LIBERAL STUDIES COUNCIL

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College of Commerce

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College of Liberal Arts and Sciences

Christopher Worthman
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EX OFFICIO MEMBERS

Charles Strain
Academic Affairs

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 reflectiveness, 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 School 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

ISP 101  Focal Point Seminars
ISP 102  Explore Chicago
ISP 103  Discover Chicago
ISP 120  Quantitative Reasoning
ENG 103  Composition and Rhetoric I
ENG 104  Composition and Rhetoric II

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
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
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<td>BIO 302</td>
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<td>Introduction to Teaching Laboratories in Biology</td>
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<td>An Introduction to Mentoring</td>
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<td>PSC 282                      Political Action and Social Justice</td>
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<td>PSC 289                      Group Internship: Special Topics in Experiential Politics</td>
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<td>PSC 381                      Theory and Practice of Public Policy</td>
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<td>PSY 305                      Experiencing Psychology for Non-Majors</td>
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<td>PSY 306                      Coping with Invisible Illness: Chronic Fatigue Syndrome</td>
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<td>REL 258                      God, Justice and Redemptive Action</td>
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<td>REL 259                      Religion and Social Engagement</td>
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<td>REL 284                      Catholicism as a Spiritual Path</td>
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<td>REL 351                      Liberation Theology</td>
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<td>REL 392                      Foreign Study in Religion</td>
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<td>REL 393                      Internship in Religious Studies</td>
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<td>SOC 392                      Internship</td>
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<td>SOC 394                      Sociology in Action</td>
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<td>SOC 394                      The Black Metropolis I</td>
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<td>SOC 394                      Sociology and Society: Juvenile Justice in a Community Service Model</td>
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<td>SOC 394                      Computer Applications and Society</td>
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<td>WMS 392                      Women's Studies Internship</td>
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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 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 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 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  
WMS 324  Women in Theater: A Global Perspective  
WMS 336  Women in Film: Heretic, Harlot or Harem Girl
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.

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<td>PHL 315 Survey of Political Philosophy</td>
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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
REL 229  Biomedical Ethics
REL 240  Culture and Religion
REL 254  The Body and Human Relationships: Divergent Meanings, Conflicting Values
REL 256  Wellness, Disease and AIDS in Cross Cultural Perspective
REL 257  Death and Its Beyond: Experience, Myths and Rituals
REL 263  Religion and Politics in the Middle East
REL 264  Building Through Resistance: Religions of Colonized Peoples
REL 273  Jesus Across Cultures
REL 274  Women in African Religion and Culture
REL 278  Women and Religion

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 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 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  
PHY 205  Special Relativity and Some Other Peculiar Ideas of Albert Einstein

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.
COURSES

AFRICAN AND BLACK DIASPORA STUDIES
ABD 100 Introduction to African and Black Diaspora Studies
ABD 200 Africa: Peoples, Culture, Ideas and Movements
ABD 208 African America: Peoples, Culture, Ideas and Movements

AMERICAN STUDIES
AMS 150 Perspectives on America

ANTHROPOLOGY
ANT 102 Cultural Anthropology
ANT 109 Food and Culture

CHEMISTRY
CHE 108 The Conquest of Disease and Associated Problems
CHE 110 National Security: Its Science and Technology

COMMUNICATION
CMN 101 Introduction to Human Communication
CMN 310 Discourse Analysis
CMN 361 Gender and Communication

ECONOMICS
ECO 105 Principles of Microeconomics
ECO 106 Principles of Macroeconomics
ECO 310 Urban Economics
ECO 313 Social Control of Business
ECO 318 Labor Economics and Organization
ECO 319 Economics and Gender
ECO 330 The Economics of Socialism
ECO 333 Topics in Global Economies

FRENCH
FCH 340 French Civilization III

GEOGRAPHY
GEO 110 Earth’s Cultural Landscape
GEO 201 Geopolitics
GEO 230 Transportation Issues and Development
GEO 266 The World Economy

HISTORY
HST 241 World Refugee Crises
HST 252 The Age of the Cold War: 1945 to 1990

INTERDISCIPLINARY STUDIES
ISP 212 Great Ideas, The Individual, and Society III
ISP 222 Interactions of Science and Civilization III

INTERNATIONAL STUDIES
INT 150 Global Connections

LATIN AMERICAN AND LATINO STUDIES
LST 201 Social Diversity in Latin America
LST 202 Constructing Latino Communities
LST 203 Introduction to Cultural Studies in the Americas

LIBERAL STUDIES IN EDUCATION
LSE 201 Education and Society
LSE 254 The Politics of Education
LSE 258 Education and Social Justice

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LSE 310  Contemporary Issues in Education
LSE 354  Culture, Context, and Learning
LSE 362  Identity and Education

POLITICAL SCIENCE
PSC 120  The American Political System
PSC 140  Conflict and Cooperation Among Nations
PSC 150  Political Systems of the World
PSC 213  Political Socialization
PSC 216  American Political Culture
PSC 217  Women and Politics
PSC 220  American Presidency
PSC 221  Congress and the Legislative Process
PSC 222  Political Parties and Elections
PSC 223  Urban Politics
PSC 232  Legal Theories
PSC 233  Political Ideas and Ideology
PSC 242  American Foreign Policy
PSC 243  Russian Foreign Policy
PSC 244  Latin American-United States Relations
PSC 250  West European Politics
PSC 251  Russian Politics
PSC 252  Latin American Politics
PSC 253  Asian Politics
PSC 254  African Politics
PSC 255  Middle East Politics
PSC 256  Southeast Asian Politics
PSC 260  Law and the Political System
PSC 261  First Amendment Rights
PSC 262  Rights of Defendants
PSC 263  Equal Protection of the Laws
PSC 330  American Political Thought
PSC 358  Global Gender Issues
PSC 363  Women and the Law

