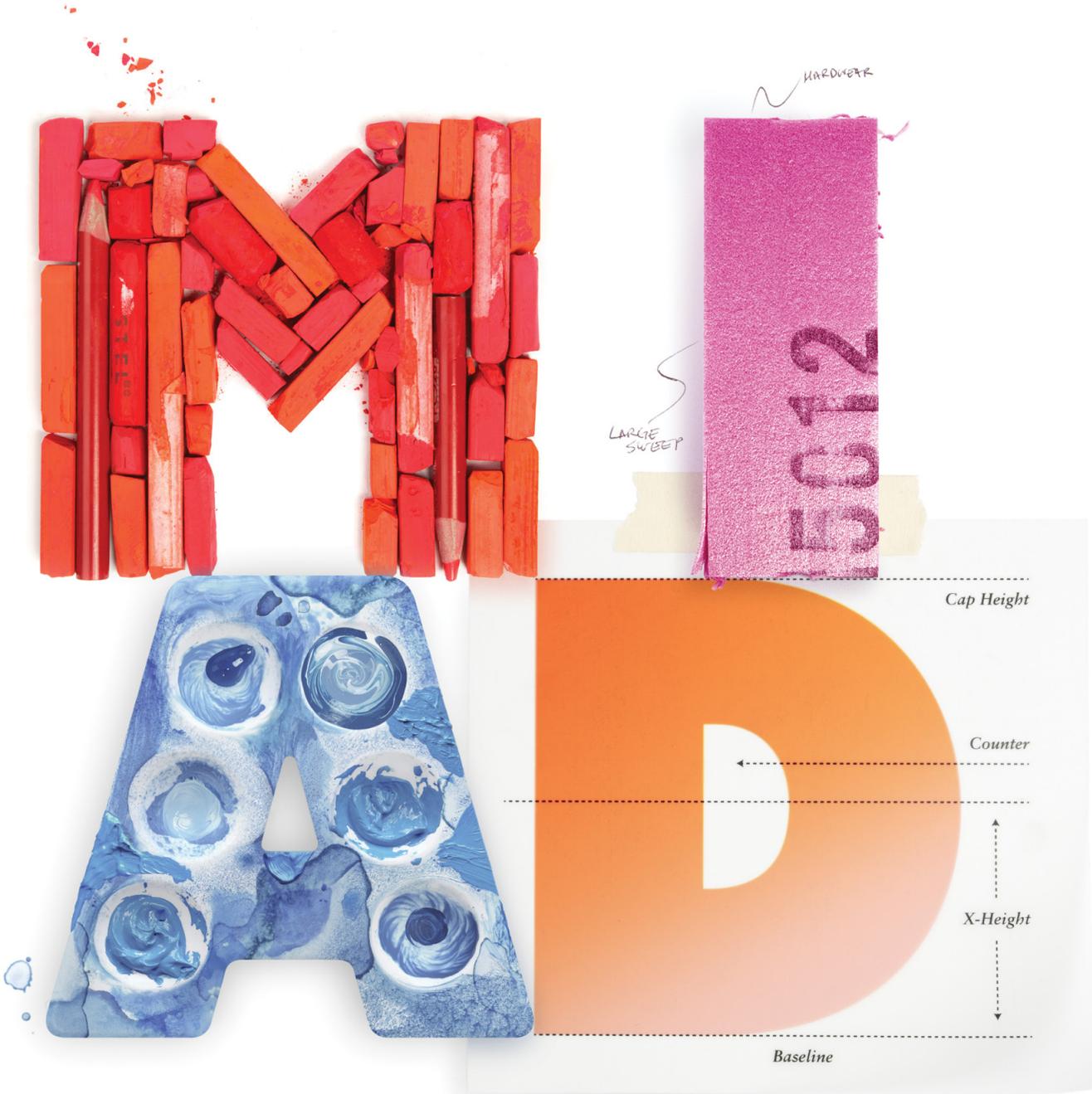


SCHEDULE OF CLASSES

summer
2026



Academic Calendar: 2026-2027

Summer Semester: 2026

May 11	Summer Class Sessions Begin
May 25	Memorial Day Holiday – No Classes
June 19	Juneteenth National Independence Day – No Classes
July 4	Independence Day Holiday – No Classes
July 31	Last Day of Summer Sessions
August 4	All Final Grades Due (Grades will be due after each session)

Fall Semester: 2026

August 24	Fall Classes Begin
August 28	Open Enrollment Ends; 2:00pm
September 7	Labor Day Holiday – No Classes
October 12-13	Fall Break – No Classes
October 30	Last Day to Withdraw from Fall Classes (2:00pm)
November 25-27	Thanksgiving Break – No Classes
December 11	Last Day of Fall Semester
December 15	Final Grades Due by 12:00pm

