LIBERAL
STUDIES
PROGRAM
LIBERAL STUDIES COUNCIL

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COMPONENTS

COMMON CORE

First Year Program
Sophomore Seminar on Multiculturalism in the U.S.
Junior Year Experiential Learning
Senior Year Capstone

DOMAINS

Arts and Literature
Philosophical Inquiry
Religious Dimensions
Scientific Inquiry
Self, Society and the Modern World
Understanding the Past
PURPOSES

The Liberal Studies Program at DePaul is the portion of the curriculum in which all undergraduate students participate, no matter what their college or major. It is central to all undergraduate degrees at DePaul because it accomplishes two purposes that the University considers essential to a liberal education. These purposes are, first, to bring the student to engage, as a matter of habit, in reflective intellectual activity and, second, to bring the student to an awareness that questions of value underlie all human activities.

Reflectiveness and value-consciousness are the conditions of intellectual freedom. They make explicit the spiritual dimension which underlies the university's concern for the human person. That dimension is the potential of human beings to discover, create, and inhabit worlds of meaning and significance. Only reflective persons who are deeply concerned with the value of various human enterprises can fully discover the spiritual dimension of their lives.

Ordinarily, reflection arises in the attempt to resolve concrete issues, problems, and conflicts or in the effort to explore the nexus between information, ideas or events, and their significance. But as an expressly liberating activity, reflection pushes forward to explore the modes of inquiry, the processes of learning, and the instruments and ends of knowledge. Through reflection a student does not merely engage in a range of intellectual activities but examines them and explores their possibilities. At this level, the student becomes not only a critical thinker but a self-critical thinker as well.

Such reflection grants the insight upon which freedom depends. A curriculum which persistently encourages reflection enables students to become self-critical, self-directing, and autonomous thinkers. Such students do not engage in intellectual activity haphazardly or from mere habit, but deliberately, and with a perception of its powers and limitations. And, since students begin with such knowledge, they are capable of modifying, augmenting, and transforming the activity in which they are engaged.

DePaul takes the position that students must grapple with value issues in all areas of their undergraduate education. Consistent with its emphasis on the dignity of the person, DePaul insists that the development of a value consciousness occur in a context which acknowledges the plurality of world views and value systems available to students in a contemporary society and which respects the student’s right to choose freely but thoughtfully among them.

Since DePaul is a Catholic university, the consideration of religious world views and ethical values is given a prominent place in undergraduate education. However, the student's awareness of a value dimension to human life, of alternative value systems, and of the steps necessary to choose wisely among them is developed in several distinct but interrelated areas: religious and philosophical, societal and personal, intellectual, ethical, and aesthetic.

At the same time that the Liberal Studies Program curriculum stresses reflective-ness, value-consciousness, and critical inquiry, it also encourages students to become active participants in the exploration and discovery of knowledge. It does so, in part, through courses that enhance student awareness of diverse communities and the everyday issues, experiences, contributions and concerns of different peoples and cultures, both historical and living. In pursuit of these ends, students learn in many ways: through reading, writing, dialogues, first hand observation and participation, quantitative and qualitative research, and other creative activities. Although disciplinary knowledge is central to the Liberal Studies Program, student awareness of interdisciplinary perspectives and ways of knowing is also encouraged.

THE CURRICULUM

There are two components to the Liberal Studies Program. The first, called the Common Core, emphasizes communication, quantitative and intellectual skills, as well as an introduction to the urban and Vincentian nature of the university. Integration of the general education program is further enhanced by a series of common experiences throughout the student's educational career. These experiences include the First Year Program; the Sophomore Seminar on Multiculturalism in the United States; the Junior Year Experiential Learning requirement, and the Senior Year Capstone Seminar.

The second part of the program, called Learning Domains, is concerned mainly with the subjects that make up the conventional liberal arts and sciences curriculum. Breadth of learning is assured by asking the student to do course work in six Learning Domains: Understanding the Past (UP); Scientific Inquiry (SI); Religious Dimensions (RD); Philosophical Inquiry (PI); Self,
Society, and the Modern World (SSMW); and Arts and Literature (AL).

These domains of the Liberal Studies Program represent possible ways of grouping the various inquiries found in the university. They identify and focus attention on areas of inquiry in which significant similarities are to be found, though not all activities carried on within a domain are identical. A liberally educated person is someone who has some experience, both practical and theoretical, with the diversity and range of inquiry represented in the university community. These particular domains facilitate that experience. They represent society's intellectual life in its theoretical, practical, and artistic moments. Through the programs of study within the domains, students are required to create or discover, however provisionally, a map of the intellectual world.

Finally, pre-collegiate skills in communication and computation are a prerequisite for domain study. Some students are therefore required to take certain skills courses before they begin the Liberal Studies Program. Moreover, since these generic skills are an integral part of all college work, it is one of the characteristics of the Liberal Studies Program that all courses seek to further develop these skills.

**PROGRAM REQUIREMENTS**

The principle of adapting the Liberal Studies Program to the interests and academic requirements of the individual student extends to the number of hours (or courses) required of any student in the program. Given that all students do not seek or need the same preparation in liberal studies, the length of the program varies according to the nature of the student's degree. Consequently, the number of courses required of a student in the School of Music and The Theatre School is less than the number required in the College of Liberal Arts and Sciences, the College of Education, the College of Commerce, and the School of Computer Science, Telecommunications and Information Systems.

Students should consult the bulletin for a description of the particular requirements of their College or School as well as their individual departments.

Regardless of the number of courses required, the integrity of each student’s liberal studies program is maintained. All liberal studies programs are of sufficient length to ensure that the several purposes of liberal education and the distinctive purposes of DePaul are adequately served.

**MODERN LANGUAGE OPTION**

Students who wish to study a Modern Language may do so for Liberal Studies Program credit. Those who begin the language at the introductory or intermediate level must complete a three-course sequence for liberal studies credit. Students who begin their work at DePaul with 200- or 300- level language courses may complete one or two courses for liberal studies credit.

Students who complete a three-course sequence may substitute two of the three courses for Liberal Studies Program credit. Students can select one course each from two of the following Learning Domain combinations: arts and literature or scientific inquiry (cannot substitute for the lab science requirement); philosophical inquiry or religious dimensions; self, society and the modern world or understanding the past. The third course of the sequence fulfills open elective credit. Students interested in this option should consult the listing for their college or school in this bulletin to determine the Liberal Studies Program courses for which the Modern Language Option will substitute.

Note: The Modern Language Option may not be used to meet the language requirement for Bachelor of Arts students in the College of Liberal Arts and Sciences or School of Education. It may be used for advanced study once the requirement is met. The introductory language sequence will not fulfill the Modern Language Option and will not be counted for Liberal Studies Program credit for students who are native speakers of the language. The intermediate sequence will not fulfill the Modern Language Option and will not be counted for Liberal Studies Program credit for students who are native speakers of the language unless the chair of the Modern Languages Department so recommends. Interested students should contact their academic advisor or their college office for information concerning the regulations and procedures governing the exercise of this option.
COMMON CORE

The Common Core is a series of experiences throughout the Liberal Studies Program that emphasizes communication, quantitative and intellectual skills, as well as an introduction to the urban and Vincentian nature of the university. The Common Core begins with the First Year Program, followed by a Sophomore Seminar on Multiculturalism in the United States, a Junior Year Experiential Learning requirement, and a Senior Year Capstone Seminar.

