape. The study of those species' interactions with each other and with their environments is termed ecology, a word derived from the Greek word oikos meaning 'house, home, and family'. A central component of ecology is exploring the rich web of connections between organisms, each other, us, and their environments – an ecological 'household'. Taking an ecological lens on the world helps us make sense of the environments we encounter. As residents or guests of these ecosystems, we can build a deeper sense of place through an ecological perspective. The fundamental goal of this course is for students to become scientists of place. They will learn the tools of ecological research by exploring the local ecosystems of Sitka. Students will develop skills for quantifying and comparing how communities of organisms rely on and respond to each other and their environment. They will develop and test hypotheses, design and execute experiments, and explore the possibilities and limitations of data collection, as well as learn to read and interpret scientific literature. By incorporating this scientific literacy and understanding with personal experiences and community knowledge, students will develop the perspectives and skills to tackle big questions about the environment with empathy and discernment in the face of complexity.

- This course fulfills the general education requirement for UAS in Natural Science with Lab.

### **OCBI 102 - Introduction to Mycology (4 credits)**

This field course offers an immersive introduction to the fascinating world of mycology, exploring the diverse roles that fungi play in natural ecosystems. Students will study the identification, ecology, and evolutionary biology of fungi in their natural habitats, with a focus on field-based observations and hands-on experience. Throughout the course, we will investigate fungal diversity, symbiotic relationships, and the critical ecological functions fungi perform, from decomposition to mutualism with plants and animals. Special attention will be given to the importance of fungi in forest ecosystems, their uses in human culture, and their potential applications in areas such as medicine, agriculture, and environmental sustainability. By the end of this course, students will have developed the skills needed to identify common fungi in the field, understand their ecological and evolutionary significance, and communicate their findings through scientific writing and presentations.

- This course fulfills the general education requirement for UAS in Natural Science with Lab.

## **Courses in Communication**

### **OCCO 101 - Storytelling (3 credits)**

This course asks students to build a portfolio of stories using the styles and content they have encountered in their time at Outer Coast, and in their lives before. Students will intentionally research different storytelling styles, refine stories told from previous occasions, and meet regularly to workshop and refine their work together. This portfolio will also be the culmination of students' engagement with the Axe Handle Academy, a radical curriculum about place and culture developed in Southeast Alaska to help students locate themselves in the world.

- This course fulfills the general education requirement for UAS in Oral Communication.

## Courses in English

### **OCEN 101 - Country Gone To Town: The Rural Urban Divide in North America (3 credits)**

How does where we live inform our lived experience? And how does this play out in the tiny universes of narrative and verse? In this seminar course, we will consider the ways environment, culture, and history combine to form a sense of place, even a sense of authorhood. To what extent does technology, access – to opportunity, education, infrastructure – and shared history affect a place and its people and, crucially, the gaze of writers as they depict these places in art? Focusing primarily on North American literature from Modernism onward, we will examine representations of the cityscape, countryside, and spaces in between, exploring themes of the self and of community identification (and alienation), plus all the ways these map onto the contemporary politics of race, gender, sexuality, and socioeconomic class. Occasionally, we will also look at specimens of other narrative forms, including film and balladry. Readings will include selections from Gayl Jones, Alice Munro, Breece D’J Pancake, Allen Gurganus, Tommy Orange, Miriam Toews, Eden Robinson, Cormac McCarthy, Juan Rulfo, Jesmyn Ward, and Ada Limón.

- This course fulfills the general education requirement for UAS in Humanities.

### **OCEN 102 - Workshop: Stories and How We Tell Them (3 credits)**

This studio workshop course places students in a close-knit seminar setting, exploring how short-form creative works often have an unexpectedly outsized impact on readers. In addition to familiarizing students with the mechanics of narrative, we will also examine how stories may be imbued with a sense of place, history, and culture, and the potential challenges this presents for both authors and audiences. As we proceed through the term, students will also be tasked to practice their hand at producing formal narrative work of their own, culminating in a “micro-novel” – or equivalent form – which they will submit as a final project.

- This course fulfills the general education requirement for UAS in Written Communication.