Spring Semester: 2027

January 11	Spring Classes Begin
January 15	Open Enrollment Ends; 2:00pm
January 18	Martin Luther King, Jr. Day – No Classes
March 8-12	Spring Break – No Classes
March 19	Last Day to Withdraw from Spring Classes
April 30	Last Day of Spring Semester
May 4	Final Grades Due by 12:00pm
May 8	Graduation Ceremony

Summer Semester: 2027

May 10	Summer Class Sessions Begin
May 31	Memorial Day Holiday – No Classes
July 5	Independence Day Holiday – No Classes
July 30	Last Day of Summer Sessions
August 3	All Final Grades Due (Grades will be due after each session)

All dates are subject to change.

Summer/Fall 2026 Registration

Monday, April 6th – to-be Seniors

Tuesday, April 7th - to-be Juniors

Wednesday, April 8th – to-be Sophomores

Thursday, April 9th – Make-up Day

Your registration lottery day & time is listed on your registration planner. You will not be able to register before your assigned day or time.

- **A \$35.00 late fee will be assessed to anyone who registers after the official registration period.**
- **All First-year courses must be completed before registering for Junior level major courses!**
- **All Sophomore courses must be completed before registering for Senior level major courses!**

The number of completed credits determines your class (refer to your registration form for # of completed credits). You may be taking junior level major classes but may only have completed enough credits for sophomore standing (unfinished critical studies, first-year, or studio electives will affect class standing).

Sr – 89.1+ credits Jr – 59.1-89 credits Soph – 29.1-59 credits Frst Yr – 0-29 credits

If you are not able to attend your assigned registration day/time: you may register during any of the other registration times AFTER your assigned day/time. If you are not able to attend any of the registration sessions, you can bring your signed registration planner to RL95A or B to register in person beginning Monday, April 13th. Changes to schedules can be made April 13th through the end of open enrollment.

The Milwaukee Institute of Art & Design reserves the right to cancel a course due to insufficient enrollment or to change scheduled class times and faculty assignments if deemed necessary. You will be notified via email by the Registrar's Office if a course is canceled or if the scheduled days/times for the class change after registration.

Due to specific size/equipment limitations in some studio courses, students declared in the major will have the priority registration privileges for these classes. A waiting list will be established for other students wishing to take these courses. If you are on the waiting list and space becomes available in the class, you will be notified by the Registrar's Office via email prior to the start of classes so that you may register for the course.

Once a semester begins, the use of the waiting list is terminated. It becomes the responsibility of the student to check with the Registrar's Office to see if space has become available.

Course Delivery Definitions

Summer/Fall 2026 semester will have a variety of course delivery styles as defined below.

In-Person Courses:

These courses will meet in person. Students are required to be available to attend all classes at the assigned day & time. Room locations will be assigned to these courses closer to the start of the semester and updated schedules will then be emailed to students. Some in-person classes may also be listed at HYBRID. These classes will have some class sessions that meet online. Attendance in all classes is expected.

Online Synchronous Courses:

These courses have an assigned day & time and will meet virtually via Google Meet (or other approved platform). Students are required to be available at the assigned day & time and to attend all virtual class sessions.

Online Asynchronous Courses:

Students *must* have consistent access to the internet throughout the semester for asynchronous courses. These courses do not have an assigned day or time and may show in the schedule of classes as: 12:00 MID – 12:00 MID. Students are required to be self-motivating, have excellent time-management skills and remain in communication with the instructor to complete work and meet deadlines as assigned by the instructor. While asynchronous classes do not meet at specific days & times, assignments, discussions, and other deliverables will have deadlines that need to be met. Students will access course activities, materials and assignments and communication with faculty will largely be conducted online, via MIAD's Canvas system.

Course Permissions

Students may request permission to take courses in which the prerequisites haven't been met if they are able to provide evidence for success in the course through previous experience.

Who to contact for permission:

Studio courses: (major classes and DS207/307) Contact instructor and/or Chair of the department

Critical studies courses: (WRTG, HUMT, NASC, ARTH): Chair of the department

Department Chair contacts:

Communication Design – Adam Setala; adamsetala@miad.edu

Fashion & Apparel Design – Sarah Eichhorn; saraheichhorn@miad.edu

Fine Arts + NSP – Jamál Currie; jamalcurrie@miad.edu

FYE – Kate Schaffer; kateschaffer@miad.edu

Interior Architecture + Design – Sarah Eichhorn; saraheichhorn@miad.edu

Illustration – Andy Bernier; andrewbernier@miad.edu

Product Design – Sarah Eichhorn; saraheichhorn@miad.edu

Please copy Jean Weimer and/or Megan Murphy on the email to request permission. Approval needs to be sent to the Registrar's office for official documentation. Students will be dropped from classes in which the prerequisites aren't met, nor permission documented. Permission to take the class will still depend on availability in the class.