The First Year Program has two overarching goals: introducing students to the process of intellectual inquiry as it is practiced in a university, and community building. The First Year Program consists of Discover Chicago, Explore Chicago, Focal Point Seminars, Quantitative Reasoning and the Composition and Rhetoric Sequence. **Students taking ENG 103 and/or ENG 104 at DePaul must receive grades of C- or better in order to fulfill the Liberal Studies requirement.**

Students will select a Sophomore Seminar on Multiculturalism in the United States from a list of offerings (see class schedule for current offerings). Sophomore seminars address more than one of the following topics: race, ethnicity, class, gender, language, religion, and sexual orientation.

The Experiential Learning component, although recommended for the junior year, can take place in any one of the years when it is appropriate. This requirement can be met in one of the following ways providing it is approved by the university: study abroad, domestic study, service learning, internship, or individual or group research projects involving extensive field work or work in the laboratory.

The Senior Year Capstone course provides students with the opportunity to integrate and reflect upon the diverse components of their education. Students will have the opportunity to connect their major field of study with broader issues raised in the general education process. Students must earn a grade of C or better in the senior year capstone course.

FIRST YEAR PROGRAM

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ISP 101</td>
<td>Focal Point Seminars</td>
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<tr>
<td>ISP 102</td>
<td>Explore Chicago</td>
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<tr>
<td>ISP 103</td>
<td>Discover Chicago</td>
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<td>ISP 120</td>
<td>Quantitative Reasoning</td>
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<tr>
<td>ENG 103</td>
<td>Composition and Rhetoric I</td>
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<td>ENG 104</td>
<td>Composition and Rhetoric II</td>
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SOPHOMORE SEMINAR ON MULTICULTURALISM IN THE UNITED STATES

Students are required to take an approved Liberal Studies Program course that addresses some dimension of multiculturalism in the context of the United States. Multiculturalism includes issues and topics such as ethnicity, race, class, gender, language, religion, and sexual orientation. These courses generally include the examination of the history of multiculturalism and the experiences and perspectives of different cultural groups. They enable students to develop a critical perspective about the meaning of multiculturalism and provide an understanding of the historical and/or contemporary manifestations of inequality. They also examine the contributions of different cultural groups to the ongoing development of the American experience and American society and culture. Courses are identified in the schedule as ISP 200.

TOPICS OFFERED IN THE PAST INCLUDE:

- American Autobiography
- American Political Culture
- American Urban History
- Asian-American Experiences in the US
- At Home and Abroad: Exploring the Changing Definitions of Ethnic Identity through Plays where Characters Travel from America to their “Countries of Origin”
- Black American Music Culture: Traditions/Innovations
- Border Cultures
Building through Resistance: Religions of Colonized People
Catholic Diversity in American Culture
Civil Rights on Film
Community and Society
Cultural Diversity in the United States
Cultural Issues in Psychology
Culture and Religion
Culture in Conflict
Culture-Quests in Literature and Film
Dealing with Group Diversity
Diversifying the Stage
Diversity Among the Arab Communities in America
Diverse Values and Voices in Education
Diversity and Equal Protection Under the Law - Racial Minorities, Women, Gays and Lesbians
Diversity in American Families
Diversity in the Work Place
Domestic Groups, the United States and the World
Ethical Worlds: Moral Issues Across Cultures
Ethno-Cultures in Cyber Space
Gay and Lesbian America from the Forties to the Nineties
Gender and Diversity
Gender and Society
Historical Roots of Group Diversity
History of American Religion
History of Chicago 1800-1945
History of US Women to 1860
Immigrant or Aliens: The Other in America
Issues of Difference in Education
Latina Perspectives in the United States
Latino/as in the United States: the Construction of Latino Communities Perspectives on America
Latino Communities
Life on the Hyphen
Literature and Identity: Women’s Literature
Love, Beauty, and Friendship: Women’s Cross Cultural Perspectives
Multicultural Comic Books: Verbal and Visual Subculture
Multicultural Issues in US Women’s History
Multicultural Literacy and the American Novel
Multiethnic Comedy
Multicultural Theater: Diverse Voices from 1968 to Today
Multicultural Voices in American Literature
Multiculturalism and Democracy
Multiculturalism and Education
Multiculturalism in Contemporary Art
Music of the World’s People
Native Americans: Their Struggle to Have a Place in the United States Culture
Organizational Communication Assimilation
Parenting in Multicultural Family Systems
Performing Identity/Performing Culture
Philosophic Approaches to Multiculturalism
Political Socialization
Race, Ability and Class
Race and Ethnic Relations
Race, Identity, and Culture—Womanists and Feminists of Color
Red, White, and Black: Culture and Conflict in North America, 1500-1763
Religious Worlds in Comparative Perspective
Sex and Power in American Politics
Southern Cultures after the Civil War
The American Religious Experience
The Immigrant Experience
The Urban Experience
Urban Diversity in the USA
JUNIOR YEAR EXPERIENTIAL LEARNING

The Experiential Learning requirement engages students in the first-hand discovery of knowledge through observation and participation in activities, most often in field-based settings outside the classroom. This inductive process of “learning by doing and reflecting” is supported by theory based information. In these courses, students will search, order, compare and analyze information which will result in the discovery of knowledge about issues, problems, ideas, communities, as well as their personal and intellectual relationship to the same.

Experiential learning work may take place in a regularly scheduled course or an approved internship, or in an independent study format approved on a case-by-case basis. All such courses may be offered in the student’s major and can count for both major field and Liberal Studies requirements. Students who elect this option will substitute a Liberal Studies domain elective (from outside the students’ major field area) for the Experiential Learning requirement. When more than four credit hours are earned from such an experience – for example, an eight-hour internship – four hours may be counted toward Liberal Studies requirements and four hours toward major program requirements. Any work that meets the experiential learning requirement must be approved by the Liberal Studies Council.

The Experiential Learning component is recommended for the junior year because much of the learning necessitates foundational knowledge and the ability to manage the independence essential for such an experience.

FORMS OF EXPERIENTIAL LEARNING

Study Abroad: Study Abroad programs emphasize social, political, historical and cultural understanding through a total immersion into the life and culture of a foreign country. Study trips abroad range in duration from two weeks to a full academic year. Domestic Study: Domestic study courses offer students the opportunity to learn more about the United States in a geographic location outside Chicago.

Community-based Service Learning: Community-based Service Learning courses provide students with the opportunity to work with a community organization or agency and to reflect upon what they have learned through this service in class discussions. Information on service learning opportunities is available through DePaul’s Steans Center for Community-Based Service Learning Center. See current schedule for a list of departmentally based offerings.

Internships: Internship courses offer students the opportunity to experience and reflect on the hiring process, work activities, communication and culture of businesses or organizations. Students who apply and receive internship opportunities through the University Internship Program will register for ISP 250. In addition some colleges and departments offer 200-level and 300-level internships that will satisfy the experiential learning requirement.

Individual or group research projects: These research projects involve extensive field or laboratory work. The projects are supervised, evaluated and graded by a faculty member. Please see class schedule for current offerings.