PSYCHOLOGY
PSY 105  Introductory Psychology I
PSY 106  Introductory Psychology II
PSY 210  Psychology of Business and Industry
PSY 215  Human Sexuality
PSY 216  Mental Health Problems in Contemporary Society
PSY 218  Psychological Problems of the Contemporary Family
PSY 220  Latina/o Psychology
PSY 302  Personal Adjustment and Mental Health
PSY 303  Human Development
PSY 317  Psychology of Interpersonal Relationships

PUBLIC POLICY
PPS 254  Screening Suburbia and Cities
PPS  Cities, Globalization and Public Policy
PPS 100  Introduction to Urban Studies
PPS 250  Issues in Neighborhood Development
PPS 253  Film and the City
PPS 301  Public Policy and the Political Process

SOCIOLOGY
SOC 101  Introduction to Sociology
SOC 105  Social Problems
SOC 205  Self and Society
SOC 206  Work and Society
SOC 208  Law and Society
SOC 209  Sociology of Women
SOC 210  The Computerized Society
SOC 211  Gender and Society
SOC 212  Community and Society
SOC 221  Health and Society
SOC 222  Health and International Health Care Systems
SOC 232  Urbanism and Society
SOC 271  Population Problems
SOC 280  Mass Media and Society
SOC 281  Sociology of Rock Music
SOC 286  Popular Culture
SOC 292  Collective Action
SOC 357  Latin America Political Economy and Society
SOC 358  Revolutions and Peasant Rebellions

WOMEN'S STUDIES
WMS  Gender and Education
WMS  Contemporary Gender Issues on College Campuses
WMS 100  Women’s Lives: Race/Class/Gender
WMS 200  Women’s Studies: An Interdisciplinary Approach
WMS 210  Values and Gender
WMS 212  Growing Up Female in America
WMS 303  Women and Violence
WMS 307  Beyond the Veil: Women in the Middle East
WMS 326  Women and Law
WMS 342  Gender and Life Narrative Research
WMS 390  Women Across Cultures

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
HISTORY
HST 230  Politics and Culture in Medieval Japan
HST 232  Culture and Politics in Imperial China
HST 286  The History of East Asian Civilizations to 1600

Intercontinental/Comparative
ANTHROPOLOGY
ANT 103  Archaeology
### COMMUNICATION
CMN 328  Historical Foundations of Rhetoric and Communication

### HISTORY
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<tr>
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<tr>
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<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>
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<td>HST 225</td>
<td>History of the Muslim World III</td>
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<td>HST 235</td>
<td>European Expansion: Age of Exploration and Discovery, 1400 - 1825</td>
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<td>HST 258</td>
<td>Women in History</td>
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### Latin America
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<tr>
<td>HST 205</td>
<td>Survey of Colonial Latin American History</td>
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<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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<td>Introduction to Latin American and Latino Studies</td>
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### North America/Europe
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<td>AMS 260</td>
<td>Three Cultures of Early America</td>
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<tr>
<td>AMS 395</td>
<td>Virginia: Old Dominion</td>
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### BARAT COLLEGE DEPAUL (BCD)
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<td>HUM 256</td>
<td>History of Western Science</td>
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### CATHOLIC STUDIES
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<td>Medieval Mystics in Europe: 1000-1600 AD</td>
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<td>CTH 275</td>
<td>Medieval People: 400-1400 AD</td>
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<td>Development of Economic Thought</td>
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<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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<td>HST 208</td>
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<td>HST 210</td>
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<td>HST 211</td>
<td>Western Europe From Renaissance to Enlightenment: 1348-1789</td>
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<td>HST 212</td>
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<td>HST 213</td>
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<td>Islam and the West: A Survey of Orientalism</td>
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<tr>
<td>ISP 210</td>
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ISP 220 Interactions of Science and Civilization I
ISP 221 Interactions of Science and Civilization II

SOCIOLOGY
SOC 253 Slavery and Racialization
SOC 254 Ancient Greece and Rome

POST-1800 (1800-1945 COURSES)

Africa
HISTORY
HST 228 Africa 1750-1900: The Age of Conquest
HST 229 Africa 1900 - Present: The Age of Revolution

Asia
HISTORY
HST 231 The Rise of Modern Japan
HST 233 The Rise of Modern China
HST 287 The History of East Asian Civilizations since 1600

Intercontinental/Comparative
GEOGRAPHY
GEO 233 Comparative Urbanism

HISTORY
HST 220 World History III
HST 236 European Expansion: Age of Empire, 1800s – 1900s

SOCIOLOGY
SOC 256 Social Change

Latin America

HISTORY
HST 200 Mexico Since Independence
HST 204 Film and Latin American History

North America/Europe

AMERICAN STUDIES
AMS 200 Introduction to American Social History and Culture

BARAT COLLEGE DEPAUL (BCD)
HST Intelligence in Twentieth Century: Spies, Codes and Surveillance
HUM 256 American History on Film

CATHOLIC STUDIES
CTH 273 The History of the Catholic Church in the United States

COMMUNICATION
CMN 343 The History of Journalism

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
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<td>HST 270</td>
<td>U.S. Historical Landscape</td>
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**LIBERAL STUDIES IN EDUCATION**
LSE 250 Catholicism and Education in Western Europe

**MODERN LANGUAGES**
MOL 322 A Cultural History of Paris