Students declared in the major or who meet the prerequisites will have priority in classes over students that do not meet the prerequisites.

Division of Critical Studies Prerequisite Chart

Please refer to this chart for prerequisites when choosing your critical studies courses

ARTH151	Intro to the Practice of Art & Design History No prerequisite	WRTG400	Senior Writing Prerequisites: WRTG300 & Senior Standing
ARTH212/213/214/A RTH215/217	History of --- Since 1850 (specific to major) Prerequisites: WRTG120 & ARTH151	HUMT121	Intro to Humanities: Culture, Intersectionality & Humanity No prerequisite
ARTH318	Topics in Art History Prerequisites: 200-level Art History & WRTG200	HUMT340	Topics in the Humanities Prerequisites: WRTG200
WRTG120	Processes of Inquiry No prerequisite	HUMT380* <small>*required community service hours</small>	Service Learning Prerequisites: WRTG200 & Junior Standing
WRTG200	Critical Conversations Prerequisite: WRTG120 & HUMT121	NASC220	Patterns in Nature No prerequisite
WRTG300	The Creative Professional in Context Prerequisites: WRTG200 & Junior Standing	NASC320/350/ NASC321	Topics in Natural Sciences Prerequisites: NASC220

Sequence of Critical Studies Requirements

Writing: 12 credits total

WRTG120 Processes of Inquiry
 WRTG200 Critical Conversations
 WRTG300 The Creative Professional in Context
 WRTG400 Senior Writing

Art History: 12 credits total

ARTH151 Intro to the Practice of Art & Design History
 ARTH 200-level History of --- Since 1850 (specific to major)
 ARTH318 Topic in Art History (6cr required)

Humanities and Sciences : 18 credits total

HUMT121 Intro to Humanities: Culture, Intersectionality & Humanity
 NASC220 Patterns in Nature
 NASC320/NASC350/NASC321 Topic in Natural Science Elective
 HUMT380 Topic in Social Science (Service Learning)
 HUMT340 Topic in Humanities Elective (6cr required)

Equivalents

AH110 & AH111 = AH151
 AH151 = ARTH151
 WR100 = WR120 = WRTG120
 WR110 & WR111 = WR120
 AH217 = ARTH318
 AH = ARTH
 WR = WRTG
 HU = HUMT
 SC = NASC

SUMMER 2026 SCHEDULE OF CLASSES

ART HISTORY						
 <i>FYE first-year</i> <i>sophomore</i> <i>junior</i> <i>senior</i> <i>elective</i>						
course		day(s)/time	instructor	#cr	prerequisites	/ comments
ARTH151A	Intro to the Practice of Art & Design History: in-person course	M W 1:00PM - 4:30PM May 11 - June 19	Castelaz, Anna	3.0	none	
ARTH212A	History of Art Since 1850: in-person course	TU TH 5:00PM - 8:30PM June 22 - July 31	Holmes, Robin	3.0	WRTG120 & ARTH151	
ARTH214A	History of Illustration & Communication Design Since 1850: in-person course	TU TH 1:00PM - 4:30PM May 11 - June 19	Johnston, Tamara	3.0	WRTG120 & ARTH151	
ARTH318A	AH Elect: American Illustration: 1850 - 1950: online - asynchronous course	12:00 MID - 12:00 MID May 11 - June 19	Aschenbrenner, Michael	3.0	WRTG200 & 200-level ARTH	
ARTH318B	AH Elect: Breaking the Canon - Feminist Art History Across Time: online - asynchronous course	12:00 MID - 12:00 MID June 22 - July 31	Armstrong Check, Abby	3.0	WRTG200 & 200-level ARTH	

6A: May 11 - June 19

ARTH151A: Intro to the Practice of Art & Design History
ARTH214A: History of Illustration & Communication Design Since 1850
ARTH318A: American Illustration: 1850-1950

6B: June 22 - July 31

ARTH212A: History of Art Since 1850
ARTH318B: Breaking the Canon - Feminist Art History Across Time

All FYE courses must be completed before registering for Junior major courses.

All sophomore courses must be completed before registering for Senior major courses.

SUMMER 2026 SCHEDULE OF CLASSES

FIRST-YEAR EXPERIENCE

FYE first-year
 sophomore
 junior
 senior
 elective

course	day(s)/time	instructor	#cr	prerequisites	/ comments
FYE121A	RPC: Crafting Consciousness: in-person course	M W 8:30AM - 4:30PM June 22 - July 31	Dorn, Melissa	3.0	none
FYE151A	Digital 4D: online - synchronous course	TU TH 8:30AM - 4:30PM May 11 - June 19	TBA	3.0	none

6A: May 11 - June 19

FYE151A: Digital 4D

6B: June 22 - July 31

FYE121A: Crafting Consciousness

All FYE courses must be completed before registering for Junior major courses.

