



Stories and Societies
Residential Academic Program



Fall 2026 Stories and Societies RAP Course Descriptions



Any SRAP class can help you toward your degree goals!


We're here to help you!

Please ask us any and all questions.

Class Registration Timeline

Why are you being asked to choose your SRAP class now? What happens if you wait on choosing your SRAP class? It helps to know the timeline for the campus registration process and how SRAP fits into it.


Late May Students will receive info on how to register for a SRAP course. We need several SRAP choices from you, any one of which you'd be happy to take, in case your first choice is filled. SRAP courses are first come, first served


 **June 5** All SRAP students can complete the class selection survey. We need several SRAP choices from you, any one of which you'd be happy to take, in case your first choice is filled. SRAP courses are first come, first served

June 5 We can officially register you for your RAP class beginning on this date

June 9 Based on times assigned by the Registrar, you can enroll for main campus classes. Check your enrollment appointment in Buff Portal. It's best if you have your SRAP class on your schedule before you enroll for your main campus classes

Aug 13th Main Campus Open Enrollment Begins for All Students. The longer you wait, the more likely SRAP classes will be filled and unavailable

 **August 20** First day of classes you can still drop add, but you'll have to work hard to catch up in classes you add

 **August 29** No more adds allowed drops are still ok until the campus drop deadline

- Only Joel can enroll you in SRAP classes or change your SRAP class for you
 - Submit the Stories & Societies RAP Fall 2026 Course Selection Form to be enrolled in a RAP class
 - Email srap@colorado.edu to make a change to what you submitted.
- SRAP classes are NOT in Class Search online; they are listed here (-170R sections)
- Please tell Joel any concerns or important information about your choices in the survey.

**Know your SRAP class requests for spring?
Complete the class selection survey starting 06/05!**

Only Joel can enroll you in SRAP classes or change SRAP classes for you SRAP classes are NOT in Class Search online; they're only listed here (-170R sections)





Fall Stories & Societies RAP Offerings

HIST 1011-170R	Greeks, Romans, Kings, & Crusaders: European History to 1600 - MWF 1:25-2:15pm
HIST 1061-170R	Rise and Fall of Ancient Rome MWF 2:30 - 3:20
PHIL 1100-170R	Ethics MWF 10:10-11:00
WRTG 1150-430R	First Year Writing & Rhetoric MWF 11:15-12:05 p.m.
WGST 2200-170R	Women, Gender, Literature, and the Arts TuTh 11:00-12:15pm
PHIL 2270-170R	Philosophy and Race MWF 10:10am-11:00
IPHY 2420-170R	Introduction to Nutrition MWF 3:35-4:25
ENVS 1500-170R	Sustainability, Social Innovation, and Entrepreneurship TTh 2:00-3:15pm
ENVS 1500-171R	Sustainability, Social Innovation, and Entrepreneurship TTh 12:30-1:45pm
SOCY 1001-170R	Introduction to Sociology TuTh 9:30-10:45 a.m.

Detailed descriptions of each class & times offered follows this page.

Course descriptions are organized by course categories and are color coded above by the days offered:



HIST 1011-170R

**Greeks, Romans, Kings, & Crusaders:
European History to 1600**

Dr. Nicole Jobin

MoWeFr

1:25 - 2:15 pm

3 credit hours

Arts & Sciences GenEd:

Arts and Humanities



Isabel, spouse of the future king of France, Philippe, riding during the Eighth Crusade in 1270 while six months pregnant

What have been the basic challenges humans have faced through the ages? How have we sought to sustain ourselves economically, organize ourselves politically, religiously, or socially, and express ourselves creatively? What impact has early European history had upon our society as we know it?

These are the central questions covered in HIST 1011: European History to 1600. Our historical past affects how we see the present. We will explore that past from the Ancient World (3000 BC) through the Reformation (16th c. AD) and look for clues about the foundations of our modern western attitudes towards power and authority, science and faith, institutions and individuals.