EXPERIENTIAL LEARNING COURSE LIST

AMERICAN STUDIES
AMS 300 Domestic Studies
AMS 392 Internship in AMS

ANTHROPOLOGY
ANT 390 Cultural Politics of Transnational Labor

ART AND ART HISTORY
ART 291 Creating Murals and Mural Technology
ART 291 Painting Chicago's Nature
ART 291 Art and Social Interaction: Documentary Video
**BIOLOGY**  
BIO 302  Introduction to Teaching Laboratories in Biology  
BIO 303  Introduction to Scientific Research  

**CATHOLIC STUDIES**  
CTH 282  God, Justice and Redemptive Action  

**CHEMISTRY**  
CHE 251  Individual Research Projects in Polymer Science  
CHE 392  Internship  
CHE 397  Research  

**COMMERCE**  
ACC 393  Internship  
FIN 393  Internship  
ICS 350  Overseas Study Seminars  
MGT 393  Internship  
MKT 393  Marketing Internship  

**COMMUNICATION**  
CMN 291  Art and Social Interaction: Documentary Video  
CMN 294/394  Communications Internships  
CMN 391  Communication, Culture and Community  

**COMMUNITY SERVICE STUDIES**  
CSS 201  Perspectives on Community Service  
CSS 300  Introduction to Non-profit Management  
CSS 395  Community internships  

**COMPUTER SCIENCE**  
CSC 298  Computer Science Internship  
CSC 360  Modeling Spaces  
CSC 378  Computer Applications and Society  
CSC 394  Software Projects  

**ENGLISH**  
ENG 377  Writing and Social Engagement  
ENG 378  Literature and Social Engagement  
ENG 395  Writing Center Theory and Pedagogy  
ENG 397  Newberry Library Seminar  

**ENVIRONMENTAL SCIENCES**  
ENV 322  Ecosystem Ecology  

**GEOGRAPHY**  
GEO 133  Urban Geography  
GEO 211  Biogeography  

**HONOR'S PROGRAM**  
HON 350  Senior Seminar: Altruism, Community Service and Political Activism  

**INTERDISCIPLINARY STUDIES**  
ISP  Cultural Identity, Global Society and Study Abroad  
ISP 250  University Internship Program  
ISP 320/321  An Introduction to Mentoring  
ISP 350  Navigating the Changing Workplace  

**INTERNATIONAL STUDIES**  
INT 389  Engaging the International
LATINO/LATIN AMERICAN STUDIES
LST 307  Growing Up Latino/a in the U.S.
LST 308  Motherhood in Latino Communities

MASTERS IN PUBLIC SERVICE
MPS 385  Internship for American Humanics Certificate

MATHEMATICS
MAT 397/697  Mathematical Pedagogy: Theory and Practice

MUSIC
MUS  Community Audio Art Production

NURSING
NSG 377  Community Outreach Practicum

PHILOSOPHY
PHL 250  Farming, Food and Community
PHL 250  Philosophy and Social Engagement

PHYSICS
PHY 380  Experimental Physics
PHY 398  Reading and Research

POLITICAL SCIENCE
PSC 282  Political Action and Social Justice
PSC 286  Campaigns and Social Engagement
PSC 289  Group Internship: Special Topics in Experiential Politics
PSC 381  Theory and Practice of Public Policy

PSYCHOLOGY
PSY 216  Mental Health Problems in Contemporary Society
PSY 305  Experiencing Psychology for Non-Majors
PSY 306  Coping with Invisible Illness: Chronic Fatigue Syndrome
PSY 369  Emotional and Behavioral Disorders of Children and Adolescents
PSY 395  Undergraduate Internship

PUBLIC POLICY STUDIES
PPS 251  Urban Poverty
PPS 258  Housing Policy in the U.S.

RELIGIOUS STUDIES
REL 204  Religions in Chicago
REL 258  God, Justice and Redemptive Action
REL 259  Religion and Social Engagement
REL 284  Catholicism as a Spiritual Path
REL 351  Liberation Theology
REL 392  Foreign Study in Religion
REL 393  Internship in Religious Studies

SOCIOLOGY
SOC 201  Perspectives on Community Service
SOC 392  Internship
SOC 394  Sociology in Action
SOC 394  The Black Metropolis I
SOC 394  The Black Metropolis II and III
SOC 394  Sociology and Society: Juvenile Justice in a Community Service Model
SOC 394  Computer Applications and Society

WOMEN'S STUDIES
WMS 318  A History of Feminism - Service and Activism
SENIOR YEAR LIBERAL STUDIES CAPSTONE

Students are required to take a Liberal Studies Capstone course in their major field during their senior year. Some Liberal Studies Capstone courses may be offered jointly for students in related majors and fields of study. These courses provide students with an opportunity to integrate their major area of study with broader issues raised in their general education program. These courses do not replace capstone experiences in the major field whose purpose is bringing some degree of integration or closure to the student’s major field of study alone. Rather, the Liberal Studies Capstone experience allows students to see the relationship of ideas, perspectives, and substantive areas of scholarship and creative work within their major field and those learned through their course work in the learning domain courses and other courses and experiences of the Liberal Studies Program.

AMERICAN STUDIES
AMS 301 American Studies Senior Seminar

ART
ART 380 Theory and Methodology
ART 392 Studio Senior Seminar: Fine Arts/Media Arts
ART 393 Studio Senior Seminar: Graphic Design

BIOLOGY
BIO 395 Biology Capstone Course

CHEMISTRY
CHE 330 Science and Art

COMMERCE
ICS 392 Interdisciplinary Commerce Studies: Interdisciplinary Senior Seminar

COMMUNICATION
CMN 396 Making a difference: Communication Senior Capstone

COMPUTER GRAPHICS AND ANIMATION
GPH 395 Computer Graphics Senior Project

COMPUTER SCIENCE
CSC 378 Software Projects for Community Clients
CSC 394 Software Projects

E-COMMERCE TECHNOLOGY
ECT 359 ECT Senior Project

ECONOMICS
ECO 395 Economics Capstone

EDUCATION
EDU 384 Secondary Education Capstone

ENGLISH

ENVIRONMENTAL SCIENCE
ENV 350 Environmental Impact Analysis

GEOGRAPHY
GEO 300 Geographical Inquiry
HISTORY
HST 397  Senior Coordinating Seminar

INFORMATION SYSTEMS
IS 376  Information Systems Project

LATINO AMERICAN/LATINO STUDIES
LST 390  Latin American/Latino Studies Senior Seminar

MATHEMATICS
MAT 398  Senior Capstone Seminar

MODERN LANGUAGES
MOL  Language, Literature and Culture

NETWORK TECHNOLOGIES
TDC 376  Network Projects

NURSING
NSG 380  Synthesis for Professional Nursing

PHILOSOPHY
PHL 391  What is Philosophy?

POLITICAL SCIENCE
PSC 390  Capstone Seminar
PSC 399  California: Place, Metaphor, Future
PSC 399  Political Science Capstone

PSYCHOLOGY
PSY 361  History and Systems of Psychology

PUBLIC POLICY STUDIES
PPS 392  Bioinvasion: alien species and the restoration of biodiversity in Chicago's degraded ecosystems
PPS 398  California: Place, Metaphor, Future

RELIGIOUS STUDIES
REL 390  Integrating Seminar

SOCIOLOGY
SOC 395  Capstone in Sociology

WOMEN'S STUDIES
WMS 395  Women's Studies Advanced Seminar

LEARNING DOMAINS

ARTS AND LITERATURE
Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts while developing their critical and reflective abilities. In these courses, students will interpret and analyze particular creative works, investigate the relations of form and meaning and through critical and/or creative activity come to experience art with greater openness, insight and enjoyment. These courses focus on works of art or literature as such, though the process of analysis may also include social and cultural issues. Work in this domain includes literature, the visual arts, media arts, the performing arts, music and theater.