All sophomore courses must be completed before registering for Senior major courses.

SUMMER 2026 SCHEDULE OF CLASSES

HUMANITIES						
	 <i>FYE first-year</i>	 <i>sophomore</i>	 <i>junior</i>	 <i>senior</i>	 <i>elective</i>	
course		day(s)/time	instructor	#cr	prerequisites	/ comments
 HUMT121A	Intro to Humanities: Culture, Intersectionality & Humanity: online - synchronous course	TU TH 1:00PM - 4:30PM June 22 - July 31	Enfield, Sean	3.0	none	
 HUMT340A	Topic in Humanities: Philosophy Through Thought Experiments: online - asynchronous course	12:00 MID - 12:00 MID May 11 - June 19	Sadler, Gregory	3.0	WRTG200	
 HUMT340B	Topic in Humanities: Examining the Human Condition in Stephen King's Short Fiction online - synchronous course	TU TH 5:00PM - 8:30PM June 22 - July 31	Coan, Cheryl	3.0	WRTG200	
 HUMT380A	Service Learning: Radical Imagination, Education, and Community Control: in-person course	TU TH 8:30AM - 12:00 NOON May 11 - July 17	Hillary, Anna	3.0	WRTG200 and Junior Standing	
 HUMT380B	Service Learning: Growing Resistance: in-person course	M W 1:00PM - 4:30PM May 11 - July 17	Von Sturm-Day, Isabelle	3.0	WRTG200 and Junior Standing	
 HUMT380C	Service Learning: Physical and Mental Health in Crisis: in-person course	TU TH 1:00PM - 4:30PM May 11 - July 17	Tanzer, Donna	3.0	JR standing & WRTG200	

6A: May 11 - June 19

HUMT340A: Philosophy Through Thought Experiments

6B: June 22 - July 31

HUMT121A: Intro to Humanities

HUMT340B: Examining the Human Condition in Stephen King's Short Fiction

10A: May 11 - July 17 (requires community service hours)

HUMT380A: Radical Imagination, Education and Community Control

HUMT380B: Growing Resistance

HUMT380C: Physical and Mental Health in Crisis

All FYE courses must be completed before registering for Junior major courses.

All sophomore courses must be completed before registering for Senior major courses.

SUMMER 2026 SCHEDULE OF CLASSES

SCIENCES

FYE first-year
 sophomore
 junior
 senior
 elective

course	day(s)/time	instructor	#cr	prerequisites	/ comments
 NASC220A Patterns in Nature: in-person course	M W 5:00PM - 8:30PM June 22 - July 31	Engevold, Paul	3.0	none	
 NASC320A Topic in Natural Science: Animal Behavior: in-person course	M W 1:00PM - 4:30PM May 11 - June 19	Rittinger, Madison	3.0	NASC220	
 NASC320B Topic in Science: Anatomy & Physiology: in-person course	M W 5:00PM - 8:30PM May 11 - June 19	Volante, Valeria	3.0	NASC220	

6A: May 11 - June 19

NASC320A: Animal Behavior
NASC320B: Anatomy & Physiology

6B: June 22 - July 31

NASC220A: Patterns in Nature

All FYE courses must be completed before registering for Junior major courses.

All sophomore courses must be completed before registering for Senior major courses.

SUMMER 2026 SCHEDULE OF CLASSES

WRITING						
	 <i>FYE first-year</i>	 <i>sophomore</i>	 <i>junior</i>	 <i>senior</i>	 <i>elective</i>	
course		day(s)/time	instructor	#cr	prerequisites	/ comments
 WRTG200A	Critical Conversations: in-person course	M W 1:00PM - 4:30PM May 11 - June 19	Lawson, David	3.0	WRTG120 & HUMT121	
 WRTG200B	Critical Conversations: online - asynchronous course	12:00 MID - 12:00 MID June 22 - July 31	Turner, Andy	3.0	WRTG120 & HUMT121	
 WRTG300A	The Creative Professional in Context: online - asynchronous course	12:00 MID - 12:00 MID May 11 - June 19	Brevvaxling, Royal	3.0	WRTG200 and Junior Standing	
 WRTG300B	The Creative Professional in Context: online - asynchronous course	12:00 MID - 12:00 MID June 22 - July 31	Wrench, Janna	3.0	WRTG200 and Junior Standing	
 WRTG340B	WR Elect: Examining the Human Condition in Stephen King's Short Fiction: online-synchronous	TU TH 5:00PM - 8:30PM June 22 - July 31	Coan, Cheryl	3.0	WRTG200 & declared writing minor	
 WRTG400A	Senior Writing: Writing Apocalypse & Dystopia: online - synchronous course	TU TH 8:30AM - 12:00 NOON May 11 - June 19	Scruton, C J	3.0	WRTG300 and Senior Standing or Writing Depart. Chair permission	
 WRTG400B	Senior Writing: 'Found Things': Discovering, Composing and Sharing Our Stories: online - asynchronous course	12:00 MID - 12:00 MID June 22 - July 31	McLaughlin, Barbara	3.0	WRTG300 and Senior Standing or Writing Depart. Chair permission	