### **OCEN S201 - Topics in Literature**

GER. Through various topics, rotating by instructor and term, this course explores literature across a wide range of genres, periods, and cultural traditions. Students will engage in close reading, discussion, and analysis of texts selected to highlight particular themes, authors, movements, or issues in literary study. Emphasis is placed on developing skills in critical interpretation, written analysis, and appreciation of literature

as a reflection of cultural, historical, and philosophical contexts. *This course may be repeated for credit.*

## **Courses in Environmental Studies**

### **OCEI 101 - Native American Science (3 credits)**

Critical observation of the world is a fundamental part of Native North American cultures. In this course, we investigate Native American scientific epistemologies in spacetime, ecology, mathematics, astronomy, agriculture, and forestry. Due to the fragmented nature of evidence remnant from settler colonialism, we are forced to take a multi-national view of Native American science, using case studies from multiple regions, peoples, and Native Nations. We pay special attention to evaluating phenomena of the world through indigenous, emic paradigms of thought and will require the student to demonstrate mastery of this material through the completion of problem sets.

- This course fulfills the general education requirement for UAS in Natural Science without Lab.

### **OCEI 102 - Seaweeds and Sapiens: A Holistic Ecology of Our Coastal Environments (4 credits)**

Introduces the coastal marine ecosystem through a holistic approach, using the relationships between macroalgae and people as a throughline to explore our understanding of this environment. In this course, students will study the overlap among seaweed biology & ecology, the importance of this resource to coastal people past & present, and the future of our relationship with the marine environment. A spring semester run of the course will allow for multiple hands-on opportunities: field and lab techniques to explore algal diversity, physiology, and identification; traditional harvest and processing techniques of different species for consumption (e.g., black seaweed, herring-roe-on-kelp, etc.); collection of algae for herbarium or artistic pressings; visiting seaweed farm start-ups in the area; low tide exploration and snorkeling in the kelp canopy. We will engage a diversity of local experts in seaweed harvesting and processing, mariculture and ecology as guest speakers.

- This course fulfills the general education requirement for UAS in Natural Science with Lab.

### **OCEI S201 - Topics in Environmental Science**

GER. Students will be introduced to the physical sciences that shape the Earth's environments, with an emphasis on Southeast Alaska as a living laboratory. Students will explore topics from among geology, hydrology, glaciology, oceanography, soils, or climate science through classroom learning and field investigations. Sitka's dramatic landscapes—coastal temperate rainforests, mountains, glaciers, and marine environments—provide a rich context for understanding how physical processes shape

the environment and influence human communities. *This course may be repeated for credit.*

## **Courses in Humanities**

### **OCHU 101 - Folk Music of North America (3 credits)**

Drawing from digitized archives and live demonstrations, we will survey a curated sampling of musical traditions and the major players involved with them. We will also discuss how these lineages have interfaced with and influenced (and often influenced by) commercial music. In addition to brief assessments throughout term and ongoing in-class participation, students will be responsible for a large-scale final project to be submitted at the end of term. Interested students will also have the opportunity to make contributions to Outer Coast's Orality and Aurality journal.

- This course fulfills the general education requirement for UAS in Fine Arts.

### **OCHU 201 - Topics in Culture and Science (3 credits)**

This course is intended to explore topics at the intersection of the sciences and humanities. This class allows important subjects to be examined and compared using both approaches, as well as for students and faculties to synthesize differing methodologies, and explore experimentation and experience in their widest form of meaning. May be repeated for credit.

- This course fulfills the general education requirement for UAS in Social Science.
- This course may be repeated for credit.

## **Courses in Mathematics**

### **OCMA 101 - Models in Science (3 credits)**

Exploration of the dynamic world of scientific modeling, focusing on the creation and application of models across various natural science disciplines. Students will delve into mathematical frameworks that simplify complex phenomena to provide predictions and demonstrate proof of concept in scenarios that are challenging to test directly. Through hands-on experience and real-world data, students will learn to build, evaluate, and apply models, gaining critical insights into their assumptions, biases, and limitations. This course will equip students with the mathematical literacy, critical thinking, and analytical tools necessary to navigate the complexities of modeling and its broader impacts across scientific disciplines. May be repeated for credit.

- This course fulfills the general education requirement for UAS in Mathematics and Statistics.
- This course may be repeated for credit.

### **OCMA 102 - Celestial Navigation (3 credits)**

In this course, students will learn how to navigate sea and land through the use of the sky. On the way, students will learn how to use maps, charts, compasses, and other orienteering tools to aid in navigation. The history of navigation, both Indigenous and Western, will be woven in through lectures and in-class activities. Indoor and outdoor lab sections occur each week wherein students will be tasked with learning techniques and performing the activities required to successfully navigate.

## Courses in Physics

### **OCPH 102 - Indigenous Technology and Indigenous Futurism (4 credits)**

This course leverages Indigenous technologies to teach Western engineering concepts, bridging cultural and educational divides. Students will explore Indigenous practices including, but not limited to, agriculture, animal husbandry, and warfare to understand key Western engineering and scientific principles. Although the subject matter is Indigenous, the educational approach remains firmly rooted in Western engineering paradigms.