Students will complete three courses in this learning domain, with not more than two courses coming from the same department or program.
For course descriptions see individual department listings.

**COURSES**

**AFRICAN & BLACK DIASPORA STUDIES**
- ABD 244 African Women Writers
- ABD 245 Race and Ethnicity in Literary Studies

**AMERICAN STUDIES**
- AMS 250 In Their Own Voices: American Autobiography
- AMS 290 American Voices I
- AMS 291 American Voices II

**ART**
- ART 102 Principles of Art History
- ART 104 Creating Art
- ART 105 Two-Dimensional Foundations
- ART 106 Beginning Drawing
- ART 110 Beginning Painting
- ART 113 Three-Dimensional Foundations
- ART 115 Beginning Sculpture
- ART 203 Survey of Non-Western Art
- ART 204 Visual Communication
- ART 222 Contemporary Art
- ART 229 Introduction to Printmaking
- ART 232 Northern Renaissance Art
- ART 233 Ancient Art
- ART 234 Medieval Art
- ART 236 Renaissance Art
- ART 237 Baroque and Rococo Art
- ART 238 19th Century Art
- ART 239 20th Century Art
- ART 240 Early Medieval Art in Europe
- ART 241 Italian Renaissance Art
- ART 242 Principles of Asian Art
- ART 243 Principles of Latin American Art
- ART 244 Late Medieval Art in Europe
- ART 246 Survey of African Art

**CATHOLIC STUDIES**
- CTH 254 Medieval Art
- CTH 256 Renaissance Art
- CTH 257 Baroque and Rococo Art
- CTH 261 Catholic Faiths and Musical Expression

**COMMUNICATION**
- CMN 206 Introductions to Film
- CMN 230 Performance of Literature

**COMPARATIVE LITERATURE**
- CPL 312 The Literature of Identity: Constructing Gay and Lesbian Identity

**COMPUTER GRAPHICS AND ANIMATION**
- GPH 211 Perceptual Principles of Digital Environments I
- GPH 212 Perceptual Principles of Digital Environments II
- GPH 213 Perceptual Principles of Digital Environments III

**ENGLISH**
- ENG 120 Reading Literature
- ENG 219 Reading and Writing Poetry
- ENG 228 Introducing Shakespeare
- ENG 245 The British Novel
- ENG 265 The American Novel
ENG 272 Literature and Identity
ENG 275 Literature and Film
ENG 280 World Literature to 1500
ENG 281 World Literature since 1500
ENG 284 The Bible as Literature
ENG 286 Popular Literature
ENG 288 Autobiography and Biography
ENG 324 Shakespeare and Music
ENG 375 Studies in Short Fiction
ENG 382 Major Authors

FRENCH
FCH 306 The Age of Louis XIV
FCH 319 French/Francophone Women Writers

HUMANITIES, BCD
HUM 255 Deconstructing the Diva
HUM 275 Americans in Paris
HUM 365 Decadent Victorians

ITALIAN
ITA 307 Dante’s Inferno: The World of the Condemned
ITA 308 The Realm of Salvation: Dante’s Purgatorio and Paradiso
ITA 329 Italian Film
ITA 340 Italian Civilization III

LIBERAL STUDIES IN EDUCATION
LSE 300 Education and Literature

MODERN LANGUAGES
MOL 316 Russian Novel
MOL 317 Russian Short Stories
MOL 318 Masterpieces of Russian Literature in Translation: from Anton Chekhov to Mikhail Zoshchenko
MOL 321 New French Cinema
MOL 336 Classical Latin American Novel

MUSIC
MUS 100 Understanding Music
MUS 102 Composition and Sound Art for Non-Music Majors
MUS 104 Musical Evolution and Innovation from the Renaissance to the 20th century
MUS 105 Rock Music--The Beatles: Music, Aesthetics and Culture
MUS 106 The Art of Electronic Music
MUS 108 Rock Musics of the World
MUS 109 From Wagner to MTV: The Wedding of Music and Drama
MUS 267 Music of the United States
MUS 270 Music of the World’s People
MUS 272 Trends in Music and Art in the 20th Century
MUS 274 The Gospel Tradition in America
MUS 275 History of the Symphony
MUS 278 Jazz History
MUS 359 Shakespeare and Music
MUS 377 Women and Music

THEATRE
PRF 290 Performance Workshop for Non-Majors
THE 100 World of the Theatre
THE 200 Drama on Stage

WOMEN’S STUDIES
WMS 322 Female Identities: Young Adult Literature
PHILOSOPHICAL INQUIRY

Courses in the Philosophical Inquiry domain address conceptual issues fundamental to reflection on such philosophical topics as metaphysics (e.g., being and nonbeing, the one and the many, the nature of reality, same and other, self and other); epistemology (e.g., the nature and possibility of knowledge, different ways of knowing, knowledge vs. opinion, truth and falsity); ethics (e.g., right and wrong action, good and bad, objectivism and relativism in ethics, social and political philosophies, the idea of value, the problem of evil); and aesthetics (e.g., the nature of beauty, aesthetic value, the possibility of aesthetic valuation). Courses address questions of how philosophical topics such as those indicated above impinge upon, shape, and challenge student lives. Students will take two courses in this domain.

For course descriptions see individual department listings.

COURSES

AMERICAN STUDIES

AMS 389  Sports in America: A Philosophic Perspective
AMS 390  American Spirit

CATHOLIC STUDIES

CTH 237  History of Modern Philosophy
CTH 238  Philosophy since Kant

HUMANITIES, BCD

HUM 230  Contemporary Issues in Ethics
HUM 305  Cultural [Mis]Understandings: Captain Cook in Hawaii
HUM 320  First World/Third World

LIBERAL STUDIES IN EDUCATION

LSE 380  Philosophical Issues in Education and Cultural Studies

MANAGEMENT

MGT 228  Business, Ethics, and Society

PHILOSOPHY

PHL 100  Philosophy and Its Issues
PHL 200  Ethical Theories
PHL 202  Philosophy of God
PHL 204  Philosophy and Existential Themes
PHL 208  Values and Persons
PHL 228  Business, Ethics and Society
PHL 229  Biomedical Ethics
PHL 230  Contemporary Topics in Ethics
PHL 231  Philosophy and the Question of Race
PHL 232  What Is Freedom?
PHL 233  Issues in Sex and Gender
PHL 234  Philosophy of Modern Society
PHL 235  Philosophy and the Environment
PHL 236  Philosophy and the City
PHL 237  Philosophy, Conflict and Peace
PHL 238  Philosophy and Women
PHL 240  Love, Hatred, and Resentment
PHL 241  Ethics and Public Policy
PHL 242  Philosophy and Technology
PHL 245  Reason and Society
PHL 287  Introduction to Asian Philosophies
RELIGIOUS DIMENSIONS

Courses in the Religious Dimensions domain offer students the opportunity to explore the explicitly religious dimensions of life and culture. These dimensions are found in the culturally embedded narratives, beliefs and practices of particular religions, as well as in encounters with realities perceived to be ultimate or sacred. Through myth, symbol, ritual and doctrine, these religions not only provide order and meaning, they also carry capacities to challenge and transform individuals and societies. Intellectual and social maturity requires understanding the unique contributions, both positive and negative, of the religious traditions of the world to culture and consciousness. It also requires coming to terms with questions of ultimacy. This Learning Domain offers courses with a comparative, thematic or ethical focus, as well as courses in specific traditions.