6A: May 11 - June 19

WRTG200A: Critical Conversations

WRTG300A: The Creative Professional in Context

WRTG400A: Senior Writing: Writing Apocalypse & Dystopia

6B: June 22 - July 31

WRTG200B: Critical Conversations

WRTG300B: The Creative Professional in Context

WRTG340B: Examining the Human Condition in Stephen King's Short Fiction (for writing minors)

WRTG400: Senior Writing: 'Found Things': Discovering, Composing and Sharing Our Stories

All FYE courses must be completed before registering for Junior major courses.

All sophomore courses must be completed before registering for Senior major courses.

SUMMER 2026 COURSE DESCRIPTIONS

ARTH151A Intro to the Practice of Art & Design History
M W 1:00PM - 4:30PM May 11 - June 19 | 3 credits
Castelaz, Anna
Prerequisites: none

Comments:

In this course, students explore key works and moments of art and design across culture and time, while learning proper terminology and methodology for analyzing visual images, objects, and structures within the study of the discipline. Students contextualize and interpret works recognizing that different interpretive frameworks can be used to analyze works of art and design. As a broad approach to the discipline, the course encourages inquiry, critical evaluation, and curiosity about the richness of art and design history. Students acquire the analytical skills to navigate, translate, diagram, and express the complexities of visual culture and production.

ARTH212A History of Art Since 1850

TU TH 5:00PM - 8:30PM June 22 - July 31 | 3 credits
Holmes, Robin

Prerequisites: WRTG120 & ARTH151

Comments:

In this in-depth course, students explore key works of art from 1850 to the present, while using proper terminology and methodology for analyzing works within the study of the field. Students contextualize and interpret works recognizing that different interpretive and cultural frameworks can be used to analyze works of art. As a focused approach to the discipline, the course is designed to encourage inquiry, critical evaluation, and curiosity about modern and contemporary art.

ARTH214A History of Illustration & Communication Design Since 1850

TU TH 1:00PM - 4:30PM May 11 - June 19 | 3 credits
Johnston, Tamara

Prerequisites: WRTG120 & ARTH151

Comments:

In this in-depth course, students explore key works of illustration and communication design from 1850 to the present, while using proper terminology and methodology for analyzing works within the study of these disciplines. Students contextualize and interpret two-dimensional design recognizing that different interpretive and cultural frameworks can be used to analyze works of illustration and communication design. As a focused approach to the disciplines, the course encourages inquiry, critical evaluation, and curiosity about illustration and communication design history.

ARTH318A AH Elect: American Illustration: 1850 - 1950
12:00 MID - 12:00 MID May 11 - June 19 | 3 credits

Aschenbrenner, Michael

Prerequisites: WRTG200 & 200-level ARTH

Comments: This is an asynchronous course taught fully online. Students are expected to self-direct and engage with online materials to meet proper deadlines and to check email regularly. Consistent access to the internet is required.

American Illustration: 1850-1950 will be a comprehensive examination of the development of American Illustration from its roots in Civil War journalism and political cartoons to its growth as a dominant form of popular image making in magazines and literary sources of the early 20th century. From Winslow Homer and Thomas Nast to N. C. Wyeth and Norman Rockwell, students will engage with nearly a century of artists whose iconic work defined contemporary American ideals and popular sentiment. Specific focus will be given to the interaction between artwork and literary sources as well as the relationship between artist and patron. In addition, students will be challenged to compare the work of American illustrators with that of contemporary "fine artists" to address the place of illustration in the canon of art history.

ARTH318B AH Elect: Breaking the Canon - Feminist Art History Across Time

12:00 MID - 12:00 MID June 22 - July 31 | 3 credits

Armstrong Check, Abby

Prerequisites: WRTG200 & 200-level ARTH

Comments: This is an asynchronous course taught fully online. Students are expected to self-direct and engage with online materials to meet proper deadlines and to check email regularly. Consistent access to the internet is required.