- This course fulfills the general education requirement for UAS in Natural Science with Lab.

### **OCPH 103 - Kin-empathy (4 credits)**

This course delves into the realm of biomechanics as a vehicle to teach concepts of physics and applied engineering by emphasizing the cultivation of empathy for animals and their physical interactions within the natural world. Students gain practical insights into biomimetic physics principles by studying existing biomimicry models, biomechanical analysis of selected species, and papers about how Indigenous groups were able to take advantage of animal behavior.

- This course fulfills the general education requirement for UAS in Natural Science with Lab.

## **Courses in Psychology**

### **OCPS 101 - Neuroscience of Consciousness (3 credits)**

In this course, we will explore varied ways in which the brain and cognitive sciences have come to understand consciousness across the 24 hours of wake and sleep, asking questions which are philosophical as well as practical. We will grapple with a scientific culture that understands the mind as entirely material (e.g. biological psychiatry) and then explore its counterpart, the current shift towards more communal and cognitive models for the mind and mental health. We will dive into neuroscientific papers on consciousness to learn to read statistics and data visualization critically. We will design experiments, speak to consciousness researchers firsthand, and imagine ways for such science to leave the lab and impact our communities positively. We will come away with a toolkit of new perspectives on the mind and a sense of their wide ranging implications.

- This course fulfills the general education requirement for UAS in Social Sciences.

## **Courses in University Studies**

### **OCUN 100 - Introduction to College (3 credits)**

Students will learn and apply practical strategies for success in college while engaging with theories and histories of holistic education. Overarching topics will include the core intellectual, pedagogical and spiritual values of Alaska Native cultures; histories and theories of education; and case-studies of holistic schools and educational programs. Each class will also focus on a different everyday academic and life-oriented skill: studying and note-taking; test-taking strategies; finding and using university resources; goal-setting and personal responsibility; interaction in the college environment; time-management; self-expectations and self-care; writing and public speaking. Students will reflect on their own metacognitive processes and engage essential research on learning from a diverse range of contexts and communities. In addition, students will begin to explore and learn basics of the Tlingit language.

- Required of first year-students.

### **OCUN 299 - Capstone: Un-Thesis (3 credits)**

A semester-long independent project that an Outer Coast student may undertake in any of the semesters (fishing term, fall, spring) of their final year. The project may be undertaken in any discipline. An OC faculty member will serve as advisor to the project, and will develop and determine the project's parameters in collaboration with the student. External co-advisors at other institutions or in the community may also direct the project alongside the faculty advisor. The Un-thesis is intended to be open-ended to reflect the many interests of OC students. Some possibilities include (but are not limited to): conducting a work of independent research resulting in an essay or study; undertaking a substantial artistic project; undertaking a substantial service project in Sitka or beyond it. Students may also assist faculty or community members on a pre-existing project (i.e. longtime research or community service project), so long as the student's contribution is substantial and original. The project should result in a substantial essay or a product of at least equivalent effort in other media, as determined by the student and their advisor. Artistic and service projects should include a shorter written component reflecting on the process. To undertake the Un-thesis a student must apply with a proposal of research at the end of the preceding Spring Term for an Un-thesis undertaken in either Fishing Term or Fall Term, or by the end of Fall Term for an Un-thesis undertaken in Spring Term.

- If a student undertakes an un-thesis in the five-week Fishing Term, they will not take any other courses

## **Courses in Writing**

### **OCWR 101 - Journalism (3 credits)**

The history and practice of periodical print journalism in the American paradigm. Using a variety of contemporary and historical critical lenses, we will study how “the news,” as we understand it, came to take shape, how it was institutionalized, and who was included and excluded. Additionally, we will investigate the ways the apparatus of journalism has adapted to new technology – radio, television, the Internet – and has shaped American political life and discourse over the years. We will also look at the advent of “New Journalism,” its literary conceits and aspirations, and its preparation of consumers for the digital and social media age.

- This course fulfills the general education requirement for UAS in Written Communication.

### **OCWR 102 - Science Writing (3 credits)**

This course serves as an introduction to the development of scientific literacy and writing skills across various natural science disciplines. Students will engage with scientific content across genres, including natural history, journalism, policy, advocacy, science fiction, and primary literature. Throughout the course, students will build a deep understanding of scientific language and learn to effectively communicate complex scientific concepts to diverse audiences, including the public, policymakers, and fellow scientists. As emerging science writers, students will complete projects that bridge disciplines and cultures, refining their skills in interpreting and conveying scientific information across various contexts.

- This course fulfills the general education requirement for UAS in Written Communication.