Part of studying history is learning to ask good questions and figure out where, and how, to look for the answers. Throughout the class we will explore the literature, art, architecture and artifacts left behind and discover how historians use these clues to decipher the story of the past and interpret its meaning for us today.

IPHY 2420-170R
Introduction to Nutrition
Dr. Donna Louie

MoWeFr
3:25 - 4:25 pm
3 credit hours

Arts & Sciences GenEd:
Natural Sciences



Summer, Giuseppe Arcimboldo, 1572, Denver

What should you eat? How much should you eat? When should you eat it? It depends! Everybody's needs and desires are different. This class won't tell you what to eat, but it will provide you with the knowledge to make your own healthy decisions.

As we learn in a scientifically rigorous manner about the biology, chemistry, and physiology of nutrition, we'll also study the macro- and micronutrients, recommendations to prevent chronic disease, eating disorders, latest fad diets, critical thinking skills to analyze your intakes and expenditure, sports performance concepts, supplements, food policy issues, deficiencies, toxicities, and much more!

After this course students will be able to:

- Construct healthy meals to optimize health and lower risk for chronic diseases, such as heart attack, stroke, cancer, type 2 diabetes, and hypertension
- Construct healthy meals to optimize mental and physical performance
- Explain the science behind healthy meals and nutrition
- Predict malnutrition with adverse health effects
- Discern misconceptions from facts about nutrition, and
- Evaluate fad diets

HIST 1061-170R
Rise and Fall of Ancient Rome
Dr. Nicole Jobin

Arts & Sciences GenEd:
Arts and Humanities

MoWeFr
2:30 pm - 3:20 pm
3 credit hours



An Imaginary View of the Appian Way,

Rome. Giovanni Battista Piranesi. This 1784 architectural phantasm pictures the road leading to Rome lined by sepulchral monuments piled one atop the other, reaching skyward. Along the road itself, travelers, barely as tall as the adjacent stone curb, scurry forward and into the distance.

This survey of Ancient Roman history begins with the myths and legends surrounding Rome's foundation in the 8th century B.C., explores how such a small city-state expanded to control one of the largest territorial empires ever known to the western world, and concludes with the story of its fragmentation and downfall in the 5th century C.E.

What makes this history still compelling today? The fact that we can see ourselves in all Rome's complexity and diversity.

As Rome expanded, it incorporated societies from places as far-flung as the Atlantic coast of Spain to Palmyra in modern Syria and from Hadrian's wall along the British/Scottish border, to Meroe on the edge of Sudan. Recent DNA mapping suggests a multi-ethnic, multi-cultural mix of people that were linked by war, trade, developing transportation networks, and slavery. The movement of people, goods, ideas, and diseases, along with a measurable impact on their environment, echo many stories we might find in more recent historical eras. Yet Rome was also unique - leaving behind many "firsts," (representative republic, blown glass, the widespread use of concrete, the adoption of Christianity as a state religion) that still inspire interest today.

Using a variety of primary and secondary sources, including biographies, satires, art, architecture, and artifacts, we will put together the story of this ancient civilization and analyze its impact in the ancient world, and our own.

SOCY 1001-170R
Introduction to Sociology
Dr. Robert Scott

TuTh
9:30 - 10:45 am
3 credit hours

Arts & Sciences GenEd:
Social Sciences



This course explores how powerful social forces shape who we are, how we think, and how we experience the world around us. From the norms and institutions that structure daily life to the larger systems that influence opportunity and inequality, students will gain a deeper understanding of how society operates—and how they fit within it. Rather than taking social patterns for granted, this class encourages students to question, analyze, and critically evaluate the forces that influence human behavior and everyday experience.

We begin by examining the history and development of sociology as a discipline, exploring how sociologists have worked to understand major social changes over time. Students will learn how to conduct social research, including how to design studies, analyze data, and interpret findings. By engaging with key theoretical perspectives and ongoing debates in the field, students will build a strong foundation for understanding contemporary social issues.