This course retraces the timeline of art history through the life and work of women involved in the production of visual arts and culture. We will also consider feminist theory concerning gender and gender roles and observe how these theories have affected art history and the visual art canon as a whole. We will explore the ways in which culture defines art and artists through a gendered lens and encourage ourselves, as academic minds, to challenge this notion to think critically regarding the arts, gender, and their intersections.

FYE121A RPC: Crafting Consciousness

M W 8:30AM - 4:30PM June 22 - July 31 | 3 credits

Dorn, Melissa

Prerequisites: none

Comments:

Crafting Consciousness will look closely at the intersection of activism and craft, from singular everyday acts to monumental movements. How folks historically, and currently, create change, while carving out space for themselves both inside and outside of the art world. Together, we will research, write proposals and make work that has the ability to communicate and impact current social conditions. Emphasis will be placed on creating a communal environment that supports the work so we can dig deeply and not be afraid to fail.

FYE151A Digital 4D

TU TH 8:30AM - 4:30PM May 11 - June 19 | 3 credits

TBA

Prerequisites: none

Comments:

Digital 4D considers how image, text and sound unfold over time and across various distribution models. Students will learn and reinforce proper file management and workflow techniques, along with proper digital documentation and presentation of work. Students are introduced to video editing, basic animation, and audio tools, they will gain experience in using a variety of software and hardware, while considering their role as cultural producers. Motion graphics and the onscreen image-as-experience will be introduced.

HUMT121A Intro to Humanities: Culture,

Intersectionality & Humanity

TU TH 1:00PM - 4:30PM June 22 - July 31 | 3 credits

Enfield, Sean

Prerequisites: none

Comments: This course will be taught FULLY ONLINE with ongoing reading, writing and discussions; students must have consistent access to internet

Humanities is the study of what it means to be human through cultural inquiry and analysis. In this introductory course, students explore texts, artifacts, and situations to broaden their perspective and understanding of the human condition. Frames of inquiry are influenced by history, culture, economics, political power and other social circumstances. The course takes an intersectional approach to analysis, examining the interconnected nature of societal categories such as race, class, and gender. In this class, research and dialogue are the fundamental modes of learning.

HUMT340A Topic in Humanities: Philosophy Through Thought Experiments

12:00 MID - 12:00 MID May 11 - June 19 | 3 credits

Sadler, Gregory

Prerequisites: WRTG200

Comments: This course will be taught FULLY ONLINE with ongoing reading, writing and discussions; students must have consistent access to the internet.

This class introduces students to main areas and key topics of philosophy through the medium of classical philosophical thought experiments. Thought experiments involve using the human imagination to work out what the implications or consequences of philosophical positions. They also allow us to consider ethical perspectives and choices. In addition, studying thought experiments provides practice in analyzing analogies, examples, and arguments in philosophy.

The course draws upon classic and contemporary thought experiments, introduces students to literature and treatments of selected thought experiments, and engages them in analysis and discussion of these experiments. Some of the thought experiments may be drawn from other fields in the humanities, such as literature, history, drama, or religious studies.

SUMMER 2026 COURSE DESCRIPTIONS

HUMT340B Examining the Human Condition in Stephen King's Short Fiction
TU TH 5:00PM - 8:30PM June 22 - July 31 | 3 credits
Coan, Cheryl
Prerequisites: WRTG200

Comments:

This course focuses on Stephen King's mastery of the novella and short story formats, specifically using King's story anthologies *If It Bleeds* (2020) and *Just After Sunset* (2008) to examine how we process the world around us and the emotions we experience. Students will explore the human condition through the lens of contemporary fiction and wrestle with the ethics of storytelling.

HUMT380A Service Learning: Radical Imagination, Education, and Community Control
TU TH 8:30AM - 12:00 NOON May 11 - July 17 | 3 credits

Hillary, Anna

Prerequisites: WRTG200 and Junior Standing

Comments:

Radical imagination is a concept that challenges us to collaboratively envision new ways of structuring our lives and society. In this class we will study how the concept of radical imagination, together with community-led actions, can impact systems of education and the philosophy that guides them. Students will look at the promises and shortcomings of schooling in both a historical and contemporary context. By studying public education in the U.S., we will analyze what schools have achieved and what they decidedly have not. Part of the course will focus on learning about radical education experiments that have been organized to place control of schools into the hands of local communities. Theory and writing from Robin D. G. Kelley, bell hooks, Eve Ewing, Gloria Anzaldúa, Angela Davis, and Paulo Freire will help us unpack the role education holds in socializing youth into society and developing young people as human beings. Through case studies such as the Mississippi Freedom Schools of 1964, The Black Panthers' Oakland Community School, Brooklyn's El Puente Community School, Harvey Milk High School in NYC, and the Mni Wichoni Defenders of the Water School, we will think deeply about how education impacts society and vice versa. Education does not only take place in schools, and we will be looking at the learning that happens outside of formal institutions in order to unpack questions such as, What is the purpose of education? What can education potentially achieve (and what can it not)? How have the objectives of education and the needs of individuals and society changed over time? How has education reified power structures and strengthened discriminatory systems? How can we collaborate within and among communities to foster schools that support students' identities, experiences, backgrounds, cultures, and values?