Students will take two courses, in any order, in this Learning Domain. One course will be selected from the category of Patterns and Problems. Another course will be selected from the category Traditions in Context.

For course descriptions see individual department listings.

PATTERNS AND PROBLEMS

CATHOLIC STUDIES
CTH 244 Debates about God
CTH 248 Religious Traditions and Contemporary Moral Issues
CTH 265 Literature and the Sacred
CTH 270 Jesus Across Cultures
CTH 292 Women and Saint Vincent de Paul

MANAGEMENT
MGT 228 Business, Ethics, and Society

PHILOSOPHY
PHL 340 Philosophy of Religion

RELIGIOUS STUDIES
REL 200 Debates About God
REL 201 Religion and Ethics I
REL 202 Ethical Worlds: Moral Issues Across Cultures
REL 203 Religious Worlds in Comparative Perspective
REL 206 Social Ethics
REL 208 Methods and Approaches in the Study of Religion
REL 211 The American Religious Experience
REL 212 Religion and Popular Cultural in America
REL 220 Psychology and Religion
REL 221 Religion in Society
REL 222 Religious Traditions and Contemporary Moral Issues
REL 223 Literature and the Sacred
REL 224 Religion and Politics in the United States
REL 225 Religion and the Visual Arts
REL 227 Religious Ethics and Professional Life
REL 228 Business, Ethics and Society
<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REL 229</td>
<td>Biomedical Ethics</td>
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<td>REL 240</td>
<td>Culture and Religion</td>
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<td>REL 254</td>
<td>The Body and Human Relationships: Divergent Meanings, Conflicting Values</td>
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<td>REL 256</td>
<td>Wellness, Disease and AIDS in Cross Cultural Perspective</td>
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<tr>
<td>REL 257</td>
<td>Death and Its Beyond: Experience, Myths and Rituals</td>
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<td>REL 263</td>
<td>Religion and Politics in the Middle East</td>
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<tr>
<td>REL 264</td>
<td>Building Through Resistance: Religions of Colonized Peoples</td>
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<td>REL 273</td>
<td>Jesus Across Cultures</td>
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<td>REL 274</td>
<td>Women in African Religion and Culture</td>
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<td>REL 278</td>
<td>Women and Religion</td>
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</table>

**Sociology**
SOC 343 Social Dimensions of Religion

**Traditions in Context**

**Art**

ART 340 Buddhist Art
ART 341 Islamic Art

**Catholic Studies**

CTH 200 Contemporary Catholicism
CTH 205 Catholicism in World History I - Jesus to 1500
CTH 206 Catholicism in World History II - Modern and Post-modern Times
CTH 209 Theories of the Church: Concepts and Controversies
CTH 211 The Bible: An Introduction
CTH 212 Ancient Israel: Its History, Literature, and Religion
CTH 213 Introduction to the New Testament
CTH 215 Varieties of Early Christianity
CTH 216 Paul and His Influence in Early Christianity
CTH 226 Experience and Narrative in the Roman Catholic Tradition
CTH 231 Community and Ritual in the Roman Catholic Tradition
CTH 243 Roman Catholic Theological Thinking
CTH 247 Catholic Social Thought
CTH 249 Nature, Cosmos, and God: Catholicism and Science
CTH 271 Roman Catholicism’s Encounter with Other Religions
CTH 274 Ireland: Religion and the Contemporary Troubles
CTH 279 Catholicism and the Family
CTH 283 Ethics and Society in the Roman Catholic Tradition
CTH 290 The Life and Times of Vincent de Paul
CTH 293 The Daughters of Charity
CTH 295 The Vincentians in America

**Religious Studies**

REL 205 Religion and Ethics II
REL 209 The Jewish Experience
REL 210 The Christian Experience
REL 213 Christian Thought in Classical and Medieval Times
REL 214 Transformation in Christianity: The Reformation to the Present
REL 215 The African American Religious Experience
REL 216 The Islamic Experience
REL 217 Islam in Global Contexts
REL 230 The Bible: An Introduction
REL 232 Ancient Israel: History, Literature and Religion
REL 233 Introduction to the New Testament
REL 234 Varieties of Early Christianity
REL 235 Paul and His Influence in Early Christianity
REL 236 Varieties of Judaism in the Greek and Roman World
REL 237 Gods and Goddesses in the Greek and Roman World
REL 241 Religion in Chinese History, Society and Culture
REL 242 Hindu Thought and Culture
REL 243 Buddhism: An Intensive Introduction
REL 244  African Religion and Culture
REL 245  Religion in Japanese History, Society and Culture
REL 246  Traditions of Chinese Popular Culture
REL 247  Literature and Religion in Japan
REL 248  Literature and Religion in China
REL 261  Religions of Native North America
REL 266  Islam in the United States
REL 267  Ireland: Religion and the Contemporary Troubles
REL 268  Modern Judaism
REL 269  Rabbinic Religion and Culture
REL 270  Women in the Bible
REL 272  Muslim Women in Texts
REL 275  Medieval Judaism under Christianity and Islam
REL 280  Roman Catholic Theological Thinking
REL 281  Community and Ritual in the Roman Catholic Tradition
REL 282  Experience and Narrative in the Roman Catholic Tradition
REL 283  Ethics and Society in the Roman Catholic Tradition
REL 285  Roman Catholicism’s Encounter with Other Religions
REL 286  The Church’s Best Kept Secret: Papal Teaching on Social and Economic Justice
REL 290  The Latino Religious Experience in the U.S.
REL 291  Looking for God in Latin America

SCIENTIFIC INQUIRY

Courses in the Scientific Inquiry domain are designed to provide students with an opportunity to learn the methods of modern science and its impact in understanding the world around us. Courses are designed to help students develop a more complete perspective about science and the scientific process, including: an understanding of the major principles guiding modern scientific thought; a comprehension of the varying approaches and aspects of science; an appreciation of the connection among the sciences and the fundamental role of mathematics in practicing science; an awareness of the roles and limitations of theories and models in interpreting, understanding, and predicting natural phenomena; and a realization of how these theories and models change or are supplanted as our knowledge increases. Students will take three courses in this learning domain. The Quantitative Reasoning course (or placement out of the course through the placement tests) is a prerequisite for all courses in this domain. Students must complete at least one course with a laboratory component and at least one course with a strong quantitative component. A course listed as laboratory/quantitative will fulfill a student’s laboratory or quantitative requirement, not both. Students may use the full year-long sequences in biology (BIO 101, 102, and 103), chemistry (CHE 111, 113, and 115 OR CHE 171, 173, or 175), or physics (PHY 150, 151, and 152 OR PHY 155 and 156) to fulfill this requirement. Otherwise, at most 2 courses can come from the same department or program.

For course descriptions see individual department listings.