Throughout the semester, students will explore a range of fascinating areas of specialization, including economic sociology, animals and society, the sociology of death and dying, and the sociology of mental health. These topics allow students to see how sociological thinking applies to real-life concerns—from the structure of the economy to how society defines and responds to grief, illness, and well-being. The course highlights how cultural values, institutions, and power dynamics influence these areas in meaningful and sometimes surprising ways.

This course is ideal for students who are curious about social issues, interested in understanding inequality and change, or simply eager to see everyday life through a new lens.

PHIL 1100 - 170R Ethics

Dr. Mike Zerella

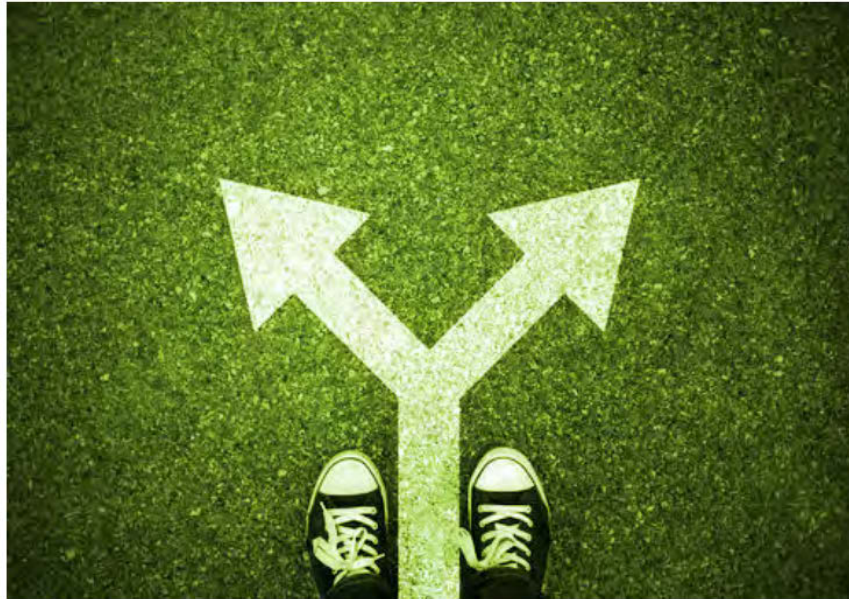
MoWeFr

10:10 - 11:00 am

3 credit hours

Arts & Sciences GenEd:

Arts and Humanities



This course offers an engaging introduction to the major philosophical theories about what it means to live a good life and how we ought to make moral decisions. Students will explore fundamental questions such as: What makes an action right or wrong? Are moral truths universal, or do they depend on culture and perspective? Do consequences matter more than intentions? Through careful study of influential ethical frameworks, students will gain insight into how philosophers have approached these questions across time.

We will examine foundational theories of ethics—including approaches that focus on consequences, duties, character, rights, and justice—and consider how these theories apply to pressing contemporary moral issues. Topics may include debates about technology and artificial intelligence, environmental responsibility, social justice, freedom of speech, medical ethics, animal welfare, and personal moral dilemmas. By connecting classic philosophical ideas to real-world problems, students will see how ethical theory directly informs everyday decision-making and public debate.

The course emphasizes active learning and thoughtful engagement. Students will participate in class discussions that challenge them to articulate their own views, listen carefully to others, and thoughtfully respond to differing perspectives. They will practice analyzing arguments, identifying assumptions, and evaluating the strengths and weaknesses of various forms of moral reasoning. Assignments will encourage students not only to understand philosophical positions but also to apply and critique them in diverse ethical scenarios.