HUMT380B Service Learning: Growing Resistance
M W 1:00PM - 4:30PM May 11 - July 17 | 3 credits
Von Sturm-Day, Isabelle
Prerequisites: WRTG200 and Junior Standing

Comments:

Could we change the trajectory of the human race towards a better place by the simple act of gardening? Could foraging in a field or woods provide both physical and mental well being? Could these seemingly simple acts challenge the capitalistic conventions in place today? The answer to these questions is a resounding yes! In this course students will learn and explore how people from diverse backgrounds are a formidable force for good for the earth with their art, writing, spirituality, and activism. Students will create a visual and textual portfolio showcasing a culmination of their responses and how they too can grow resistance.

HUMT380C Service Learning: Physical and Mental Health in Crisis
TU TH 1:00PM - 4:30PM May 11 - July 17 | 3 credits
Tanzer, Donna
Prerequisites: JR standing & WRTG200

Comments:

Now, more than ever, significant and often disturbing connections between health and social justice confront us on a daily basis. In this current post-pandemic era, we continue to discover increasing inequities in healthcare, and we are beset by a raging mental health crisis among youth. Recent changes in federal health administration have led to serious concerns among scientists regarding public health and the scientific research supporting it. In *Physical and Mental Health in Crisis*, students will study global, community, and individual healthcare needs and concerns through a variety of readings, videos, guest speaker presentations and discussions; they will also conduct primary and secondary research into health-related issues that surround them and affect them personally. Of necessity, the curriculum is fluid—current events relevant to public health concerns will be a consistent focus. The class will also delve into the historical roots of health inequities, studying racial and class disparities and atrocities such as the Tuskegee Syphilis Experiment. They will also examine the effects of physical and mental illness on social wellness and a productive citizenry while also studying the impact of healthcare availability on marginalized populations in the United States and globally.

NASC220A Patterns in Nature
M W 5:00PM - 8:30PM June 22 - July 31 | 3 credits
Engevoold, Paul
Prerequisites: none

Comments:

Patterns in Nature is based upon independent investigations and discoveries in the broad field of Natural Sciences. In this course, students will deepen their understanding of the scientific method, its theoretical challenges and pursue in-depth knowledge in a specific field related to the natural sciences. This practical knowledge will be broadened through intensive reading, discussions, critiques and oral assignments in general. This intensive, practical approach uses scientific inquiry as a tool for investigation, problem solving and critical thinking. The course is challenging and demanding, but rewarding. Excellence in analytical and critical thinking skills are of uttermost importance.

NASC320A Topic in Natural Science: Animal Behavior
M W 1:00PM - 4:30PM May 11 - June 19 | 3 credits
Rittinger, Madison
Prerequisites: NASC220

Comments:

This course is designed to introduce students to the study of animal behavior. We will cover topics ranging from animal communication to migration, focusing on explaining how various behaviors originate and develop throughout an animal's life. To accomplish this, we will utilize unique case studies as well as in-class experiments. In the second half of this course, students will propose and execute an independent research project focusing on a specific animal's behavior. This project will not only require students to build on their knowledge from NASC220 but it will also feature the diversity and behavioral complexity of animals local to the Milwaukee area. The field of animal behavior is limitless, even in an urban landscape such as Milwaukee's Third Ward.

NASC320B Topic in Science: Anatomy & Physiology
M W 5:00PM - 8:30PM May 11 - June 19 | 3 credits
Volante, Valeria
Prerequisites: NASC220

Comments:

This course provides a comprehensive study of the anatomy and physiology of the human body. Students examine 10 major biological systems that carry out specific functions necessary for everyday living. Topics include body organization, homeostasis, histology, skeletal, muscular, nervous, respiratory, reproductive, circulatory, excretory, lymphatic, endocrine and digestive systems. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments for the concepts learned in lectures. Laboratory work includes the examination of various tissue types under the microscope, DNA extraction, urinalysis, testing your own lung capacity, and much more.

SUMMER 2026 COURSE DESCRIPTIONS

WRTG200A Critical Conversations

M W 1:00PM - 4:30PM May 11 - June 19 | 3 credits

Lawson, David

Prerequisites: WRTG120 & HUMT121

Comments:

WRTG200 is a course in which students use writing and research to engage in critical conversations about topics that matter. Students compose and communicate in a variety of forms as they hone their awareness of the relationship between audience, context, and purpose in a variety of rhetorical situations. This course emphasizes writing-in-process, and students are challenged to take responsibility for all phases of the process: from journaling through drafting and revision to composing carefully crafted and polished texts. Students also conduct self-directed inquiries and develop proficiency evaluating and working with a variety of primary and secondary sources. Throughout, students are required to demonstrate evolving critical judgement and self-reflection.