SCIENTIFIC INQUIRY LABORATORY OR QUANTITATIVE COURSES

ART
ART 223  Light, Color, and Photography
ART 295  Art and Geometry

BIOLOGICAL SCIENCES
BIO 101  General Biology I
BIO 102  General Biology II
BIO 161  Infectious Diseases and Immunity with Lab
BIO 166  Intro to Plant Biology with Lab
BIO 256  Principles of Biology
BIO 257  Avian Biology and Behavior

CHEMISTRY
CHE 111  General and Analytical Chemistry I
CHE 113  General and Analytical Chemistry II
CHE 115  General and Analytical Chemistry III
CHE 131  General Chemistry I
CHE 133  General Chemistry II

ENVIRONMENTAL SCIENCE
ENV 102  Introduction to Environmental Science
ENV 115  Environmental Geology
ENV 224  The Environment of the Chicago River Watershed
ENV 270  Tropical Biology and Conservation

GPH, COMPUTER GRAPHICS AND ANIMATION
GPH 259  Design Geometry

INTERDISCIPLINARY SCIENCE, BCD
SCI 105  Ethnobotany

PHYSICS
PHY 110  Basic Electronics
PHY 150  General Physics I
PHY 151  General Physics II
PHY 152  General Physics III
PHY 155  General Physics I
PHY 156  General Physics II
PHY 170  University Physics I
PHY 171  University Physics II
PHY 172  University Physics III
PHY 206  Sound and Acoustics
PHY 223  Light, Color, and Photography
PHY 232  Introduction to Digital Electronics

SCIENTIFIC INQUIRY LABORATORY COURSES

BIOLOGICAL SCIENCES
BIO 103  General Biology III
BIO 155  Introduction to Biology with Laboratory
BIO 156  Food, Fuel for Life
BIO 160  Marine Biology with Laboratory
BIO 202  Mammalian Physiology
BIO 239  The Brain: Biology, Evolution and Consciousness

CHEMISTRY
CHE 101  Exploring Matter
CHE 103  Environmental Chemistry
CHE 105  Exploring Nutrients/Science of Nutrition
CHE 107  Proteins and their Genes
CHE 109  Forensic Chemistry

ENVIRONMENTAL SCIENCES
ENV 125  The Earth Through Time

NURSING
NSG 230  Women’s Health: The Physical Self

PHYSICS
PHY 114  Exploring Other Worlds
PHY 200  Light and Atoms: The Atomic/Nuclear Universe

WOMEN’S STUDIES
WMS 230  Women’s Health
SCIENTIFIC INQUIRY QUANTITATIVE COURSES

BIOLOGICAL SCIENCES
BIO 203 Inheritance in Humans
BIO 204 Vertebrates: Diversity and Evolution
BIO 212 Medical Tests and Trials
BIO 224 How the Human Body Works

CHEMISTRY
CHE 102 Atoms and Molecules
CHE 104 Chemicals, Drugs and Living Systems
CHE 106 Geochemistry

COMPUTER SCIENCE
CSC 239 Personal Computing
CSC 250 Computers and Human Intelligence

GEOGRAPHY
GEO 225 Introduction to Weather and Climate
GEO 241 Computer Cartography
GEO 242 Geographic Information Systems (GIS)
GEO 243 Remote Sensing

HUMAN-COMPUTER INTERACTION
HCI 201 Multimedia and the World Wide Web

INTERDISCIPLINARY SCIENCE, BCD
SCI 151 The Science of Nutrition

NURSING
NSG 200 Health and Nutrition

PHYSICS
PHY 120 How Things Work
PHY 201 The Atmosphere and the Oceans
PHY 225 Introduction to Weather and Climate

PSYCHOLOGY
PSY 241 Methods of Psychological Inquiry

SOCIOLOGY
SOC 224 Introduction to Statistical Reasoning

SCIENTIFIC INQUIRY ELECTIVES

BIOLOGICAL SCIENCES
BIO 115 Introduction to Biology
BIO 118 Marine Biology
BIO 121 Infectious Diseases and Immunity
BIO 122 Introduction to Paleobiology
BIO 206 Brain and Behavior
BIO 208 Stress, Hormones, and the Nervous System

CHEMISTRY
CHE 100 Our Chemical World
### COMPUTER SCIENCE
- **CSC 200**  Survey of Computing
- **CSC 211**  Introduction to Computer Programming Using Java
- **CSC 212**  Programming in Java II
- **CSC 215**  Introduction to Structured Programming Using C++
- **CSC 233**  Codes and Ciphers
- **CSC 240**  Personal Computing For Programmers
- **CSC 255**  Information Structures and Representations
- **CSC 260**  Client Interface Programming
- **CSC 310**  Principles of Computer Science I
- **CSC 311**  Principles of Computer Science II
- **CSC 336**  End-User Application Development

### E-COMMERCE TECHNOLOGY
- **ECT 250**  Survey of e-commerce Technology
- **ECT 270**  Client-Side Web Application Development

### ENVIRONMENTAL SCIENCE
- **ENV 200**  Cities and the Environment
- **ENV 202**  Resources, Population and the Environment

### GEOGRAPHY
- **GEO 101**  Earth’s Physical Landscape
- **GEO 210**  Environmental Conservation

### MATHEMATICAL SCIENCES
- **MAT 150**  Calculus
- **MAT 151**  Calculus
- **MAT 152**  Calculus III
- **MAT 160**  Calculus for Mathematics and Science Majors I
- **MAT 161**  Calculus for Mathematics and Science Majors II
- **MAT 162**  Calculus for Mathematics and Science Majors III
- **MAT 170**  ProMath Calculus for Mathematics and Science Majors I
- **MAT 171**  ProMath Calculus for Mathematics and Science Majors II
- **MAT 172**  ProMath Calculus for Mathematics and Science Majors III

### PHYSICS
- **PHY**  Special Relativity and Some Other Peculiar Ideas of Albert Einstein
- **PHY**  The Dynamic Ocean
- **PHY 104**  The Sun and its Planets
- **PHY 115/118**  Exploring the Universe I/II (2 credit hours each. Both courses must be completed to receive Scientific Inquiry credit.)
- **PHY 204**  Frontiers of the Universe

### SELF, SOCIETY AND THE MODERN WORLD
Courses in the Self, Society and the Modern World domain focus on the mutual impact of society and culture on individuals and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces of modernity. This Learning Domain is concerned with such issues as the role of power and the bases of inequality in society and in international relations. It examines individual cognition, feelings and behavior as they affect the well-being of members of society, relationships and collective life. The domain examines the processes of human development and learning and the importance of culture in everyday life. It emphasizes the pursuit of knowledge on such matters through the development of theory and the application of methods of inquiry that draw on the empirical investigation of the modern world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

Students will complete three courses in this Learning Domain, with not more than two
courses coming from the same department or program.  
For course descriptions see individual department listings.