PHIL 2270 - 170R
Philosophy and Race
Dr. Martín Chamorro

MoWeFr
10:10 - 11:00am
3 credit hours

Arts & Sciences GenEd:
Arts and Humanities
A&S Core Requirements:
Diversity-Global Perspective **OR** Diversity-US
Perspective



The Civil Rights Movement represented an impressive leap forward for racial justice. However, there are good reasons for thinking that the United States remains profoundly racially unjust. In this course we use social science, journalism, and philosophical analysis to try to understand racial injustice on a deeper level.

What is it? Does it still exist? If so, what causes it?

We will begin by exploring what race and racism are before going on to engage with topics like racial segregation, police violence, racial profiling, color-blindness, white privilege, mass incarceration, and immigration. Answering these questions will entail using and perfecting your ability to effectively think, listen, argue, read, and write. Our efforts will not be just an academic exercise in which we merely study what others have thought. Instead, you will be joining an active and ongoing effort to better understand a world shot through with racial injustice and to think about how we should respond.

In other words, in this course, you are going to be doing philosophy rather than reading about philosophy

WGST 2200-170R

Women, Gender, Literature, and the Arts

Dr. Sharon Adams

TuTh

11:00 am - 12:15

3 credit hours

Arts & Sciences Core Requirements:

Diversity-Global Perspective



This course introduces the contributions of women to literature, arts and performing arts. The course emphasizes women and gender within the cultural contexts and societal norms and expectations in which artworks are created.

The course explores the role of personal story and worldview in literature and the arts, noting the connection between everyday lives and the larger world around us. Students come to see how women have and continue to offer sustainable visions for the future, addressing many of the concerns of our day in offering ways of connecting nature/environment, creativity, meaning, and proactive cooperation.

The course emphasizes representations of gender and sexuality in these visions, issues of narrative and storytelling, structure, content, and style, along with the acquisition of basic techniques of literary and arts criticism. This course provides an opportunity to see how female artists and writers help to expand personal and political visions to help transform the world.

Left: Jacqueline Suskin,
poet

Above right: Guerrilla
Girls, Tate Modern,
1989

Bottom right: Becky
Chambers, Monk and
Robot series



ENVS 1500-170R
Sustainability, Social Innovation, and
Entrepreneurship
Dr. Laura DeLuca

TuTh
12:30 - 1:45 **OR** 2:00 - 3:15
pm
3 credit hours

Arts & Sciences GenEd:
Social Sciences



This course introduces students to the histories, concepts, and crises of sustainability in different cultural contexts around the world. Students learn how people devise “social innovations” to address social, economic, and environmental challenges in ways that are effective, sustainable, and just. Students gain pragmatic skills in public speaking, writing and facilitation. They get the opportunity to learn about social innovations on the CU Campus, in Boulder and beyond.

The application of these approaches is driving the emergence of creative "solutionary" paradigms: policies, programs, products, services, businesses, and movements that address persistent socio-environmental problems and help demonstrate what sustainability means and looks like.

WRTG 1150
First Year Writing and Rhetoric
Andrew Escanuela

MoWeFr
11:15 am - 12:05 pm
Section 170R
3 credit hours

Arts & Sciences GenEd:
Lower-Division Written Communication



This course will make you a stronger writer as well as a more critical thinker and reader. You will have many opportunities in this course to strengthen your writing and be provided with abundant feedback from me and your peers. At the end of the semester, it is my intention that you will feel more confident in your writing skills and enjoy the writing process more. Progress is key! Think of this course as a workshop; we will always be brainstorming, drafting, and revising writing or reviewing peer work. Bring your laptop to every class; we will always be doing writing in one form or another and you need to be prepared.

In order to maximize your success in this course:

- 1) always come to class and be engaged—missing class greatly increases your chances of missing assignment details and critical discussions and practice in class, all of which will negatively affect your grade in this course; meet with me for extra help when you need it;
- 2) meet with me for extra help when you need it;
- 3) utilize CU Boulder's Writing Center—the tutors are super effective at helping students with their writing;
- 4) meet with CU library consultants, especially as we approach the literature review portion of the semester.