WRTG300A The Creative Professional in Context

12:00 MID - 12:00 MID May 11 - June 19 | 3 credits

Brevvaxling, Royal

Prerequisites: WRTG200 and Junior Standing

Comments: This course will be taught FULLY ONLINE with ongoing reading, writing and discussions; students must have consistent access to the internet.

In this course students explore how to construct a professional, public identity as designers and fine artists through research and writing. Students complete assignments that challenge them to identify, analyze and practice effective, professional forms of communication. Tasks include: building a resume and cover letter, conducting research on employment and development opportunities specific to their major fields of study, gaining familiarity with online and "in-person" career resources available at MIAD and beyond, and identifying personal, cultural, and professional influences that have an impact on their work. This course will be taught FULLY ONLINE with ongoing reading, writing, workshops and discussions; students must have consistent access to internet throughout the term.

WRTG400A Senior Writing: Writing Apocalypse & Dystopia

TU TH 8:30AM - 12:00 NOON May 11 - June 19 | 3 credits

Scruton, C J

Prerequisites: WRTG300 and Senior Standing or Writing Depart. Chair permission

Comments: This course will be taught FULLY ONLINE with ongoing reading, writing and discussions; students must have consistent access to internet

We've all encountered stories of dystopian futures — from The Hunger Games to Blade Runner. "Dystopian nightmare" is also a common phrase used to describe bleak political realities in the present. So what is a dystopia, or a true apocalypse? And what do we learn from writing, reading, and talking about dystopias?

In this course, we'll explore dystopian narratives from a variety of times, places, and cultural contexts to consider how imagining doomed futures is one of the most common forms of narrative throughout human history — whether it's in books or on TV and movie screens. The ubiquity of dystopian writing is also a great invitation to consider how different writers and artists conceive of apocalypses in the contexts of race, nationality, gender, (dis)ability, and other identities and experiences. This course will offer opportunities to explore dystopian and apocalyptic writing as not only an artistic technique, but also a means of imagining reality and political possibilities. While dystopian writing may seem pessimistic at first, we will also explore the liberatory potential of imagining apocalypses. In this course, we will consider how even bleak narratives of the future allow us to understand the political possibilities of the present and ultimately imagine and create better worlds in the future.

WRTG340B WR Elect: American Literature on Fascism: It Can Happen Here

TU TH 5:00PM - 8:30PM June 22 - July 31 | 3 credits

Coan, Cheryl

Prerequisites: WRTG200 & declared writing minor

Comments:

This course focuses on Stephen King's mastery of the novella and short story formats, specifically using King's story anthologies *If It Bleeds* (2020) and *Just After Sunset* (2008) to examine how we process the world around us and the emotions we experience. Students will explore the human condition through the lens of contemporary fiction and wrestle with the ethics of storytelling.

WRTG400B Senior Writing: 'Found Things':

Discovering. Composing and Sharing Our Stories

12:00 MID - 12:00 MID June 22 - July 31 | 3 credits

McLaughlin, Barbara

Prerequisites: WRTG300 and Senior Standing or Writing Depart. Chair permission

Comments: This course will be taught FULLY ONLINE with ongoing reading, writing and discussions; students must have consistent access to internet

As humans, we explore our deepest and most fundamental questions through the stories that we read, write/compose, view and hear. From early childhood and throughout our lives, we find meaning, solace, escape, wonder, identity and, often, healing through telling and experiencing stories. Author Stephen King refers to stories as "found things...relics, part of an undiscovered pre-existing world." In this course, you will dig deep, discovering the "relics" and writing the stories that you feel called to share. The course is designed to provide writers in the class with the opportunity to determine individual directions, choosing whether to write fiction, or non-fiction (or both). Ongoing tasks in the course will include research, prompted and unprompted writing/composing, assigned reading/viewing of materials, and online collaborations, sharing ideas and observations. All these course activities are designed to strengthen your capacities and enrich your approaches to, and level of confidence with, writing and composing.

Summer Schedule Worksheet

6A/10A	Mon	Tue	Wed	Thu	Fri
8:30-12:00					

1:00-4:30					
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5:00-8:30					
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6B/10A	Mon	Tue	Wed	Thu	Fri
8:30-12:00					

1:00-4:30					
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5:00-8:30					
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Summer session 10A overlaps 6A & 6B. Check to make sure to schedule your summer classes so they don't conflict.