<table>
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<th>COURSES</th>
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<td>AFRICAN AND BLACK DIASPORA STUDIES</td>
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<td>ABD 100 Introduction to African and Black Diaspora Studies</td>
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<tr>
<td>ABD 200 Africa: Peoples, Culture, Ideas and Movements</td>
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<td>ABD 208 African America: Peoples, Culture, Ideas and Movements</td>
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<td>AMERICAN STUDIES</td>
<td>Perspectives on America</td>
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<td>ANTHROPOLOGY</td>
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<td>ANT 102 Cultural Anthropology</td>
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<td>ANT 109 Food and Culture</td>
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<td>CHEMISTRY</td>
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<td>CHE 108 The Conquest of Disease and Associated Problems</td>
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<td>CHE 110 National Security: Its Science and Technology</td>
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<td>COMMUNICATION</td>
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<td>CMN 101 Introduction to Human Communication</td>
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<td>CMN 310 Discourse Analysis</td>
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<td>CMN 361 Gender and Communication</td>
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<td>COMPUTER SCIENCE</td>
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<td>CSC 208 The Impact of Computing Technology on our Lives</td>
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<td>ECONOMICS</td>
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<td>ECO 105 Principles of Microeconomics</td>
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<td>ECO 106 Principles of Macroeconomics</td>
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<td>ECO 310 Urban Economics</td>
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<td>ECO 313 Social Control of Business</td>
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<td>ECO 318 Labor Economics and Organization</td>
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<td>ECO 319 Economics and Gender</td>
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<td>ECO 330 The Economics of Socialism</td>
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<td>ECO 333 Topics in Global Economies</td>
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<td>FRENCH</td>
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<td>FCH 340 French Civilization III</td>
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<td>GEOGRAPHY</td>
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<td>GEO 110 Earth’s Cultural Landscape</td>
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<td>GEO 201 Geopolitics</td>
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<td>GEO 230 Transportation Issues and Development</td>
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<td>GEO 266 The World Economy</td>
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<td>HISTORY</td>
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<td>HST 241 World Refugee Crises</td>
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<td>HST 252 The Age of the Cold War: 1945 to 1990</td>
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<td>INTERDISCIPLINARY STUDIES</td>
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<td>ISP 212 Great Ideas, The Individual, and Society III</td>
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<td>ISP 222 Interactions of Science and Civilization III</td>
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<td>INTERNATIONAL STUDIES</td>
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<td>INT 150 Global Connections</td>
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<td>LATIN AMERICAN AND LATINO STUDIES</td>
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<td>LST 201</td>
<td>Social Diversity in Latin America</td>
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<td>LST 202</td>
<td>Constructing Latino Communities</td>
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<td>LST 203</td>
<td>Introduction to Cultural Studies in the Americas</td>
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**LIBERAL STUDIES IN EDUCATION**

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<tbody>
<tr>
<td>LSE 201</td>
<td>Education and Society</td>
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<tr>
<td>LSE 254</td>
<td>The Politics of Education</td>
</tr>
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<td>LSE 258</td>
<td>Education and Social Justice</td>
</tr>
<tr>
<td>LSE 310</td>
<td>Contemporary Issues in Education</td>
</tr>
<tr>
<td>LSE 354</td>
<td>Culture, Context, and Learning</td>
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<td>LSE 362</td>
<td>Identity and Education</td>
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**POLITICAL SCIENCE**

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<td>The American Political System</td>
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<td>PSC 140</td>
<td>Conflict and Cooperation Among Nations</td>
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<td>PSC 150</td>
<td>Political Systems of the World</td>
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<td>PSC 213</td>
<td>Political Socialization</td>
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<td>PSC 216</td>
<td>American Political Culture</td>
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<td>PSC 217</td>
<td>Women and Politics</td>
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<td>PSC 220</td>
<td>American Presidency</td>
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<td>PSC 221</td>
<td>Congress and the Legislative Process</td>
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<td>PSC 222</td>
<td>Political Parties and Elections</td>
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<td>PSC 223</td>
<td>Urban Politics</td>
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<td>PSC 232</td>
<td>Legal Theories</td>
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<td>PSC 233</td>
<td>Political Ideas and Ideology</td>
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<td>PSC 242</td>
<td>American Foreign Policy</td>
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<td>PSC 243</td>
<td>Russian Foreign Policy</td>
</tr>
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<td>PSC 244</td>
<td>Latin American-United States Relations</td>
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<td>PSC 250</td>
<td>West European Politics</td>
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<td>PSC 251</td>
<td>Russian Politics</td>
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<td>PSC 252</td>
<td>Latin American Politics</td>
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<td>Asian Politics</td>
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<td>Middle East Politics</td>
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<td>Southeast Asian Politics</td>
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<td>PSC 260</td>
<td>Law and the Political System</td>
</tr>
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<td>First Amendment Rights</td>
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<td>Rights of Defendants</td>
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<td>Equal Protection of the Laws</td>
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<td>American Political Thought</td>
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<td>PSC 350</td>
<td>Gender and Equity in Scotland: The Nation and the United Nations</td>
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<td>PSC 358</td>
<td>Global Gender Issues</td>
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<td>Women and the Law</td>
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**PSYCHOLOGY**

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<td>PSY 106</td>
<td>Introductory Psychology II</td>
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<td>PSY 210</td>
<td>Psychology of Business and Industry</td>
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<td>PSY 215</td>
<td>Human Sexuality</td>
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<td>PSY 216</td>
<td>Mental Health Problems in Contemporary Society</td>
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<td>PSY 218</td>
<td>Psychological Problems of the Contemporary Family</td>
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<td>PSY 220</td>
<td>Latina/o Psychology</td>
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<td>PSY 302</td>
<td>Personal Adjustment and Mental Health</td>
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<td>PSY 303</td>
<td>Human Development</td>
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<td>PSY 317</td>
<td>Psychology of Interpersonal Relationships</td>
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**PUBLIC POLICY**

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<td>Screening Suburbia and Cities</td>
</tr>
<tr>
<td>PPS 100</td>
<td>Introduction to Urban Studies</td>
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<tr>
<td>PPS 250</td>
<td>Issues in Neighborhood Development</td>
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</table>
UNDERSTANDING THE PAST

Courses in the Understanding the Past domain study human life in past societies (primarily pre-1945) as a process of continuity and change over time. Many of the documents that mediate the past to us have considerable aesthetic or intellectual value in and of themselves. However, courses in this Learning Domain will examine texts, art works, and other forms of evidence less for their aesthetic or intellectual value than for their usefulness as tools for reconstructing aspects of the past and building sensible, defensible, and well-informed historical interpretations about the past and about causation in the past.

Students are required to take two courses in this Learning Domain. One course must focus primarily on the period before 1800 and one course must focus primarily on the period after 1800. Students must also select their two courses from two different geographic categories. The five categories are: 1) Asia; 2) Latin America; 3) Africa; 4) North America or Europe; and 5) intercontinental or comparative history.

For course descriptions see individual department listings.

PRE-1800

Africa

HISTORY

HST 227  Africa to 1800: The Age of Empires
HST 290  Ancient Egypt
HST 291  The Fertile Crescent: Mesopotamia and Beyond

Asia
<table>
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<tr>
<td>HST 230</td>
<td>Politics and Culture in Medieval Japan</td>
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<tr>
<td>HST 232</td>
<td>Culture and Politics in Imperial China</td>
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<tr>
<td>HST 286</td>
<td>The History of East Asian Civilizations to 1600</td>
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**Intercontinental/Comparative**

**ANTHROPOLOGY**

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<td>ANT 103</td>
<td>Archaeology</td>
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**COMMUNICATION**

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<th>DESCRIPTION</th>
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<tr>
<td>CMN 328</td>
<td>Historical Foundations of Rhetoric and Communication</td>
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<tr>
<td>HST 218</td>
<td>World History I</td>
</tr>
<tr>
<td>HST 219</td>
<td>World History II</td>
</tr>
<tr>
<td>HST 223</td>
<td>History of the Muslim World I</td>
</tr>
<tr>
<td>HST 224</td>
<td>History of the Muslim World II</td>
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<tr>
<td>HST 225</td>
<td>History of the Muslim World III</td>
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<tr>
<td>HST 235</td>
<td>European Expansion: Age of Exploration and Discovery, 1400 - 1825</td>
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<tr>
<td>HST 258</td>
<td>Women in History</td>
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**Latin America**

**HISTORY**

<table>
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<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>HST 205</td>
<td>Survey of Colonial Latin American History</td>
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<tr>
<td>HST 206</td>
<td>Mexico – From the Olmecs to Independence</td>
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**LATIN AMERICAN AND LATINO STUDIES**

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<tr>
<td>LST 200</td>
<td>Introduction to Latin American and Latino Studies</td>
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**North America/Europe**

**AMERICAN STUDIES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>AMS 260</td>
<td>Three Cultures of Early America</td>
</tr>
<tr>
<td>AMS 395</td>
<td>Virginia: Old Dominion</td>
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**BARAT COLLEGE DEPAUL (BCD)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 256</td>
<td>History of Western Science</td>
</tr>
</tbody>
</table>

**CATHOLIC STUDIES**

<table>
<thead>
<tr>
<th>COURSE</th>
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</thead>
<tbody>
<tr>
<td>CTH 228</td>
<td>Medieval Mystics in Europe: 1000-1600 AD</td>
</tr>
<tr>
<td>CTH 275</td>
<td>Medieval People: 400-1400 AD</td>
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**ECONOMICS**

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<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>ECO 316</td>
<td>European Economic History</td>
</tr>
<tr>
<td>ECO 340</td>
<td>Development of Economic Thought</td>
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**GEOGRAPHY**

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<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>GEO 218</td>
<td>The Iberian Impact: The Roles of Spain and Portugal</td>
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**HISTORY**

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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>HST 208</td>
<td>Imperial Russia</td>
</tr>
<tr>
<td>HST 210</td>
<td>Medieval People: 400 to 1400 A.D</td>
</tr>
<tr>
<td>HST 211</td>
<td>Western Europe From Renaissance to Enlightenment: 1348-1789</td>
</tr>
<tr>
<td>HST 212</td>
<td>Medieval and Renaissance Women</td>
</tr>
<tr>
<td>HST 213</td>
<td>Medieval Mystics in Europe: 1000-1600 A.D</td>
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<tr>
<td>HST 214</td>
<td>Eastern Europe to 1699</td>
</tr>
<tr>
<td>HST 215</td>
<td>Eastern Europe: 1699-1914</td>
</tr>
<tr>
<td>HST 221</td>
<td>Early Russia</td>
</tr>
<tr>
<td>HST 226</td>
<td>Islam and the West: A Survey of Orientalism</td>
</tr>
<tr>
<td>HST 237</td>
<td>History of the City of Rome</td>
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<tr>
<td>HST 246</td>
<td>African-American History in U.S. to 1800</td>
</tr>
<tr>
<td>HST 259</td>
<td>History of Western Science</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HST 280</td>
<td>U.S. History to 1800</td>
</tr>
<tr>
<td>HST 292</td>
<td>History of England to 1688</td>
</tr>
<tr>
<td>HST 294</td>
<td>Ancient Greece</td>
</tr>
<tr>
<td>HST 295</td>
<td>Ancient Rome: Augustus to Constantine (29BCE – 337 CE)</td>
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<tr>
<td>HST 296</td>
<td>Ancient Rome: Origins to the End of the Republic</td>
</tr>
<tr>
<td>HST 297</td>
<td>Imperial Spain, 1468-1808</td>
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**INTERDISCIPLINARY STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ISP 210</td>
<td>Great Ideas, The Individual, and Society I</td>
</tr>
<tr>
<td>ISP 220</td>
<td>Interactions of Science and Civilization I</td>
</tr>
<tr>
<td>ISP 221</td>
<td>Interactions of Science and Civilization II</td>
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**SOCIOLGY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOC 253</td>
<td>Slavery and Racialization</td>
</tr>
<tr>
<td>SOC 254</td>
<td>Ancient Greece and Rome</td>
</tr>
</tbody>
</table>

**POST-1800 (1800-1945 COURSES)**

**Africa**

**HISTORY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HST 228</td>
<td>Africa 1750-1900: The Age of Conquest</td>
</tr>
<tr>
<td>HST 229</td>
<td>Africa 1900 - Present: The Age of Revolution</td>
</tr>
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**Asia**

**HISTORY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HST 231</td>
<td>The Rise of Modern Japan</td>
</tr>
<tr>
<td>HST 233</td>
<td>The Rise of Modern China</td>
</tr>
<tr>
<td>HST 287</td>
<td>The History of East Asian Civilizations since 1600</td>
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**Intercontinental/Comparative**

**GEOGRAPHY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>GEO 233</td>
<td>Comparative Urbanism</td>
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**HISTORY**

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<tbody>
<tr>
<td>HST 220</td>
<td>World History III</td>
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<tr>
<td>HST 236</td>
<td>European Expansion: Age of Empire, 1800s – 1900s</td>
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**SOCIOLOGY**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOC 256</td>
<td>Social Change</td>
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**Latin America**

**HISTORY**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HST 200</td>
<td>Mexico Since Independence</td>
</tr>
<tr>
<td>HST 204</td>
<td>Film and Latin American History</td>
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**North America/Europe**

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<tr>
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<tbody>
<tr>
<td>AMS 200</td>
<td>Introduction to American Social History and Culture</td>
</tr>
<tr>
<td>AMS 261</td>
<td>American Ethnicities</td>
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<tr>
<td>HST</td>
<td>Intelligence in Twentieth Century: Spies, Codes and Surveillance</td>
</tr>
<tr>
<td>HUM 256</td>
<td>American History on Film</td>
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**CATHOLIC STUDIES**

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<tbody>
<tr>
<td>CTH 273</td>
<td>The History of the Catholic Church in the United States</td>
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**COMMUNICATION**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CMN 343</td>
<td>The History of Journalism</td>
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</table>
ECONOMICS
ECO 317 American Economic History

HISTORY
HST 209 The Rise and Fall of the Soviet Union
HST 216 Eastern Europe: 1914 to Present
HST 217 Modern Europe: 1789 to Present
HST 239 Women in Modern Europe, 1800 - 2000
HST 240 History of Chicago
HST 243 History of the Catholic Church in U.S
HST 245 The History of the Bahamas
HST 247 African-American History in U.S. 1800-1900
HST 248 African-American History in U.S
HST 254 City in History: American Urban History
HST 269 Introduction to Public History
HST 270 U.S. Historical Landscape
HST 272 Fascism and Counterrevolution, 1920 - Present
HST 277 War and Peace in the Modern Age
HST 278 History of American Religion
HST 279 Westward Expansion in U.S
HST 281 U.S. History, 1800-1900
HST 282 U.S. History, 1900 - present
HST 284 History of Education in the United States
HST 288 Women in U.S. History
HST 293 History of Britain Since 1688

LIBERAL STUDIES IN EDUCATION
LSE 250 Catholicism and Education in Western Europe

MODERN LANGUAGES
MOL 322 A Cultural History of Paris